

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: RIVERSINK ELEMENTARY SCHOOL

District Name: Wakulla

Principal: Jackie High

SAC Chair: Karrie Musgrove

Superintendent: David Miller

Date of School Board Approval: November 19, 2012

Last Modified on: 11/7/2012

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

Dr. Mike Grego, Chancellor
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325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jackie High	BA- Early Childhood, Florida State University; MS- Educational Leadership, Florida State University; NBCT Early Childhood	4	7	Principal Riversink Elementary School 2011-2012 Grade A: Reading Proficiency 79% Math Proficiency 80% Writing Proficiency 82% Science Proficiency 71% Met AMO in Reading and Math 2010-2011 Did not make AYP Grade B: Reading Mastery: 85%, Math Mastery: 80%: Writing Mastery: 78%, Science Mastery: 57% 2009-2010 Made AYP Grade A: Reading Mastery: 85%, Math Mastery: 84%, Writing Mastery: 92%, Science Mastery: 67% 2008-2009 Made AYP Grade A: Reading Mastery: 83%, Math Mastery: 75%, Writing Mastery: 84%, Science Mastery: 54% Assistant Principal, Wakulla High School

					2007-2008 Grade B; Reading Mastery: 57%, Math Mastery: 80%, Met AYP criteria in Writing; ED did not meet AYP criteria in Reading 2006-2007 Grade C; Reading Master: 49%, Math Mastery: 78%, All subgroups met AYP in Math and Writing, ED did not meet AYP criteria in Reading
Assis Principal	Melinda Young	BA- English Education, University of Florida; MS- Educational Leadership, Florida State University; Specialist in Education Counseling and Human Services, Florida State University	4	5	Assistant Principal Riversink Elementary School 2011-2012 Reading Proficiency: 79% Math Proficiency: 80% Science: 71% Grade: A Met AMO in Reading and Math 2010-2011 Did not make AYP Grade B: Reading Mastery: 85%, Math Mastery: 80%: Writing Mastery: 78%, Science Mastery: 57% 2009-2010 Made AYP Grade A: Reading Mastery: 85%, Math Mastery: 84%, Writing Mastery: 92%, Science Mastery: 54% 2008-2009 Made AYP Grade A: Reading Mastery: 83%, Math Mastery: 75%, Writing Mastery: 84%, Science Mastery: 54%

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Amy Siedler	BS Elementary Education, Gifted Endorsement, Reading Endorsement			

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	1. Riversink Elementary participates with Flagler College to provide experiences for interns in order to build a pool of highly qualified faculty members. 2. Teacher Mentoring 3. Needs-based inservices/ training	Assistant Principal Assistant Principal Principal Principal	On- going On-going On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0%	

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
32	6.3%(2)	21.9%(7)	40.6%(13)	31.3%(10)	31.3%(10)	100.0%(32)	28.1%(9)	18.8%(6)	75.0%(24)

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
Ginni Brown	Amber Boutwell Lauren Miller	New Teacher	Meetings, observations to familiarize new teacher with policies, procedures and best practices
Jennifer Williams	Jessica Yarbrough	New Teacher	Meetings, observations to familiarize new teacher with policies, procedures and best practices
Lauren Baker	Alena Burley	New Teacher	Meetings, observations to familiarize new teacher with policies, procedures and best practices

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title 1 funds provide for supplemental materials, equipment, smaller teacher pupil ratio, staff development, remediation and parent involvement activities

Title I, Part C- Migrant

PAEC coordinates services for migrant students. Currently we do not have any migrant students.

Title I, Part D

The district does not receive Title 1 Part D funds.

Title II

Title II, Part A funds are used to fund an elementary Reading/Intervention Coach, and professional development for teachers from all schools based on needs determined by analyzing assessment data. Title II, Part A funds provide staff development addressing incorporating technology into instruction.

Title III

The district does not receive Title III funds. However, services for English Language Learner services are provided by the district student services department.

Title X- Homeless

The District Student Services Department will assist in providing resources (clothing, school supplies, and social services

referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers from a free and appropriate education.

Supplemental Academic Instruction (SAI)

After school remediation
Free after school tutoring in reading and math for 4th and 5th grade students scoring Level 2 and below

Violence Prevention Programs

Schools offer violence prevention programs and anti-drug programs which are supported by Title IV funds, the community and the Sheriff's Department through
SAVE/ Guidance Curriculum/ Character Education, School-wide PBS programs

Nutrition Programs

Wellness Program which includes goals for nutrition, physical activities, health and safety, and family and community involvement goals

Housing Programs

N/A

Head Start

Head Start students participate in Pre-K transition visits. Transition meetings are held between pre-school and elementary teachers to discuss incoming Head Start kindergarten students.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administrator: Melinda Young
Guidance Counselor: Diane Price
Reading Coach: Amy Seidler
Staffing Specialist: Mary Fort
FSU Psychology Intern: Alison Randel
Recorder/ Secretary: Gina Mitchell
Speech/Language Pathologist: Marc Richter
ESE Teacher: Karrie Musgrove
Classroom Teacher requesting meeting/ other teachers as needed

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?

Meetings will be held on Wednesdays from 1:00 to 3:00. To request an IST meeting, teachers must sign up with Mrs. Mitchell in the front office with knowledge of information and paperwork needed to bring to first/each IST meeting. Mrs. Young will be responsible for IST meetings and Mrs. Price will be responsible in her place if needed. Mrs. Mitchell will be the recorder, she will also manage the records from the meetings. The team will problem-solve, collaborate, share effective instructional strategies, evaluate implementation and make decisions. Mrs. Young and Mrs. Price will be responsible for follow-up, however, the RtI team will be expecting that these items are completed before rescheduling an IST meeting. The AP or Principal will conduct classroom observations unless otherwise specified by the IST. The IST will make the determination to convene the CST and move to referral. Paraprofessionals will cover classrooms while teachers attend meetings.

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

The school-based RtI Team will be represented on the SAC. The procedures of RtI will be included in the School Improvement Plan and reviewed annually.

MTSS Implementation

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

The data used to monitor and manage RtI will come from Performance Matters, STAR Reading and STAR Math. Watch list created and progress monitoring data will be kept in a data notebook by all teachers and reviewed monthly at grade level meetings. Tier 1 Data Sources: Tier 1 Intervention Plan, Student Progress Profile, Progress Monitoring Data Form, Parent Notification of Intervention Activities/ Screening Form, Request for IST Tier 2 Data Sources: Intervention Support Team Folder Checklist, Intervention Support Team Tracking Report, Tier 2 Intervention Plan, Progress Monitoring Data Form, Intervention Calendar, Additional Indicators Form, Teacher Observation Form, Instructional Fidelity Form, Update Student Progress Profile Tier 3 Data Sources: Intervention Support Team Tracking Form, Tier 3 Intervention Plan, Teacher Observation Form, Instructional Fidelity Form, Progress Monitoring Data Form, Intervention Calendar

Describe the plan to train staff on MTSS.

Professional Development will be provided during pre-planning, in teacher's common planning time, and in small sessions throughout the year. In addition, on-going training will be occurring during IST meetings.

Describe the plan to support MTSS.

Professional Development Days designated for reviewing data.
Performance Matters data tracking system used to monitor progress.
Designated Reading Coach and School Psychologist assigned to school.
District and School level on-going to stream-line the MTSS process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Reading Coach, Assistant Principal, Grade Level Chairpersons, Media Specialists, ESE Teacher

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

The LLT will meet at least bi-monthly during shared planning. The LLT will use data to determine student needs and develop plans to meet those needs.

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

School wide data review to form Target Groups and create Watch Lists in order to target students in need. Progress of these students will be monitored by data folders and Performance Matters.

School-wide implementaton for The Daily 5, which focuses on helping students develop daily habits leading to a lifetime of independent literacy.

Training and discussion of Common Core for Literacy Standards

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/14/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Administrators meet annually with teachers at the pre-school to discuss upcoming kindergartners, and pre-school students visit the school. Upon entering kindergarten, students are screened using FLKRS during the first 45 days.

*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:	81% of students tested on FCAT Reading will achieve proficiency (FCAT Level 3 or above)
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (216)	81%

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 may not be challenged to develop higher-order thinking skills across the content areas	Teachers will use higher-order question stems to generate higher-order questions to use across the content areas.	Assistant Principal/ Reading Coach	Review of FCAT Trend	FCAT Trend Reports
2	Students may not generalize reading strategies across the content areas.	Teachers will emphasize reading in the content areas using close interactive reading of complex texts of fiction and nonfiction within the reading block.	Assistant Principal/ Reading Coach	Review of FCAT Trend	FCAT Trend Reports
3	All students may not have opportunity to read enough out of school	90 Minutes of uninterrupted reading instruction using Harcourt StoryTown and Leveled Readers	Reading Coach and Assistant Principal	STAR and Performance Matters	STAR and Performance Matters Reports
4	Students are performing at different levels.	Whole Group, Small Group, and Independent Daily Five Centers to provide differentiated instruction based on student need, including remediation on targeted skills and enrichment activities for higher achieving students	Reading Coach, Assistant Principal, and Teacher	Daily 5 meetings with students, Progress Monitoring of Reading Skills	Harcourt Assessments, STAR Reading, FAIR Data
5	All students do not move at the same pace	Regularly Scheduled Progress Monitoring of all students	Reading Coach and Assistant Principal	STAR and Performance Matters	STAR and Performance Matters Reports
6	Students may not relate reading skills across the curriculum	Use of Lesson Study "Super Lessons"	Teacher Lesson Study Team	Teacher Lesson Study Team Evaluation	Scheduled observation and discussion
7					

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:	
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Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	100% of students taking Alternate Assessment will score at Level 4 or more.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(2)	100%

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 students with disabilities may not have opportunities to practice functional skills across multiple environments.	Students will learn and practice skills across environments in school and community.	ESE Teacher and Assistant Principal	Florida Alternate Assessment School Report Review	Florida Alternate Assessment School Report

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:	50% of students taking FCAT Reading will achieve above proficiency (FCAT Levels 4 and 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (216)	50%

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 may not be challenged by core curriculum.	Enrichment activities and challenging texts will be provided during implementation of Daily 5 .	Assistant Principal/ Reading Coach/ Classroom Teacher	Review of data on Performance Matters	Performance Matters
2	Students may not be challenged by books on their grade level	Accelerated Reading Program	Classroom Teacher, Reading Coach, Assistant Principal	STAR Reading Score Review	STAR Reading Reports

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be challenged in a classroom without interactions with their non-disabled peers.	Student with disabilities will be served in inclusion classes with assistance from ESE personnel as needed.	Assistant Principal/ESE Teacher	Review of Florida Alternate Assessment School Report	Florida Alternate Assessment Report

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:	75% of students taking FCAT Reading will make Learning Gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (216)	75%

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 may need supplemental instruction in one or more of the 5 areas of reading	Whole group and small group instruction using direct instruction in the five areas of reading based on classroom data	Teachers, Principal, Assistant Principal and Reading Coach	Progress monitoring using data on Performance Matters, STAR Reading and Diagnostic Assessments, and classroom walkthroughs	Performance Matters
2	Students will not achieve at the same rate	Use Target Groups and Watch Lists to track students in need of improvement.	Teachers, Assistant Principal and Reading Coach	Regularly scheduled review of Data	Performance Matters/ Data Books

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not retain skills from previous year of instruction.	Teachers will provide practice in previous skills as they build on new	Assistant Principal/ESE Teacher	Review of Florida Alternate Assessment School Report	Florida Alternate Assessment School Report

skills.

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:	80% of students in the lowest quartile will make learning gains on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (54)	80%

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 students in the lowest quartile may not have the skills needed to show learning gains, but not appear to be struggling.	Teachers school-wide will use data to create Target Groups and Watch Lists in order to support these students.	Teachers/ Principal/Assistant Principal/ Reading Coach	Progress monitoring with Data Folders/ Data Wall.	FCAT Assessments
2	Students may not make achievements using only core instruction	Small group targeted instruction using Harcourt Story Town Strategic Intervention Kit along with other Tier II and Tier III instructional materials (Hearbuilder, Wilson, REWARDS, SRA, Study Dog, PALS) in addition to the Tier I core instruction	Teachers, Reading Coach, Assistant Principal	Review of Progress Monitoring Assessments and Data Notebooks	Performance Matters, Data Notebooks
3	Students may not be making expected learning gains at equal rates.	Continue to use the RtI process to intervene with low performing students, monitoring students in currently in the process and adding students as needed.	RtI Team	Review of RtI notebooks, data	RtI notebooks

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 #					
	81% of students tested will demonstrate proficiency.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	79%	81%	83%	85%	87%	

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:	53% of students in subgroups by ethnicity will make satisfactory progress in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (31)	53%

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 of diverse ethnicities may not relate to materials used in reading.	Use of Harcourt Story Town Curriculum which presents stories about diverse ethnicities.	Teachers/ Assistant Principal	Review of Harcourt Story Town Assessments	Harcourt Story Town 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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's inability to understand language of materials presented.	Use multi-lingual materials provided with Harcourt Story Town curriculum with ELL students when needed.	Teachers/ Assistant Principal	Review of Harcourt StoryTown Assessments	Harcourt Story Town 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:	73% of students with disabilities will make satisfactory gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (40)	73%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have the ability to work independently on grade level.	Diagnose abilities and provide small group instruction with accommodations and	ESE Teacher/Assistant Principal	Review FAIR and FCAT Reading Scores	FCAT and Reading Scores

	support to scaffold students to grade-level curriculum.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	71% of Economically Disadvantaged students will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (98)	71%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not come from a print rich environment.	Provide a print rich environment within the classroom and the school.	Teachers/ Principal	Principal walk through	Teacher evaluation

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
Performance Matters Tracking Program	All	Tech Specialist on School Site	School-wide	Pre-planning	Teachers develop Watch Lists	Assistant Principal
AVID Strategies	5th/ All	Beth O'Donnell, AVID District Director	5th Grade Teacher	1st Quarter	Begin implementing strategies	Assistant Principal
RtI Training	All	Assistant Principal/ Reading Coach	School-wide	Common planning time	Participation in RtI process	Assistant Principal/Reading Coach
Common Core Standards Literacy Training	K-2 Teachers	Private Consultant	K-1 Reading	Summer Training	Lesson plans developed using Common Core Standards	Assistant Principal
Elementary Literacy Design	Reading/ 5th Grade	Beth Mims, Director of Curriculum	Nick Weaver, 5th Grade Teacher	On-going	Development of Literacy Plan	Beth Mims, Director of Curriculum
Data Day	All	Assistant Principal	School-wide	Pre-planning	Teacher Watch Lists	Assistant Principal
Daily 5 Implementation Training	All	Reading Coach/ Administration	School-wide	On-going	Implementation	School Administrators
Differentiated Instruction	All	FDLRS	School-wide	Summer Training	Implementation/ Lesson Plans	School Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Whole Group and Small Group differentiated instruction based on student need, including remediation on targeted skills and enrichment activities for higher achieving students Regularly Scheduled Progress Monitoring of all students	Performance Matters, Wilson Reading Program	Federal Grant and Title I Funds	\$3,000.00
90 Minutes of uninterrupted reading instruction using Harcourt StoryTown and Leveled Readers	Reading Texts, Materials	District Funds	\$1,500.00
Teachers will emphasize reading in the content areas using close interactive reading of complex texts of fiction and nonfiction within the reading block.	FL Social Studies Weekly SRA Science	District Funds and Title I Funds	\$5,700.00
			Subtotal: \$10,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Regularly Scheduled Progress Monitoring of all students . Accelerated Reading Program	Renaissance Reading Program STAR Tests Accelerated Reader	District/School Funds	\$2,931.35
			Subtotal: \$2,931.35
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Standards Literacy Training	Private Consultant	District Funds	\$1,000.00
AVID Strategies	AVID District Director	District Funds	\$0.00
Performance Matters Tracking Program	Technical Specialists on School Site	District Funds	\$3,600.00
Daily 5 Training	Continue in-school training of Daily 5, incorporating on-site observations of Daily 5 schools	Title 1	\$800.00
			Subtotal: \$5,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$18,531.35

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:	N/A
2012 Current Percent of Students Proficient in listening/speaking:	
N/A	

Problem-Solving Process to Increase Student Achievement

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

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:	N/A
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2012 Current Percent of Students Proficient in reading:

N/A

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing. CELLA Goal #3:	N/A
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2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

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

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:	80% of students will achieve proficiency on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (216)	80%

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 may not be challenged to develop higher-order thinking skills across the content areas	Teachers will use higher-order question stems to generate higher-order questions to use across the content areas.	Assistant Principal/ Reading Coach	Review of FCAT Trend	FCAT Trend Reports
2	Students may not generalize reading strategies across the content areas.	Teachers will emphasize reading in the content areas using close interactive reading of complex texts of fiction and nonfiction within the reading block.	Assistant Principal/ Reading Coach	Review of FCAT Trend	FCAT Trend Reports
3	Students need more use of manipulatives to understand math concepts	Explicit math instruction using GoMath curriculum and math manipulatives	Principal/ Assistant Principal	Review of assessments	Go Math Assessments in text or online
4	Not all students learn the same way	Teach multiple algorithms along with standard algorithms providing multiple models	Principal/ Assistant Principal	Assessments in text or online	Assessments in text or online
5	Students need to become fluent in math facts.	Teach math facts to mastery with timed drills.	Principal/Assistant Principal	Review of Assessments	Stanford 10/ FCAT Scores
6	Students may need practice out of class to reinforce skills learned and to challenge them on their skill level.	Students will use Pearson Success-Maker in the computer lab for computer-based instruction in math.	Principal/Assistant Principal	Review of Pearson Reports	Pearson Success-Maker

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(2) Made Level 5	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have real-world experiences with math.	Students will be instructed and practice math skills in real-world environments through Community Based Instruction.	ESE Teacher/ Assistant Principal	Review of Florida Alternate Assessment Report	Review of Florida Alternate Assessment Report

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:	50% of students taking FCAT Math will achieve above proficiency (Levels 4 and 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (216)	50%

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 may not be challenged by core curriculum.	Enrichment activities and challenging texts will be provided during implementation of Daily 5 .	Assistant Principal/ Reading Coach/ Classroom Teacher	Review of data on Performance Matters	Performance Matters
2	All students will not be challenged by the core curriculum.	Enrichment activities from GoMath.	Classroom Teachers/Assistant Principal	Benchmark Assessments/ FCAT Scores	Review of Benchmark Assessments/ FCAT Reports

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(2)	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be challenged in an environment without their	Students will participate in inclusion classroom with support as needed.	ESE Teacher/ Assistant Principal	Review of Florida Alternate Assessment	Florida Alternate Assessment

non-disabled peers.

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:	85% of students will make learning gains in FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (216)	85%

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 don't have enough practice with manipulative to understand math concepts.	Explicit math instruction using GoMath curriculum and math manipulatives	Principal/ Assistant Principal	Review of assessments	GoMath assessments in text or online
2	Not all students learn at the same rate	Differentiated instruction in small group including remediation and enrichment	Principal/ Assistant Principal	Review of STAR Math Reports	Go-math Mini Benchmark Assessments or FCAT Explorer Mini 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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	100% of students taking Florida Alternate Assessment will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(2)	100%

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 may not retain skills from previous year of instruction.	Teachers will provide practice in previous skills as they build on new skills.	Assistant Principal/ESE Teacher	Review of Florida Alternate Assessment School Report	Florida Alternate Assessment School Report

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:	80% of Lowest 25% will make learning gains in mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(54)	80%

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 students in the lowest quartile may not have the skills needed to show learning gains, but not appear to be struggling.	Teachers school-wide will use data to create Target Groups and Watch Lists in order to support these students.	Teachers/ Principal/Assistant Principal/ Reading Coach	Progress monitoring with Data Folders/ Data Wall.	FCAT Assessments
2	Students may not have skills required to succeed in the core curriculum alone	GoMath Strategic Interventions, Moby Math, IXL Math	Principal/ Assistant Principal	Bi-weekly progress monitoring	Mini benchmark assessments
3	Students may need independent practice to gain fluency in skills	GoMath Soar to Success	Principal/ Assistant Principal	Review of progress monitoring data chart	Soar to Success Computer Reports
4	Students may need supplemental instruction to master skills	After school remediation for students in need	Principal/ Assistant Principal	Review of State assessment scores.	FCAT Math

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	74% of students tested will achieve proficiency in math.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72%	74%	77%	79%	82%	

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:	44% of student ethnicity subgroup will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (31)	44%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have success with the standard algorithms to	Teachers will use multiple algorithms to teach students to solve math	Teachers/ Assistant Principal	Review of FCAT Math Scores on Performance Matters	Performance Matters

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student may not have the ability to understand problem solving narratives	Teachers will break problem solving prompts down into parts focusing on key words	Teacher/ Assistant Principal	Review of FCAT Math scores on Performance Matters	Performance Matters

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:	69% of Students with Disabilities will make satisfactory gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (40)	69%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not possess all skills needed to succeed on grade-level curriculum	Small-group instruction based on student needs	ESE Teacher/ Assistant Principal	Review of FCAT Math scores on Performance Matters	Performance Matters

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	67% of Economically Disadvantaged students will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (98)	67%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may have limited experience with real-world mathematic problem solving.	Present math concepts in a variety of way using a variety of problem solving prompts.	Teachers/ Assistant Principal	Review of FCAT Math on Performance Matters	Performance Matters
2	Parents in this sub-group may not have the means to help their students with the New Generation Math Standards.	Planned parent night to teach parents how to support their students in math at home.	Teachers/Principal	Review of FCAT Math on Performance Matters	Performance Matters

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
FCAT 2.0 Math: Content and timeline to teach each skill assessed	All	Private Consultants	School-wide	Summer Training	County-wide long-range math plan	Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Explicit math instruction using GoMath curriculum and math manipulatives	Math Curriculum that includes online support, diagnostics, remediation, extra practice and enrichment materials.	District Funds	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers school-wide will use data to create Target Groups and Watch Lists in order to support these students.	Online computer-based instruction. Online Math Assessment	District Funds	\$0.00
Students may not have skills required to succeed in the core curriculum alone	Moby Math, IXL Math (web-based programs)	Title I and School Improvement	\$2,600.00
			Subtotal: \$2,600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
New Generation Math Standards and Common Core Curriculum Math Standards Instruction and Time-line Planning	Private Consultant	Title I Funds	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$3,600.00			

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:			75% of students will achieve proficiency (FCAT Level 3) in science.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
71%(74)			75%		
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 make lack hands on experience in science concepts	Teachers will use hands -on models, manipulatives, visuals and diagrams.	Teachers/ Assistant Principal	Weekly Assessment with Houghton Mifflin Science	FCAT Science
2	Students may lack background knowledge of Life Science.	The school will participate in Project Learning Tree Week yearly with local experts presenting workshops	Teachers	Assessment with Houghton Mifflin Science	FCAT Science
3	Students' parents may lack science knowledge.	The school will participate in Project Learning Tree Week yearly with local experts presenting workshops	Science Committee	Review Science FCAT scores	FCAT Science
4	Students may not understand the vocabulary needed to comprehend science concepts	Teachers will integrate science texts in reading instruction	Teachers/Assistant Principal	Review FCAT Reading and Science scores	Performance Matters
5	Students may have difficulty understanding complex nonfiction texts.	Teachers will teach interactive and close, careful reading of science texts	Teachers/Assistant Principal	Review FCAT Reading and Science scores	Performance Matters

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
1	Students may lack hands on experience in science concepts	Student taking the Florida Alternate Assessment will participate with general educator as the school participates in Project Learning Tree Week with local experts presenting workshops.	ESE Teacher/ Assistant Principal	Review of Florida Alternate Assessment School Report	Florida Alternate Assessment School Report
2	Students make lack hands on experience in science concepts	Teachers will use hands -on models, manipulatives, visuals and diagrams.	ESE Teacher/ Assistant Principal	Review of Florida Alternate Assessment School Report	Florida Alternate Assessment School Report

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:	30% of students will achieve above proficiency (FCAT Levels 4 and 5) in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(73)	30%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the opportunity to receive enrichment activities	Bring in outside resources, subject experts in their fields.	Teachers/ Assistant Principal	Review of FCAT Science Scores	FCAT Science

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:	50% of students taking the Florida Alternate Assessment will score Level 7 or above in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (2)	50%

Problem-Solving Process to Increase Student Achievement					
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may lack the opportunity to participate in a variety of hands-on science activities in self-contained classes.	Students will participate with their non-disabled peers in the science lab with ESE staff support.	ESE Teacher, Regular Education Teachers, Assistant Principal	Review of Florida Alternate Assessment School Report	Florida Alternate Assessment Report

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The school will participate in Project Learning Tree Week yearly with local experts presenting	Local experts present workshops to students at every grade level	PTO	\$1,000.00
Teachers will use hands -on models, manipulatives, visuals and diagrams.	Hands on Life Science in our school's surrounding natural habitat.	Grant	\$5,000.00
			Subtotal: \$6,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer assisted learning/ assessment	FCAT Explorer	NO Cost	\$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: \$6,000.00

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:	83% of 4th Grade students will achieve Adequate Yearly Progress (FCAT Level 3.0 or higher) in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (72)	83%

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 may not be able to organize their writing.	Teachers will continue to use planning sheet and adapt for 5th grade with persuasive writing.	Teachers/Assistant Principal	Scheduled review of Wakulla Writes Assessments	Wakulla Writes Assessment
2	The increase in the criteria to make a passing score including deductions for spelling and conventions will make it more difficult for some students.	Increase instruction/ emphasis on phonics, spelling and grammar.	Teachers/ Assistant Principal	Review of FCAT Writes Assessments	FCAT Writes Assessment
3	Students may need targeted practice in writing timed assessments using the 6 Traits of Writing.	Teachers will give students more practice and identify areas in need for targeted instruction.	Teachers/Assistant Principal	Review of FCAT Writes Assessments	FCAT Writes Assessment
4	Students may not be able to spell consistently enough to express their ideas without misspelling.	In addition to the grade-level spelling curriculum, teachers will use differentiated spelling strategies based on student needs.	Teachers/Assistant Principal	Review of FCAT Writes Assessments	FCAT Writes Assessment
5	Students may not generalize writing skills across the content areas	Teachers will use writing strategies across content areas with emphasis on using correct spelling and grammar.	Teachers/Assistant Principal	Review of FCAT Writes Assessments	FCAT Writes Assessment

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
6 Traits of Writing	All	Director of Curriculum	School- wide	First Quarter	Lesson Planning	Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher will give students more practice and identify area in need for targeted instruction.	Wakulla Writes Assessments	School Budget	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
In addition to the grade-level spelling curriculum, teachers will use differentiated spelling strategies based on student needs.	SpellingCity web-based resource	Title I	\$200.00
			Subtotal: \$200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher will give students more practice and identify area in need for targeted instruction.	6 Traits of Writing in-service for new teachers	District Funds	\$250.00
			Subtotal: \$250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$750.00

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	95% of students will attend school.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
(446)87%	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
56	10
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
37	10 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Flu Outbreak/ Illness	Educate students on importance of hand washing/sanitizing and use upon entrance to class, in computer lab and before lunch.	Classroom Teachers/ Principal	Absences due to flu	Attendance Reports.
2	Parent perception of importance of daily attendance	Parent contact and education	Data entry clerk, classroom teachers, Principal	Review attendance records	Attendance Reports
3	Transportation Issues	Encourage students to ride the bus	Principal/ Transportation Department	Review Bus FTE Report	Bus FTE Report
4	Parents may not be aware of excessive absences and its impact on grades	Parent training on information access through FOCUS program online	Principal and RES Tech Team	Track parent use of program	Number of FOCUS parent accounts created

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
Parent training on information access through FOCUS program online	Teachers and staff inform parents on accessing their students' grades through the FOCUS tracking program	NO Cost	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Parent training on information access through FOCUS program online	FOCUS online program that tracks grades, attendance and discipline	District Funding	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	0 suspensions in 2012-2013 school year
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1	0
2012 Total Number of Students Suspended Out-of-	2013 Expected Number of Students Suspended Out-

School	of-School				
1	0				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not know expectations for school behavior	Riversink is committed to School-wide Positive Behavior Support	PBS team/ Principal	Discipline report review	Discipline Reports
2	Students may not have parents that are involved with the school	Teachers and PTO will offer parent workshops 4 times per year to encourage parent involvement	SAC committee	Decrease in suspension rate	Discipline Reports
3	Students may lack pride in their school	The school will involve students in pride building activities such as teaching the alma mater (with behavioral expectations) and PBS Rallies	PBS Team/ Principal	Decrease in suspension rate	Discipline Reports

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
School wide positive behavior support Pride building activities such as teaching the alma mater (with behavioral expectations) and PBS Rallies	PBS Rallies	General Budget	\$500.00
Offer parent workshops	Teachers provide workshops, workshop materials	General Budget	\$200.00
			Subtotal: \$700.00
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: \$700.00

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
No Data Submitted						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM		75%(74) of students will achieve Level 3 or above on FCAT Science. 80%(216) of students will achieve Level 3 or above on FCAT Math.			
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
1	Students may not make connections to science, technology, and math in real world situations to their daily lessons in these areas at school.	Students will access websites through the use of technology to make connections between science and math in the classroom and how it is applied by people in their real world careers.	Assistant Principal/ Teachers	Review of FCAT Science and Math scores.	FCAT science and math scores.
2	Students may not know how math, science and technology apply to careers in their community.	Through Project Learning Tree, students will attend mini-workshops presented by experts in fields pertaining to Environmental Science.	Project Learning Tree Committee	Review of FCAT Science and Math scores.	FCAT science and math scores.
3	Students' parents may not have the background knowledge to guide their student through the process of	Parents will be offered a science night to assist them in their guidance of their students.	Science Committee	Review of FCAT Science and Math scores.	Review of FCAT Math and Science scores.

creating a science project.				
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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	Whole Group and Small Group differentiated instruction based on student need, including remediation on targeted skills and enrichment activities for higher achieving students Regularly Scheduled Progress Monitoring of all students	Performance Matters, Wilson Reading Program	Federal Grant and Title I Funds	\$3,000.00
Reading	90 Minutes of uninterrupted reading instruction using Harcourt StoryTown and Leveled Readers	Reading Texts, Materials	District Funds	\$1,500.00
Reading	Teachers will emphasize reading in the content areas using close interactive reading of complex texts of fiction and nonfiction within the reading block.	FL Social Studies Weekly SRA Science	District Funds and Title I Funds	\$5,700.00
Mathematics	Explicit math instruction using GoMath curriculum and math manipulatives	Math Curriculum that includes online support, diagnostics, remediation, extra practice and enrichment materials.	District Funds	\$0.00
Science	The school will participate in Project Learning Tree Week yearly with local experts presenting	Local experts present workshops to students at every grade level	PTO	\$1,000.00
Science	Teachers will use hands -on models, manipulatives, visuals and diagrams.	Hands on Life Science in our school's surrounding natural habitat.	Grant	\$5,000.00
Writing	Teacher will give students more practice and identify area in need for targeted instruction.	Wakulla Writes Assessments	School Budget	\$300.00
Attendance	Parent training on information access through FOCUS program online	Teachers and staff inform parents on accessing their students' grades through the FOCUS tracking program	NO Cost	\$0.00
Suspension	School wide positive behavior support Pride building activities such as teaching the alma mater (with behavioral expectations) and PBS Rallies	PBS Rallies	General Budget	\$500.00
Suspension	Offer parent workshops	Teachers provide workshops, workshop materials	General Budget	\$200.00
				Subtotal: \$17,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Regularly Scheduled Progress Monitoring of all students . Accelerated Reading Program	Renaissance Reading Program STAR Tests Accelerated Reader	District/School Funds	\$2,931.35
Teachers school-wide				

Mathematics	will use data to create Target Groups and Watch Lists in order to support these students.	Online computer-based instruction. Online Math Assessment	District Funds	\$0.00
Mathematics	Students may not have skills required to succeed in the core curriculum alone	Moby Math, IXL Math (web-based programs)	Title I and School Improvement	\$2,600.00
Science	Computer assisted learning/ assessment	FCAT Explorer	NO Cost	\$0.00
Writing	In addition to the grade-level spelling curriculum, teachers will use differentiated spelling strategies based on student needs.	SpellingCity web-based resource	Title I	\$200.00
Attendance	Parent training on information access through FOCUS program online	FOCUS online program that tracks grades, attendance and discipline	District Funding	\$0.00
				Subtotal: \$5,731.35
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Standards Literacy Training	Private Consultant	District Funds	\$1,000.00
Reading	AVID Strategies	AVID District Director	District Funds	\$0.00
Reading	Performance Matters Tracking Program	Technical Specialists on School Site	District Funds	\$3,600.00
Reading	Daily 5 Training	Continue in-school training of Daily 5, incorporating on-site observations of Daily 5 schools	Title 1	\$800.00
Mathematics	New Generation Math Standards and Common Core Curriculum Math Standards Instruction and Time-line Planning	Private Consultant	Title I Funds	\$1,000.00
Writing	Teacher will give students more practice and identify area in need for targeted instruction.	6 Traits of Writing in-service for new teachers	District Funds	\$250.00
				Subtotal: \$6,650.00
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: \$29,581.35

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/4/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC will meet a minimum of 4 times per year to review the Climate Survey and FCAT Trend Data, and to review and amend the Parent Involvement Plan and the School Improvement Plan

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Wakulla School District RIVERSINK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	86%	87%	57%	319	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	56%			128	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	76% (YES)	45% (NO)			121	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					568	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Wakulla School District RIVERSINK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	89%	74%	69%	321	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	67%	66%			133	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?	63% (YES)	67% (YES)			130	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					584	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested