

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: HUTCHISON BEACH ELEMENTARY SCHOOL

District Name: Bay

Principal: Glenda Nouskhajian

SAC Chair: Theresa Black

Superintendent: William Husfelt

Date of School Board Approval:

Last Modified on: 10/15/2012

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

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Glenda Nouskhajian	B.S. – Elementary Education M.S.- Educational Leadership Certifications: Elementary Ed. 1-6, School	1	8	Assistant Principal of Breakfast Point Academy: 2011-2012: Grade A. Reading Proficiency: 70%, Math Proficiency: 68%, Science Proficiency: 70%, Reading LG: 72%, Math LG: 66%, Reading Lowest 25% LG: 74%, Math Lowest 25% LG: 71% 2010-2011: Grade A. Reading Proficiency: 83%, Math Proficiency: 84%, Science Proficiency: 64%, Reading LG: 74%, Math LG: 74%, Reading Lowest 25% LG: 62%, Math Lowest 25% LG: 75%, SWD and ED did not make AYP in reading and math. 2009-2010: Grade A. 2009-2010: Grade A. Reading Proficiency: 83%, Math Proficiency: 84%, Science Proficiency: 58%, Reading LG: 66%, Math LG: 66%, Reading Lowest 25% LG: 58%, Math Lowest 25% LG: 62%, SWD and ED did not make AYP in reading. Ed did not make AYP in math. 2008-09: Grade A. Reading Proficiency: 82%, Math Proficiency: 81%, Science Proficiency: 53%, Reading LG: 69%, Math

		Principal – all levels, Endorsement: ESOL			LG: 65%, Reading Lowest 25% LG: 59%, Math Lowest 25% LG: 53%, SWD did not make AYP in reading and math. Assistant Principal of Tyndall Elementary: 2007-08: Grade A. Reading Proficiency: 92%, Math Proficiency: 89%, Science Proficiency: 68%, Reading LG: 74%, Math LG: 78%, Reading Lowest 25% LG: 79%, Math Lowest 25% LG: 70%. All subgroups met AYP. 2006-07: Grade A. Reading Proficiency: 91%, Math Proficiency: 91%, Science Proficiency: 72%, Reading LG: 86%, Math LG: 79%, Reading Lowest 25% LG: 74%, Math Lowest 25% LG: 70%. All subgroups met AYP. 2005-06: Grade A. Reading Proficiency: 87%, Math Proficiency: 88%, Reading LG: 65%, Math LG: 71%, Reading Lowest 25% LG: 58%. All subgroups met AYP.
Assis Principal	Becki Reeder	B.S. – Elementary Education M.S.- Educational Leadership Certifications: Elementary Ed. 1-6, Primary Ed. age 3 –grade 3, School Principal – all levels,	1	1	

## INSTRUCTIONAL COACHES

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

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

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular meetings of teachers with administrators to discuss academic data and intervention strategies	Administration	June 2013	
2	ESOL Endorsement and Reading Endorsement opportunities provided to all staff members via Bay District initiatives.	Administration	June 2013	
3	New teachers will participate in Bay District's New Teacher Induction Program.	Administration	June 2013	
4	4. New teachers will be partnered with a peer teacher.	Administration	June 2013	

## Non-Highly Effective Instructors

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

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

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

### Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
43	2.3%(1)	30.2%(13)	27.9%(12)	39.5%(17)	34.9%(15)	100.0%(43)	11.6%(5)	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
N/A			
Grade Level Chairs	New teachers to the school	As part of the grade chair's job description, they are role models, mentors, coaches and a support team for members of their grade levels.	Monthly or as-needed grade level meetings.

## 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

Hutchison Beach Elementary has been allocated Title I funds to support school wide programs. The 2012-2013 Title I allocation will be used to provide funding for supplemental activities, programs and materials to address the needs of students and subgroups who are not meeting State standards or AMOs. Title I funds are being used to provide paraprofessionals at Beach. Professional Development to meet teacher needs will be provided, in part, with Title I funding. All Title I strategies are coordinated with other district departments/grants including; ESE, Title II and other Federal grants.

Title I, Part C- Migrant

Bay District contracts with PAEC who then provides services to eligible students and families. The Parent Liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

The neglected and delinquent program coordinates transition services to students who return to the school system. Beach Elementary works with the N & D crisis intervention teacher to ensure transition is smooth for any eligible student. These services are coordinated with district Drop-out Prevention programs.

Title II

The Bay District Office of Staff Development provides the school with staff development opportunities, materials, and resources related to increasing student achievement. The Staff Development Office also provides Staff Training Specialists to deliver staff development for instructional staff and administrators. Funding for staff development is coordinated among department, including Title I, Title II and ESE, to meet the data identified needs of students and staff. This includes services for beginning teachers. BEACON Learning, an on-line training organization, is also utilized for staff development.

Title III

District funds are used to provide supplemental materials and computer software to support English Language Learners (ELL). Services are provided to eligible students through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. A bi-lingual paraprofessional assists our students and families.

Title X- Homeless

The district homeless liaison/social worker provides resources (clothing, school supplies and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education. Title X coordinates with Title I to fund services to students in Bay District.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

The Bay District School Board has an approved policy on "Bullying, Harassment, or Cyberstalking" (Policy 7.2.7). This policy is reviewed annually, during Pre-School Inservice by the administrative and instructional staff at each school. Each school has a Character Education Plan in place. Character Education Plans promotes the prevention of violence and foster a drug free learning environment. Positive Behavior Support is used at Beach to promote positive classroom behavior and improve individual student behavior. A School Resource Officer (SRO) is available for support to deal with any serious issues.

Nutrition Programs

All students who qualify for free or reduced meals, in accordance with federal guidelines, are provided breakfast and lunch at the school site.

Housing Programs

N/A

Head Start

There are dedicated Title I funds to address Pre-K transition strategies. These include sending information regarding the Beach kindergarten program to pre-k students along with those in area Head Start programs.

Adult Education

District provides Adult Education Services via Haney Vocational School.

Career and Technical Education

Job Training

N/A

Other

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

## School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal - Glenda Nouskhajian

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.

Fred Schnepel - 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: Freda Williams & Kendall Farrar

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.

Regular Education Teachers (2) - K-2 Representative, 3-5 Representative: Kari Conner & Sheila Laberdesque

Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

ESE Teacher: Donka Dubuque

Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

MTSS Staff Training Specialist: Rebecca Christopher

Provides guidance on K-12 reading plan; supports schools with the implementation of MTSS; shares information with administrators, provides professional development to faculty and staff based on area of need; attends School Based Leadership Team Meetings; assists with data analysis and development of intervention plans and periodically reviews MTSS folders for compliance.

Guidance Counselor: Leslee Oster & Jackie Parrish

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support the child's academic, emotional, behavioral and social success.

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 once a month (or more often if needed) to build consensus and make decisions about implementation. The MTSS team functions to conduct on-going DEA, FCAT data, and other Universal Screening data to match interventions to student needs and stakeholder accountability. We will review progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding benchmarks and students who are at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the MTSS team will identify and ensure professional development. The MTSS team is responsible for school-wide implementation. The MTSS team provides training and coaching to school staff. School administrators will use individual student performance data to determine activities and the MTSS structures needed to best meet the needs of their students. The MTSS process will be integrated in the District Reading Plan, District Student Progression Plan, and School Improvement Plan.

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?

MTSS team will collaborate with the School Improvement Team and School Advisory Council to help in the development of the School Improvement Plan. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, and Relationship). The MTSS Team contributed to the Professional Development areas of plan by outlining how MTSS Professional Development will be delivered to faculty and staff.

## 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.

FOCUS, PMRN, FAIR (Kindergarten only), Dolphin Writes, Discovery Education, FCAT, SME5, DIBELS Next and EasyCBM.

Describe the plan to train staff on MTSS.

Monthly meetings with staff, MTSS Staff Training Specialist available to assist teachers on a monthly basis.

Describe the plan to support MTSS.

The Staff Training Specialist, Becca Christopher, Guidance and administration will meet monthly with teachers during grade level planning to have data chats concerning MTSS students. Also, the MTSS Staff Training Specialist and school psychologist available to assist teachers on a monthly basis.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Glenda Nouskhajian – Principal, Sheila Laberdesque; Instructional Staff—Represents the Reading Committee; Kari Conner, Instructional Staff—Represents the Math Committee; Natalina Lane, Instructional Staff—Represents the Writing Committee; Steve Geist, Instructional Staff—Represents the Science Committee; Donka Dubuque, Instructional Staff – Represents the ESE and MTSS committee; Theresa Black—Represents the School Advisory Council.

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

The LLT meets monthly to discuss student achievement data and the implementation of school-wide initiatives. LLT members serve as chairpersons of their respective committees which are comprised of teacher representatives from each grade level. LLT members represent each committee at monthly LLT meetings and communicate LLT initiatives with faculty on a regular basis. It is the responsibility of the LLT to implement the CRP with fidelity.

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

Use Discovery Education Network assessment data to drive instruction in reading, math, and science. Continue quarterly administration of Dolphin Writes. Develop and utilized school-wide instructional focus calendars for reading, math, and science.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 8/30/2012)

### \*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.

All incoming Kindergarten students at Beach Elementary School are assessed using the FLICKERS/ECHOS Discovery Education Assessment. This data will be used to plan daily academic instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Transition activities begin with Pre-K students interacting with Kindergarten students throughout the year as appropriate. These activities may include visits of Pre-K students to the K classroom, parental activities and orientation.

### \*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:	Our current level of performance for students achieving proficiency in Level 3 is 31 percent. We will increase this to 34 percent or higher and focus on lowest skill areas.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (119) scored at Level 3 in Reading	34% (121 ) Based on Current Enrollment

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
2	Availability and/or access of fully operational student computers in the classroom and computer labs	Inventory current student computers and develop a plan to replace obsolete computers	Administration and technology committee	Progress monitoring of SM5 usage data, completion of computer inventory log	SM5 reports, computer inventory log
3	Teacher knowledge of integrating SMART technology in core instruction	Incorporate SMART interactive whiteboard, and other related peripheral equipment into class instruction	District Technology TOSA	Monitor increased student engagement in classroom activities through collection of student generated data and peer evaluation of data	FCAT, DEA
4	Excessive absences and tardies	Develop and implement an attendance flow-chart	Guidance counselors, administration, and classroom teachers	Attendance is monitored using FOCUS	FOCUS & RAPTOR
5	Limited time for professional development during grade level meetings	Create a Professional Learning Community for Common Core and Kagan Strategies	Administration, District STS	Classroom Walk-Throughs	Observations and lesson plans
6	Time constraints during the school day	Continue with creation and implementation of Focus Calendar and pacing guide for lessons reinforcing Comprehensive Reading Plan	Administration, District training specialist and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
7	Co-teaching inclusion model	Restructure inclusion model. The ESE teacher will push-in the regular classroom. Both teachers will provide differentiated	ESE, Regular Education Teachers, and Administration	Student progress is assessed and monitored using DEA, SM5 Harcourt, classroom assessments, and other appropriate	FCAT, DEA



	instruction using KAGAN and/or CRISS strategies during the 90 minute reading block.	assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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:	Our current level of performance for students achieving proficiency in Levels 4 and 5 is 30 percent. We will increase this to 44 percent or higher and focus on lowest skill areas.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (115) scored at Levels 4 and 5 in Reading	34% (121) Based on current enrollment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
2	Availability and/or access of fully operational student computers in the classroom and computer labs	Inventory current student computers and develop a plan to replace obsolete computers	Administration and technology committee	Progress monitoring of SM5 usage data, completion of computer inventory log	SM5 reports, computer inventory log
3	Teacher knowledge of integrating SMART technology in core instruction	Incorporate SMART interactive whiteboard, and other related peripheral equipment into	District Technology TOSA	Monitor increased student engagement in classroom activities through collection of	FCAT, DEA

		class instruction		student generated data and peer evaluation of data	
4	Excessive absences and tardies	Develop and implement an attendance flow-chart	Guidance counselors, administration, and classroom teachers	Attendance is monitored using FOCUS	FOCUS & RAPTOR
5	Co-teaching inclusion model	Restructure inclusion model. The ESE teacher will push-in the regular classroom. Both teachers will provide differentiated instruction using Kagan and/or CRISS strategies during the 90 minute reading and the math block.	ESE, Regular Education Teachers, and Administration	Student progress is assessed and monitored using DEA, SM5, Harcourt, classroom assessments, and other appropriate assessments	FCAT, DEA
6	Limited time for professional development during grade level meetings	Create a Professional Learning Community for Common Core and Kagan Strategies	Administration, District STS	Classroom Walk-Throughs	Observations and lesson plans
7	Time constraints during the school day	Continue with creation and implementation of Focus Calendar and pacing guide for lessons reinforcing Comprehensive Reading Plan and utilizing District Training Specialist.	Administration, District training Specialist and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA, computer inventory
8	Tutorial programs focused solely on lower achieving students	Differentiate tutorial program to include enrichment for higher achieving students	classroom teachers, tutorial teachers, LLT	Tutorial programs will be monitored through examination of lesson plans.	Teacher lesson plans

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:	
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:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	Our current level of students making learning gains is 60 percent. We will increase this to 63 percent or higher and focus on lowest skill areas.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
60% made learning gains	63% (151) Based on current enrollment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
2	Availability and/or access of fully operational student computers in the classroom and computer labs	Inventory current student computers and develop a plan to replace obsolete computers	Administration and technology committee	Progress monitoring of SM5 usage data and completion of computer inventory log	SM5 reports and computer inventory log
3	Time constraints during the school day	Continue with creation and implementation of Focus Calendar and pacing guide for lessons reinforcing Comprehensive Reading Plan and utilizing District Training Specialist.	Administration, District training Specialist and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
4	Teacher knowledge of integrating SMART technology in core instruction	Incorporate SMART interactive whiteboard and other related peripheral equipment into class instruction.	District Technology TOSA	Monitor increased student engagement in classroom activities through collection of student generated data and peer evaluation of data	Teacher lesson plans
5	Excessive absences and tardies	Develop and implement an attendance flow-chart	Guidance counselors, administration, and classroom teachers	Attendance is monitored using FOCUS	FOCUS & Raptor

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:	
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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
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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:	Our current level of performance for students in the lowest 25 percent making learning gains is 63 percent. We will increase this to 66 percent or higher and focus on lowest ski areas.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (42) in the lowest 25 percent made learning gains in reading	66% (40) Based on current enrollment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
2	Availability and/or access of fully operational student computers in the classroom and computer labs	Inventory current student computers and develop a plan to replace obsolete computers	Administration and technology committee	Progress monitoring of SM5 usage data and completion of computer in	SM5 reports, computer inventory log
3	Time constraints during the school day	Continue with creation and implementation of Focus Calendar and pacing guide for lessons reinforcing Comprehensive Reading Plan and utilizing District Training Specialist	Administration, District training Specialist and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
4	Teacher knowledge of integrating SMART technology in core instruction	Incorporate SMART interactive whiteboard and other related peripheral equipment into class instruction.	District Technology TOSA	Monitor increased student engagement in classroom activities through collection of student generated data and peer evaluation of data	Teacher Lesson Plans
5	Co-teaching inclusion model	Restructure inclusion model. The ESE teacher will push-in the regular classroom. Both teachers will provide differentiated instruction using Kagan and/or CRISS strategies during the 90 minute reading block.	ESE, Regular Education Teachers, and Administration	Student progress is assessed and monitored using DEA, SM5, Harcourt, classroom assessments, and other appropriate assessments.	FCAT, DEA
6	Excessive absences and tardies	Develop and implement an attendance flow-chart	Guidance counselors, administration, and classroom teachers	Attendance is monitored using FOCUS	FOCUS & RAPTOR

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

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

5A : Our baseline data for 2010-2011 was 63% of students scoring satisfactory in reading. Over a five year span, we will increase the number of proficient students by 19%. By 2016-17 our target AMO in reading will be 82%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	Our baseline data for 2010-2011 was 39% of Hispanic students and 65% of White students scored satisfactory in reading. Over a five year span, we will increase the number of proficient Hispanic students by 31%. We will increase the number of proficient White students by 18%. By 2016-17 our target AMO in reading will be 70% for Hispanic students and 83% for White students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% of our Hispanic population and 38% of our White population did not score satisfactory in reading. 67% of Hispanic and 62% of White students did score satisfactory in reading.	70% of our Hispanic population and 65% of our White population will score satisfactory 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	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
2					

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:	Our baseline data for 2010-2011 was 15% of ELL students scored satisfactory in reading. Over a span of the next five years, we will increase the number of ELL students making satisfactory progress in reading by 43%. In 2016-17, our target AMO will be 58% for ELL students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% of our ELL population did not score satisfactory in reading. 27% of the ELL students did score satisfactory in reading.	29% of our ELL population will score satisfactory 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
	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment,	FCAT, DEA

1	students' monthly gain or loss to develop more specific strategies for differentiating instruction.	SM5, Harcourt (Think Central) and other appropriate assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	Our baseline data for 2010-2011 was 53% of SWD students scored satisfactory in reading. Over a five year span, we will increase the number of proficient SWD students by 24%. In 2016-17, our AMO target will be 77% proficient for SWD.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% of our Students with Disabilities did not score satisfactory in reading. 44% of SWD did score satisfactory in reading.	Based on our target AMO for 2013, 61% of our SWD will score satisfactory 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	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA

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:	Our baseline data for 2010-2011 was 57% of Economically Disadvantaged students scored satisfactory in reading. Over a five year span, we will increase the number of proficient Economically Disadvantaged students by 22%. By 2016-17 our target AMO in reading will be 79% proficient for Economically Disadvantaged students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% of Economically Disadvantaged students did not score satisfactory in reading. 55% of ED students were proficient in reading.	Based the target AMO for 2012-13, 64% ED students will score satisfactory 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	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA

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
Positive Behavior Support	K-5	Jackie Parrish	School-wide	Monthly	NSSE Survey, Meeting minutes	Becki Reeder
MTSS Procedures/Process (Promotes Student Achievement)	K-5	Rebecca Christopher	School-wide	Bi-weekly (Tuesdays during planning)	MTSS minutes Discovery Ed Data	Glenda Nouskhajian
CAG (Supports Assessment Strategies)	K-5	Glenda Nouskhajian	School-wide	Grade Level minutes	Grade Book	Glenda Nouskhajian
Leadership Team (Reinforces Best Practices)	K-5	Glenda Nouskhajian	School-wide	Monthly – Fourth Wednesday	LLT minutes SAC minutes	Glenda Nouskhajian
Common Core Standards	K-5	Jeremy Centeno	School-wide	Monthly	Meeting minutes	District Resource Personnel and Administration
Teacher Appraisal Training (Defining Teacher Evaluation Criteria)	K-5	Glenda Nouskhajian, Becki Reeder	School-wide	Monthly	Meeting minutes	Glenda Nouskhajian
Kagan	K-5	Kagan Coach/Jeremy Centeno	School-wide	Monthly	Lesson plans and meeting minutes	District Resource and Administration
K-12 Framework Training	New Teachers	STS	New Teachers	As offered	Lesson plans and observations	Administration
ELA/CCSS Training	K-1	District	K-1 Teachers	As offered	Lesson plans and observations	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Common Core Standards	Purchase Grade Level Common Core Flip Chard	Title I	\$1,316.00
			Subtotal: \$1,316.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide equipment for assessments and programs	Purchase of earphones and computers	Title I	\$7,275.00
			Subtotal: \$7,275.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Improve reading instruction	Substitutes, stipends, registration fee, travel expenses and materials for teacher training	Title I	\$15,281.00

Kagan Training	Kagan registration, substitutes and coaching	Title I	\$12,718.00
BCRA Conference	Registration	Title I	\$800.00
			Subtotal: \$28,799.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
MTSS facilitation	Paper, folders, markers, etc.	Title I	\$200.00
After-school tutorial camp for targeted students	Materials and personnel	Title I	\$3,500.00
To provide small group instruction for interventions	Paraprofessionals	Title I	\$109,000.00
Inclusion Classes at every grade level and VE ESE classes for K-2 & 3-5	Supplemental materials and supplies	Title I	\$19,000.00
			Subtotal: \$131,700.00
			<b>Grand Total: \$169,090.00</b>

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:		We currently have ten out of our twenty-seven students scoring proficient in listening and speaking. We will increase this to 40%.			
2012 Current Percent of Students Proficient in listening/speaking:					
37% (10)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
2	Time constraints during the school day	Continue with creation and implementation of Focus Calendar and pacing guide for lessons reinforcing Comprehensive Reading Plan and utilizing District Training Specialist	Administration and classroom teachers	Student progress is assessed and monitored using Discovery Education and Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
3	Teacher knowledge of integrating SMART technology in core instruction	Incorporate SMART interactive whiteboard and other related peripheral equipment into class instruction.	District Technology TOSA	Monitor increased student engagement in classroom activities through collection of student generated data and peer evaluation of data	FCAT, DEA



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:			We currently have six out of our twenty-seven students scoring proficient in reading. We will increase this to 40%.		
2012 Current Percent of Students Proficient in reading:					
22% (6)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
2	Time constraints during the school day	Continue with creation and implementation of Focus Calendar and pacing guide for lessons reinforcing Comprehensive Reading Plan and utilizing District Training Specialist	Administration and classroom teachers	Student progress is assessed and monitored using Discovery Education and Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
3	Teacher knowledge of integrating SMART technology in core instruction	Incorporate SMART interactive whiteboard and other related peripheral equipment into class instruction.	District Technology TOSA	Monitor increased student engagement in classroom activities through collection of student generated data and peer evaluation of data	FCAT, DEA

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			We currently have eleven out of our twenty-seven students scoring proficient in reading. We will increase this to 44%.		
2012 Current Percent of Students Proficient in writing:					
41% ( 11)					
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
	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of	Administration, LLT and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment,	FCAT, DEA

1		students' monthly gain or loss to develop more specific strategies for differentiating instruction		SM5, Harcourt (Think Central) and other appropriate assessments	
2	Time constraints during the school day	Continue with creation and implementation of Focus Calendar and pacing guide for lessons reinforcing Comprehensive Reading Plan and utilizing District Training Specialist	Administration and classroom teachers	Student progress is assessed and monitored using Discovery Education and Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
3	Teacher knowledge of integrating SMART technology in core instruction	Incorporate SMART interactive whiteboard and other related peripheral equipment into class instruction	District Technology TOSA	Monitor increased student engagement in classroom activities through collection of student generated data and peer evaluation of data	FCAT, DEA

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
Small group instruction with ELL students	Materials and supplies	Title I	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal #1a:	Our current level of performance for students in Level 3 is 33percent. We will increase this to 36 percent or higher and focus on lowest skill areas.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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33 % (126) scored at level 3 in math	36% (128) Based on current enrollment
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## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
2	Availability and/or access of fully operational student computers in the classroom and computer labs	Inventory current student computers and develop a plan to replace obsolete computers	Administration and technology committee	Progress monitoring of SM5 usage data, completion of computer inventory log	SM5 reports, computer inventory log
3	Teacher knowledge of integrating SMART technology in core instruction	Incorporate SMART interactive whiteboard, and other related peripheral equipment into class instruction	District Technology TOSA	Monitor increased student engagement in classroom activities through collection of student generated data and peer evaluation of data	FCAT, DEA
4	Excessive absences and tardies	Develop and implement an attendance flow-chart	Guidance counselors, administration, and classroom teachers	Attendance is monitored using FOCUS	FOCUS & RAPTOR
5	Limited time for professional development during grade level meetings	Create a Professional Learning Community for Common Core and Kagan Strategies	Administration, District STS	Classroom Walk-Throughs	Observations and lesson plans
6	Time Constraints during the school day.	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss for aligning instruction specific to NGSSS/Common Core and student needs utilizing District Training Specialist.	Administration, District Training Specialist and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, Harcourt (Think Central).and other appropriate assessments	FCAT, DEA
7	Co-teaching inclusion model	Restructure inclusion model. The ESE teacher will push-in the regular classroom. Both teachers will provide differentiated	ESE, Regular Ed Teachers and Administration	Student progress is assessed and monitored using DEA, SM5, Harcourt, classroom assessments and other	FCAT, DEA

	instruction using Kagan and/or CRISS strategies during the math block.	appropriated assessments.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics 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 mathematics.  Mathematics Goal #2a:	Our current level of performance for students in levels 4 and 5 is 18 percent. We will increase this to 21 percent or higher and focus on lowest skill areas.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (70) scored at levels 4 and 5 in math	21 % (75) Based on current enrollment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
2	Availability and/or access of fully operational student computers in the classroom and computer labs	Inventory current student computers and develop a plan to replace obsolete computers	Administration and technology committee	Progress monitoring of SM5 usage data, completion of computer inventory log	SM5 reports, computer inventory log
3	Teacher knowledge of integrating SMART technology in core instruction	Incorporate SMART interactive whiteboard, and other related peripheral equipment into class instruction	District Technology TOSA	Monitor increased student engagement in classroom activities through collection of student generated data	FCAT, DEA

				and peer evaluation of data	
4	Excessive absences and tardies	Develop and implement an attendance flow-chart	Guidance counselors, administration, and classroom teachers	Attendance is monitored using FOCUS	FOCUS & RAPTOR
5	Co-teaching inclusion model	Restructure inclusion model. The ESE teacher will push-in the regular classroom. Both teachers will provide differentiated instruction using Kagan and/or CRISS strategies during the 90 minute reading and the math block.	ESE, Regular Education Teachers, and Administration	Student progress is assessed and monitored using DEA, SM5, Harcourt, classroom assessments, and other appropriate assessments	FCAT, DEA
6	Limited time for professional development during grade level meetings	Create a Professional Learning Community for Common Core and Kagan Strategies	Administration, District STS	Classroom Walk-Throughs	Observations and lesson plans
7	Time Constraints during the school day.	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss for aligning instruction specific to NGSSS/Common Core and student needs utilizing District Training Specialist.	Administration and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, Harcourt (Think Central) and other appropriate assessments.	FCAT,DEA
8	Tutorial programs focused solely on lower achieving students	Differentiate tutorial program to include enrichment for higher achieving students	classroom teachers, tutorial teachers, LLT	Tutorial programs will be monitored through examination of lesson plans.	Teacher lesson plans

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:	
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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Our current level of performance for students making learning gains is 62 percent. We will increase this to 51 percent or higher and focus on lowest skill areas.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
51 % (135) made learning gains in math	54% (129) Based on current enrollment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
2	Availability and/or access of fully operational student computers in the classroom and computer labs	Inventory current student computers and develop a plan to replace obsolete computers	Administration and technology committee	Progress monitoring of SM5usage data and completion of computer inventory log	SM5 reports and computer inventory log
3	Teacher knowledge of integrating SMART technology in core instruction	Incorporate SMART interactive whiteboard and other related peripheral equipment into class instruction.	District Technology TOSA	Monitor increased student engagement in classroom activities through collection of student generated data and peer evaluation of data	Teacher lesson plans
4	Co-teaching inclusion model	Restructure inclusion model. The ESE teacher will push-in the regular classroom. Both teachers will provide differentiated instruction using Kagan and/or CRISS strategies during the 90 minute reading block.	ESE, Regular Education Teachers, and Administration	Student progress is assessed and monitored using DEA, SM4, Harcourt, classroom assessments, and other appropriate assessments.	FCAT, DEA
5	Excessive absences and tardies	Develop and implement an attendance flow-chart	Guidance counselors, administration, and classroom teachers	Attendance is monitored using FOCUS	FOCUS & Raptor
6	Time Constraints during the school day	Classroom teachers will conduct monthly data analysis in grade group meetings to identify trend of students' gain or loss for structuring MTSS Interventions using approved Interventions and progress monitoring	Administration, AYP Teacher and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, Harcourt (Think Central) and other appropriate assessments.	FCAT,DEA
7	Shift from NGSS to Common Core Standards	Planning days to unpack Common Core Standards and align with curriculum	Administration and classroom teachers	Classroom Walk-Throughs and lesson plan checks to determine if unpacking of standards is evident in instruction.	Observations and lesson plans

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:	
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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:	Our current level of performance for students in the lowest 25 percent making learning gains is 43 percent. We will increase this to 46 percent or higher and focus on lowest ski areas.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (28) made learning gains in math	46% ( 28) Based on current enrollment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
2	Availability and/or access of fully operational student computers in the classroom and computer labs	Inventory current student computers and develop a plan to replace obsolete computers	Administration and technology committee	Progress monitoring of SM5 usage data and completion of computer in	SM5 reports, computer inventory log
3	Teacher knowledge of integrating SMART technology in core instruction	Incorporate SMART interactive whiteboard and other related peripheral equipment into class instruction.	District Technology TOSA	Monitor increased student engagement in classroom activities through collection of student generated data and peer evaluation of data	Teacher Lesson Plans
4	Excessive absences and tardies	Develop and implement an attendance flow-chart	Guidance counselors, administration, and classroom teachers	Attendance is monitored using FOCUS	FOCUS & RAPTOR
5	Time Constraints during the school day	Classroom teachers will conduct monthly data analysis in grade group meetings to identify trend of students' gain or loss for structuring MTSS Interventions using	Administration, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, Harcourt (Think Central) and other appropriate assessments.	FCAT, DEA

		approved Interventions and progress monitoring			
6	Shift to Common Core Standards	Planning days to unpack Common Core Standards and align with curriculum	Administration and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, Harcourt (Think Central) and other appropriate assessments.	FCAT,DEA
7	Co-teaching model	Restructure inclusion model. The ESE teacher will push-in the regular classroom. Both teachers will provide differentiated instruction using Kagan and/or CRISS strategies during the math block.	ESE, Reg. Ed teachers and Administration	Student progress is assessed and monitored using DEA, SM5 Harcourt, classroom assessments, and other appropriate assessments	FCAT, DEA

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # The baseline data for 2010-2011 was 59% of students scoring satisfactory in math. Over a five year span, we will increase the number of proficient students by 21%. By 2016-17 our target AMO in math will be 80%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	66	69	73	76	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Our baseline data for 2010-2011 was 61% of Hispanic students and 58% of White students scored satisfactory in math. Over a five year span, we will increase the number of proficient Hispanic students by 20%. We will increase the number of proficient White students by 21%. By 2016-17 our target AMO in reading will be 81% for Hispanic students and 79% for White students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% of our Hispanic population and 47% of our White population did not score satisfactory in math. 48% of Hispanic and 53% of White students did score satisfactory in math.	68% of our Hispanic population and 65% of our White population will score satisfactory 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	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA

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.	Our baseline data for 2010-2011 was 62% of ELL students scored satisfactory in math. Over a span of the next five years, we will increase the number of ELL students making
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Mathematics Goal #5C:	satisfactory progress in math by 19%. In 2016-17, our target AMO will be 81% for ELL students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% of our ELL population did not score satisfactory in reading. 18% of the ELL students did score satisfactory in reading.	68% of our ELL population will score satisfactory 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	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA

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:	Our baseline data for 2010-2011 was 49% of SWD were proficient in math. Over a span of the next five years, we will increase the number of Students with Disabilities students making satisfactory progress in math by 26%. Our AMO target for 2016-17 is 75% proficient for SWD.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% of our SWD population did not score satisfactory in math. 40% of our SWD population did score satisfactory in math.	58% of our SWD population will score satisfactory 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	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA

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:	Our baseline data for 2010-2011 was 53% of ED students scored satisfactory in math. Over a span of the next five years, we will increase the number of Economically Disadvantaged students making satisfactory progress in math by 24%. Our AMO target for 2016-17 is 77% proficient for Economically Disadvantaged students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% of our Economically Disadvantaged population did not score satisfactory in math. 54% of the ED students did score	61% of the ED students will score satisfactory in math.

satisfactory 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	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA

*End of Elementary School Mathematics Go!*

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
MTSS Procedures (Supports Intervention Strategies)	Grades K-5	Rebecca Christopher	School-wide	Bi-weekly Tuesday (during planning)	MTSS Leadership team will be available for follow-up monitoring	Guidance Counselor and MTSS Leadership Team
NGSSS data analysis/ Common Core (Supports Assessment Strategies)	Grades K-5	Glenda Nouskhajian	School-wide	Monthly	Periodic evaluation of lesson plans	Administration
CRISS and Kagan Strategies (Supports Differentiated Instruction)	Grades K-5	Jeremy Centeno	School-wide	Monthly	Lesson Plan and meeting minutes	Administration and District Resource
Teacher Appraisal Training (Defining Teacher Evaluation Criteria)	Grades K-5	Glenda Nouskhajian, Becki Reeder	School-wide	Monthly	Meeting Minutes	Glenda Nouskhajian
Leadership Team (Reinforces Best Practice)	Grades K-5	Glenda Nouskhajian	School-wide	Monthly – Fourth Wednesday	LLT minutes and SAC minutes	Glenda Nouskhajian

Mathematics Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of visuals for enhancing Math	Purchase charts/folders for Math support	Title I	\$500.00
Kagan Books for Professional Library	Support for differentiated instruction	Title I	\$500.00
Subtotal:			\$1,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide equipment for assessments and programs	Computers	Title I	\$7,275.00
Enhance classroom and lab instruction	Ink, flash drives, DVDs, CDs	Title I	\$300.00
			Subtotal: \$7,575.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Improve Math instruction	Substitutes, stipends, registration fee, travel expenses and materials for teachers training	Title I	\$14,302.00
			Subtotal: \$14,302.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
MTSS facilitation	Paper, folders, markers, etc	Title I	\$200.00
To provide small group instruction for interventions	Paraprofessionals	Title I	\$30,131.00
			Subtotal: \$30,331.00
			<b>Grand Total: \$53,208.00</b>

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.O: Students scoring at Achievement Level 3 in science.  Science Goal # 1a:		Our current level of performance for students in level 3 is 38 percent. We will increase this to 41percent or higher and focus on lowest skill areas			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
38 % (45) scored a level 3		41% (56) Based on current enrollment			
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	Teacher knowledge of integrating SMART technology in core instruction	Incorporate SMART interactive whiteboard, and other related peripheral equipment into class instruction	District Technology TOSA	Monitor increased student engagement in classroom activities through collection of student generated data and peer evaluation of data	FCAT, DEA
2	Excessive absences and tardies	Develop and implement an attendance flow-chart	Guidance counselors, administration, and classroom teachers	Attendance is monitored using FOCUS	FOCUS & RAPTOR
3	High mobility rate	Increase emphasis on applying Scientific Thinking and increase hands on exposure at	Administration and classroom teachers	Student progress is assessed and monitored using Discovery Education	FCAT , DEA

		all grade levels.		Assessment and other appropriate assessments	
4	Lack of exposure to non-fiction texts and science vocabulary	Use informational text format of science series in reading groups reinforcing FCAT specific vocabulary and expository reading features	Administration and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment and other appropriate assessments	FCAT, DEA
5	Limited resources for hands-on experiments	Include more standards-specific hands on activities	Classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment and other appropriate assessments	FCAT, DEA
6	Co-teaching inclusion model	Restructure inclusion model. The ESE teacher will push-in the regular classroom. Both teachers will provide differentiated instruction integrating science texts in all subjects.	Regular Education Teachers, and Administration	Student progress is assessed and monitored using DEA, SM4, Harcourt, classroom assessments, and other appropriate assessments.	FCAT, DEA

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:

Our current level of performance for students in levels 4 and 5 is 12 percent. We will increase this to 15 percent or higher and focus on lowest skill areas.

2012 Current Level of Performance:

2013 Expected Level of Performance:

12% (14) made level 3 in science

15% (20) Based on current enrollment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High mobility rate	Classroom teachers will conduct monthly data analysis in grade groups to identify trend of students' monthly gain or loss to develop more specific strategies for differentiating instruction.	Administration, LLT, and classroom teachers	Student progress is assessed and monitored using Discovery Education Assessment, SM5, Harcourt (Think Central) and other appropriate assessments	FCAT, DEA
2	Availability and/or access of fully operational student computers in the classroom and computer labs	Inventory current student computers and develop a plan to replace obsolete computers	Administration and technology committee	Progress monitoring of SM5 usage data, completion of computer inventory log	SM5 reports, computer inventory log
3	Teacher knowledge of integrating SMART technology in core instruction	Incorporate SMART interactive whiteboard, and other related peripheral equipment into class instruction	District Technology TOSA	Monitor increased student engagement in classroom activities through collection of student generated data and peer evaluation of data	FCAT, DEA
4	Excessive absences and tardies	Develop and implement an attendance flow-chart	Guidance counselors, administration, and classroom teachers	Attendance is monitored using FOCUS	FOCUS & RAPTOR
5	Co-teaching inclusion model	Restructure inclusion model. The ESE teacher will push-in the regular classroom. Both teachers will provide differentiated instruction integrating science texts in all subjects.	ESE, Regular Education Teachers, and Administration	Student progress is assessed and monitored using DEA, SM4, Harcourt, classroom assessments, and other appropriate assessments.	FCAT, DEA

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
Mag Lab	Grades K-5	Steve Geist	Grades K-5	Team Meetings	Lesson Plans	Administration
STEM Workshop		Gulf Coast College	Grades 1-5			
Science Fusion	Grades 1-5					
CAG (Supports Assessment Strategies)	Grades K-5	Administration	Grades 1-5	Monthly	Grade Book	Administration
CRISS & Kagan Strategies for content area text	Grades K-5	District Personnel, Classroom teachers	Classroom teachers	Monthly	Lesson Plans	Administration
Discovery Education	Grades 1-5	Glenda Nouskhajian	Grades 1-5	Monthly	Discovery Education Reports	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Flip Charts	Vocabulary reinforcement	Title I	\$500.00
Conduct hands-on classroom activities	Consumables for science experiments	Title I	\$1,500.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide equipment for assessment and programs	Purchase of earphones	Title I	\$100.00
			Subtotal: \$100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Improve science instruction	Substitues, stipends, registration fee, travel expenses and materials for teacher training	Title I	\$13,887.00
			Subtotal: \$13,887.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Inclusion Classes at every grade level	supplemental materials and supplies	Title I	\$4,368.00
			Subtotal: \$4,368.00
			<b>Grand Total: \$20,355.00</b>

# 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:	Maintain at least 67 percent of student population scoring 3 or higher in writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (93)	70% will score 3 or better

### 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	Shift in the requirements for achieving proficiency in writing	Make teachers aware of the requirements for revised FCAT proficiency scores	Administration, Writing Committee, and classroom teachers	Progress monitoring of writing scores on assessments	Dolphins Writes, FCAT
2	Lack of a PLC for writing	Establish a writing committee	Administration and classroom teachers	Progress monitoring of writing samples	Dolphins Writes, FCAT
3	Teacher knowledge of integrating SMART technology in core instruction	Incorporate SMART interactive whiteboard, and other related peripheral equipment into class instruction	District Technology TOSA	Monitor increased student engagement in classroom activities through collection of student generated data and peer evaluation of data	FCAT Writes
4	Shift in the requirements for achieving proficiency in writing	Collaborative grading of student writing by grade level teachers	Writing Committee and Classroom Teacher	Progress of writing scores on assessments	Dolphin Writes, FCAT

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

1b. Florida Alternate Assessment: Students scoring at 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
Best Practices in Writing	Grade K-5	Leadership Team	School-wide	Monthly	LLT Minutes and SAC Minutes	Administration
CAG (Supports Assessment Strategies)	Grade K-5	Glenda Nouskhajian	School-wide	Grade level minutes	Grade book	Glenda Nouskhajian
FL Rubric Training	Grade K-5	District Trainer	Instructional Staff	Scheduled Meetings	Analysis of Dolphin Writes! Samples	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Enhance Classroom and lab instruction	Ink, flashdrives, CD's	Title I	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Improve writing instruction	Substitutes for teacher training	Title I	\$4,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,500.00

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:	Increase average daily attendance to 96% (700) or above for 2012-2013
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2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.24% (703)	96% (700)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
TBD	TBD
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
TBD	TBD

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of a consistent attendance procedures	Create and implement an attendance flow-chart for all grade levels	Administration, Guidance, and office staff	Review of monthly attendance reports	FOCUS
2	Lack of transportation for out-of-zone students	Examine reasons for absences and reevaluate school choice approval if necessary	Administration and Guidance	Review of monthly attendance reports	FOCUS

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
MTSS/PBS Training (supports attendance strategies)	School-wide Attendance	Guidance Counselor (Jackie Parrish)	School-wide	Monthly	Attendance records/CSTs	Guidance Counselors

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Incentives	Quarterly awards presentation	PTO/School Budget	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,000.00</b>

*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:		Effectively use the RtIB data base to track student behavior.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
TBD		TBD			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
TBD		TBD			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
TBD		TBD			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
TBD		TBD			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent reporting and enforcing of in and out of school suspensions	Examine existing policy and procedure for suspending students and develop a comprehensive discipline plan	Administration	Monitor through FOCUS and RtIB	FOCUS
	Lack of easy access to	Implement check out	Guidance	Monitor the number of	Lesson Plans

2	resources for a school-wide bullying program	system to provide each teacher an opportunity to use the Bully-Proofing curriculum in her class		suspensions	
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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
PBS Training (supports positive behavior strategies)	School-wide Suspension	Guidance Counselor (Jackie Parrish)	School-wide	Monthly	Attendance and CSTs	Guidance counselors
Classroom Management - Fred Jones & AIMS	Teachers with 0-5 teaching experience	Administration	School-wide	Scheduled meetings	Monitor RtIB reports	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives for good behavior at school	Splash Cash	PTO/School budget	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Increase our parent volunteer hours by 3%			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
6,012 hours		6,192 hours			
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	Access to a computer for communication.	Utilize a Parent Liaison to facilitate communication with parents and train parents to log on parent portal.	Administration	Examine parent center log sheets and records of contact with parents	School Climate Survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Importance of Parent Involvement (supports parent involvement strategies)	Grades K-5	Title I Resource	Instructional Staff	Monthly	Monitor parent participation in school sponsored events	Administration and Parent Liaison

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Newsletters/brochures and announcements to inform families of school events and activates	Paper/ink/copier	Title I	\$1,000.00
Subtotal:			\$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Liaison	One on one contact with school families	Title I	\$13,276.00
Parent workshops	Paper,ink,brochures, food, materials, books and supplies	Title I	\$5,037.00
			Subtotal: \$18,313.00
			<b>Grand Total: \$19,313.00</b>

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:			Increase emphasis on applying Scientific Thinking on all grades and hands on activities.		
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	Time constraints during the school day	Use informational-test format of science text in reading groups reinforcing FCAT specific vocabulary and expository reading features.	Classroom teachers	Students' progress is assessed and monitored using Discovery Education Assessment and other appropriate assessments	FCAT, DEA

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM	Intermediate	Geist	School-wide	monthly meetings	Lesson Plans	G. Nouskhajian and B. Reeder

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

*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	Provide Common Core Standards	Purchase Grade Level Common Core Flip Chard	Title I	\$1,316.00
Mathematics	Use of visuals for enhancing Math	Purchase charts/folders for Math support	Title I	\$500.00
Mathematics	Kagan Books for Professional Library	Support for differentiated instruction	Title I	\$500.00
Science	Flip Charts	Vocabulary reinforcement	Title I	\$500.00
Science	Conduct hands-on classroom activities	Consumables for science experiments	Title I	\$1,500.00
Attendance	Positive Incentives	Quarterly awards presentation	PTO/School Budget	\$1,000.00
Suspension	Incentives for good behavior at school	Splash Cash	PTO/School budget	\$1,000.00
Parent Involvement	Newsletters/brochures and announcements to inform families of school events and activates	Paper/ink/copier	Title I	\$1,000.00
				Subtotal: \$7,316.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide equipment for assessments and programs	Purchase of earphones and computers	Title I	\$7,275.00
Mathematics	Provide equipment for assessments and programs	Computers	Title I	\$7,275.00
Mathematics	Enhance classroom and lab instruction	Ink, flash drives, DVDs, CDs	Title I	\$300.00
Science	Provide equipment for assessment and programs	Purchase of earphones	Title I	\$100.00
Writing	Enhance Classroom and lab instruction	Ink, flashdrives, CD's	Title I	\$500.00
				Subtotal: \$15,450.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improve reading instruction	Substitutes, stipends, registration fee, travel expenses and materials for teacher training	Title I	\$15,281.00
Reading	Kagan Training	Kagan registration, substitutes and coaching	Title I	\$12,718.00
Reading	BCRA Conference	Registration	Title I	\$800.00
Mathematics	Improve Math instruction	Substitutes, stipends, registration fee, travel expenses and materials for teachers training	Title I	\$14,302.00
Science	Improve science instruction	Substitues, stipends, registration fee, travel expenses and materials for teacher training	Title I	\$13,887.00
Writing	Improve writing instruction	Substitutes for teacher training	Title I	\$4,000.00
				Subtotal: \$60,988.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount



Reading	MTSS facilitation	Paper, folders, markers, etc.	Title I	\$200.00
Reading	After-school tutorial camp for targeted students	Materials and personnel	Title I	\$3,500.00
Reading	To provide small group instruction for interventions	Paraprofessionals	Title I	\$109,000.00
Reading	Inclusion Classes at every grade level and VE ESE classes for K-2 & 3-5	Supplemental materials and supplies	Title I	\$19,000.00
CELLA	Small group instruction with ELL students	Materials and supplies	Title I	\$1,000.00
Mathematics	MTSS facilitation	Paper, folders, markers, etc	Title I	\$200.00
Mathematics	To provide small group instruction for interventions	Paraprofessionals	Title I	\$30,131.00
Science	Inclusion Classes at every grade level	supplemental materials and supplies	Title I	\$4,368.00
Parent Involvement	Parent Liaison	One on one contact with school families	Title I	\$13,276.00
Parent Involvement	Parent workshops	Paper, ink, brochures, food, materials, books and supplies	Title I	\$5,037.00
				Subtotal: \$185,712.00
				Grand Total: \$269,466.00

## 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 10/2/2012)

## 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

SAC shall review school data, monitor implementation of SIP and discuss curriculum updates.

# 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

Bay School District HUTCHISON BEACH ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	81%	75%	57%	291	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	66%	62%			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?	60% (YES)	66% (YES)			126	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					545	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Bay School District HUTCHISON BEACH ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	77%	64%	56%	275	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	62%	58%			120	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	59% (YES)			114	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					509	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested