

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: EASTSIDE ELEMENTARY SCHOOL

District Name: Columbia

Principal: Todd Widergren

SAC Chair: Andrea Cox/Brooke Bedenbaugh

Superintendent: Michael Millikin

Date of School Board Approval:

Last Modified on: 9/25/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Todd Widergren	General Science Educational Leadership Biology School Principal (all levels)	6	10	11/12: A 10/11: A 92% AYP 09/10: B 85% AYP 08/09: A 90% AYP 07/08: A 100% AYP 06/07: A 100% AYP

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
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					associated school year)
Reading	Nancy Keene	Elementary Education Reading	45	9	11/12: A 10/11: A 92% AYP 09/10: B 85% AYP 08/09: A 90% AYP 07/08: A 100% AYP 06/07: A 100% AYP 05/06: A 97% AYP 04/05: A 100% AYP 03/04: A 97% AYP

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	NEFEC Job Fair	Lex Carswell	June 2012	
2	Interns through local colleges	Todd Widergren	ongoing	

Non-Highly Effective Instructors

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

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

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

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
41	4.9%(2)	22.0%(9)	29.3%(12)	43.9%(18)	36.6%(15)	100.0%(41)	12.2%(5)	7.3%(3)	61.0%(25)

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	N/A	N/A	N/A

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

We receive funding that is allocated for teacher in-service, teacher salaries, paraprofessional salaries, teaching supplies and materials, Professional Development, and parent involvement activities. We also receive SAI (Student Academic Intervention) funds which help us provide students with additional academic help in areas of need.

Title I, Part C- Migrant

Handled through District programs

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

Handled through District programs

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide additional support for students struggling in reading and/or math.

Violence Prevention Programs

Too Good For Drugs K-5.
Too Good For Violence K-5
The school has a CARES Counselor who meets frequently with students who need additional counseling.

Nutrition Programs

Handled through District programs

Housing Programs

N/A

Head Start

N/A

Adult Education

Adult Education services provide remedial programs in the two are high schools. In alignment with credit recovery programs (Ed Options), instruction is provided after house, at least two days weekly, to assist certificate of completion students in bridging over into the adult education program without leaving the school setting.

A certified guidance counselor works during the evening credit program to assist students in meeting the requirements for a traditional high school diploma. The credit program meets four nights per week with a summer session of three nights per week for eight weeks, and is designed for co-enrolled students to assist with procuring a high school diploma at their school of attendance and for adult students wishing to earn their Adult High School Diploma.

Career and Technical Education

Through integration of curriculum supports, professional development, and CTE instructor and academic instructor collaboration, students receive rigorous and relevant instruction preparing them for high-wage, high-demand, high-skill careers, or post-secondary training. Each program is evaluated annually through use of, FCAT data, DOE data, and school district data to examine effectiveness of each CTE program area.

Rigor and relevance is a focus of curriculum in all program areas and curriculum is aligned with the SUNshine State Standards, instructional strategies assessment, and professional development. FCAT data, student grade reports, and DOE CTE reports are evaluated to assess if CTE students are being exposed to the same coherent and rigorous content as their non-CTE counterparts. Additional professional development opportunities and interventions are implemented throughout the year for

programs not meeting standards to ensure that the academic needs of career and technical education students are being met.

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

Select General Education Teachers (Primary and Intermediate): 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.

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

Guidance Counselor and/or Behavior Specialist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for problem-solving activities including intervention planning and program evaluation

Reading Coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Media Specialist: Develops technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

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 purpose of the MTSS Leadership Team in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSS Leadership Team reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The MTSS Leadership Team is considered the main leadership team in our school. The MTSS Leadership Team meets monthly and uses the problem solving process to:

- *Review school data and link to instructional decisions
- *Review data by grade level and individual classroom data to determine needs in Tier 1, 2, and
- *Discuss and make decisions concerning specific students who are struggling in academics and behavior
- *Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- *Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- *Review and interpret student data (academic, behavior and attendance) at the school and grade levels

- *Organize and support systematic data collection as needed
- *Strengthen the Tier 1 (core curriculum) instruction

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

- *The MTSS Leadership Team and SAC were involved in the School Improvement Plan development
- *The MTSS Leadership Team provided school-wide data from the previous school year in the areas of reading, math, and behavior.
- *The MTSS Leadership Team presented expectations for explicit, systematic initial instruction and immediate intervention for students who are struggling as identified by data.

MTSS Implementation

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

The following contains a summary of the assessments used to measure student progress in core, supplemental, and intensive instruction and their sources and management:

Core Curriculum (Tier 1)

Data Source/Database/Person(s) Responsible

1. FCAT Released Test/School Generated Database/Reading Coach, CRT
2. Progress Monitoring Assessments/Thinkgate/Individual Teachers
3. FAIR/Progress Monitoring and Reporting Network/Reading Coach
4. Common Assessments*(see below)of chapter/segments tests using adopted curriculum resources/Subject Area Generated/Individual Teachers
5. Mini-Assessments on specific tested Benchmarks/Subject Area Generated/Individual Teachers

*A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source/Database/Person(s) Responsible for Monitoring

1. FAIR OPM/School Generated/Reading Coach
2. Ongoing Progress Monitoring (mini-assessments and other assessments adopted from curriculum resource materials)/School Generated/Individual Teachers,CRT

Describe the plan to train staff on MTSS.

Professional development will be provided by the reading coach to school staff through faculty meetings and grade level/team/department meetings during common planning times throughout the school year.

MTSS Leadership teams will be trained in the areas of:

- 1)Building Consensus
- 2)Building Infrastructure
- 3)Implementation

New staff will be directed to participate in trainings relevant to MTSS as they become available.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team (LLT) serves as the school's literacy Professional Learning Community. The team is comprised of:

- *Principal
- *Curriculum Resource Teacher
- *Reading Coach
- *Teachers across grade levels
- *Media Specialist

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

The team provides leadership for the implementation of the reading strategies on the SIP.

The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.

The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs.

Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including teachers, staff members, and parents.

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

- *Implementation and evaluation of the SIP reading strategies across the content areas
- *Professional Development
- *Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- *Data analysis (on-going)

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

In Columbia County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from Dr. Eric J. Smith, Florida Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance.

Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Columbia County Public Schools' Voluntary Prekindergarten Program.

Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

*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:	In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 65% to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (181)	68% (199)

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	<p>*Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p> <p>*Appropriate utilization of student assessment data to drive instruction.</p>	<p>Tier 1-To strengthen the core curriculum.</p> <p>Action Steps: 1. Instruct students using the core curriculum.</p> <p>2. In the PLCs, teachers spend time sharing, researching, teaching, and modeling research-based best-practice strategies.</p> <p>3. Based on the data, teachers a)decide what skills need to be re-taught in a whole lesson to the entire class b)decide what skills need to be moved to mini-lessons or re-teach for the whole class and c)decide what skills need to be re-taught to targeted students.</p> <p>4. Provide Differentiated Instruction to targeted students (remediation and enrichment).</p> <p>5. Grade level planning days will be scheduled quarterly.</p>	<p>Who: *Principal *CRT *Reading Coach *Teachers</p> <p>How: *Classroom walk-throughs observing strategy *Evidence of strategy in lesson plans seen during administration walk-throughs *Data reviewed monthly</p>	<p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery</p> <p>Teachers will create a benchmark mastery chart to track students' mastery of NGSSS.</p> <p>The Leadership Team will review assessment data for positive trends.</p> <p>Teachers will meet with administration team for quarterly data meetings.</p>	<p>FAIR On-going progress Monitoring (3 times a year)</p> <p>Performance Matters</p> <p>Core unit assessments</p>

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

1b. Florida Alternate Assessment:	
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Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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:	In grades 3-5 the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 31% to 35%
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (86)	35% (103)

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	*Focus on higher order questioning strategies for upcoming lessons.	Tier 1- Strengthen the core curriculum. Action Steps: 1. Use higher level questions vs. lower level questions. 2. Assess students by having them identify and create different levels of questions. 3. PLCs use the data to discuss techniques that were successful.	Who: *Administration Team *Reading Coaches How: *Leadership Team will conduct walk-throughs to monitor strategy.	PLCs examine student work and data from ongoing assessments. The Leadership Team will review assessment data for positive trends.	FAIR Assessments (3 times a yer) During the nine weeks: *Student work *Chapter tests Performance Matters

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

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

Problem-Solving Process to Increase Student Achievement

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

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:	Data not available yet
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not available yet	Data not available yet

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	<p>*Lack of understanding of how to implement the FCIM for targeted mini-lessons and NOT on the core curriculum.</p> <p>*Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>Tier 1-Strengthen the core curriculum.</p> <p>Action Steps: 1. Instruct students using the core curriculum. 2. Discuss strategies that were effective. 3. Based on data, teachers a)decide what skills need to be re-taught in a whole lesson to the entire class b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to be re-taught to targeted students. 4. Provide Differentiated Instruction to targeted students (remediation and enrichment). 5. Teachers spend time sharing, researching, teaching, and modeling research-based best-practice strategies.</p>	<p>Who: *Principal *CRT *Reading Coach *Individual teachers</p> <p>How: *Classroom walk-throughs *Evidence of strategy in teachers' lesson plans *Data will be reviewed monthly</p>	<p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery.</p> <p>The Leadership Team will review assessment data for positive trends.</p>	<p>FAIR On-going progress Monitoring (3 times a year)</p> <p>Core unit assessments</p> <p>Performance Matters</p>

2	*PLC meetings do not focus on higher order questioning strategies for upcoming lessons.	Tier 1- Strengthen the core curriculum. Action Steps: 1. Teachers use of higher level questions vs. lower level questions. 2. Assess students by having them identify and create different levels of questions. 3. PLCs use the data to discuss techniques that were successful.	Who: *Administration Team *Reading Coaches How: *Data will be reviewed monthly *Evidence of strategy in teachers' lesson plans	PLCs examine student work and data from ongoing assessments and unit assessments. PLC facilitator will share data with the Leadership Team which will be reviewed to look for positive trends.	FAIR Assessments (3 times a yer) During the nine weeks: *Student work *Chapter tests ThinkGate Performance Matters
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Data not available yet
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not available yet	Data not available yet

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	Data not available yet	Data not available yet	Data not available yet	Data not available yet	Data not available yet
	*Appropriate utilization of student assessment data	Tier 1-Strengthen the core curriculum.	Who: *Principal	*PLCs will review mini-assessment data.	Fair and Thinkgate (3 times per year)

2	<p>to drive instruction and determine specific interventions.</p> <p>*Teachers understanding of available assessments (informal/formal) for specific standards.</p> <p>*Students reading below grade level and lack of vocabulary exposure</p> <p>*Students lack of background knowledge</p>	<p>Action Steps:</p> <ol style="list-style-type: none"> Through data analysis identify essential tested benchmarks for their students that need reinforcement and/or remediation. PLCs develop a projected timeline for teaching the essential skills and/or standards. Teachers identify and/or develop mini-lessons and mini-assessments for benchmarks. Teachers use the mini-assessment data and classroom assessments to adjust the curriculum maps. 	<p>*Grade level chairs</p> <p>*CRT</p> <p>*Reading Coach</p> <p>How:</p> <p>*Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p>	<p>*PLCs will chart the increase in the number of students reaching at least 80% mastery on each mini-assessment.</p> <p>*PLC facilitator will share data with the Leadership Team.</p> <p>* The Leadership Team:</p> <ol style="list-style-type: none"> reviews FAIR OPM data to determine the percentage of students scoring medium to high Reviews course-generated nine week assessment that includes all skills covered during the nine week period. 	<p>During the Nine Weeks:</p> <p>*Mini-assessment data</p> <p>*School-generated review nine week assessment of all mini-skills covered during the nine weeks.</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Data not available yet					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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.	Data not available yet
Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not available yet	Data not available yet

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
<p>- Teachers are at varying levels of understanding of the types of vocabulary items that complement content instruction.</p> <p>*Students' lack of background knowledge</p>	<p>Tier 1 – Strengthen the core curriculum and students' background knowledge and/or vocabulary.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> PLCs will familiarize themselves with the content 	<p>Who:</p> <ul style="list-style-type: none"> -Principal -Reading Coach -Grade Level Chairs <p>How Monitored:</p> <p>*Evidence of strategy in teachers' lesson plans seen during administrationwalkthroughs.</p>	<p>*Teachers assess students using end of unit/chapter tests.</p> <p>*PLCs will review evaluation data.</p> <p>*Leadership Team will review</p>	<p>*FAIR On-going Progress Monitoring Tool-3 times per year</p> <p>During the nine weeks:</p> <p>* End-of-unit/chapter</p>

1		standards. 2. PLCs will recognize vocabulary needs within each content area. 3. PLCs come to consensus on the use of common assessments. 4. PLCs come to consensus on the vocabulary standards/benchmark to be addressed within each content area. 5. PLCs design and implement specific scaffolded lessons essential in creating appropriate vocabulary acquisition.	*Classroom walkthrough form for Grades K-12 Reading Intervention classes (available from Reading Department) *Leadership Team will review student data every nine weeks.	assessment data for positive trends.	tests * Program generated assessments -LA embedded assessments -Vocabulary assessments
2	*Teacher support for planning remediation and enrichment activities	Tier 2/3- Students' reading comprehension will improve through the implementation of supplemental instruction for re-teaching and enrichment. Action Steps: 1. Students will attend either a re-teach or enrichment session. 2. Re-teach sessions will be assessed with a mini-assessment to demonstrate mastery.	Who: *Reading Coach *CRT *Principal *Grade Level Chairs How: *Team re-grouping of students by teacher and topic/lesson document in lesson plans. *Classroom walkthroughs observing this strategy.	Teachers analyze mini-assessment data on skills taught/reviewed. Teachers review data at PLC meetings and share data with the Leadership Team.	FAIR On-going Progress Monitoring (3 times per year) Semester Exams: *Reading *Language Arts During the Nine Weeks: *Mini-assessments in remediation sessions

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:		Data not available yet		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Data not available yet		Data not available yet		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:		Data not available yet		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Data not available yet		Data not available yet		
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 support for planning remediation and enrichment activities	Tier 2/3- Students' reading comprehension will improve through the implementation of supplemental instruction for re-teaching and enrichment. Action Steps: 1. Students will attend either a re-teach or enrichment session. 2. Re-teach sessions will be assessed with a mini-assessment to demonstrate mastery.	Who: *Reading Coach *CRT *Principal *Grade Level Chairs How: *Team re-grouping of students by teacher and topic/lesson document in lesson plans. *Classroom walkthroughs observing this strategy.	Teachers analyze mini-assessment data on skills taught/reviewed. Teachers review data at PLC meetings and share data with the Leadership Team.	FAIR On-going Progress Monitoring (3 times per year) Semester Exams: *Reading *Language Arts During the Nine Weeks: *Mini-assessments in remediation sessions
	- Teachers are at varying levels of understanding of the types of vocabulary items that complement content instruction. *Students' lack of background knowledge	Tier 1 – Strengthen the core curriculum and students' background knowledge and/or vocabulary. Action Steps: 1. PLCs will familiarize themselves with the	Who: -Principal -Reading Coach -Grade Level Chairs How Monitored: *Evidence of strategy in teachers' lesson plans seen during	*Teachers assess students using end of unit/chapter tests. *PLCs will review evaluation data. *Leadership	*FAIR On-going Progress Monitoring Tool-3 times per year During the nine weeks: * End-of-

2	<p>content standards.</p> <p>2. PLCs will recognize vocabulary needs within each content area.</p> <p>3. PLCs come to consensus on the use of common assessments.</p> <p>4. PLCs come to consensus on the vocabulary standards/benchmark to be addressed within each content area.</p> <p>5. PLCs design and implement specific scaffolded lessons essential in creating appropriate vocabulary acquisition.</p>	<p>administrationwalkthroughs.</p> <p>*Classroom walkthrough form for Grades K-12 Reading Intervention classes (available from Reading Department)</p> <p>*Leadership Team will review student data every nine weeks.</p>	<p>Team will review assessment data for positive trends.</p>	<p>unit/chapter tests</p> <p>* Program generated assessments -LA embedded assessments -Vocabulary assessments</p>
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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
On-going Progress Monitoring with low scoring students	K-5	Reading Principal CRT Reading Coach	All teachers school-wide	September 2012-May 2013	Monthly grade level meetings will be held with administrator, CRT, and Reading Coach to ensure that teachers are conducting on-going progress monitoring on targeted low performing students.	Reading Coach CRT Principal
Performance Matters	K-5	CRT Reading Coach Media Specialist Tech Teacher	Classroom teachers in grades K-5	Ongoing	Trainings will be offered by Tech Teacher, CRT, or Media Specialist to provide training on Performance Matters	Administrator CRT Media Specialist Tech Teacher
Technology	K-5	Tech Teacher CRT Media Specialist	All teachers school-wide	Ongoing	Quarterly technology trainings will be offered by Tech Teacher, CRT, or Media Specialist to provide training on various programs	Tech Teacher CRT Media Specialist

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reinforce and enrich the core curriculum	Tutoring/ Grade Level Planning days	SAI and Title I	\$12,500.00
			Subtotal: \$12,500.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CCSS	Grade Level Trainings	General/Title I	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$13,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.		N/A		
CELLA Goal # 1:				
2012 Current Percent of Students Proficient in listening/speaking:				
N/A				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.		N/A		
CELLA Goal # 2:				
2012 Current Percent of Students Proficient in reading:				
N/A				
Problem-Solving Process to Increase Student Achievement				

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

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:		N/A		
2012 Current Percent of Students Proficient in writing:				
N/A				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In grades 3-5, the percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 63% to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (176)	66% (193)

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	<ul style="list-style-type: none"> - Lack of understanding of NGSSS -Unfamiliar with new core curriculum -Lack of planning time to discuss best practices -Lack of planning time to identify and analyze core curriculum assessments. - Need additional training to implement effective PLCs. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). 	<p>Tier 1 - Strengthen the core curriculum</p> <p>Action Steps</p> <ol style="list-style-type: none"> 1. Teachers spend time sharing, researching, teaching, and modeling researched-based DI best practice strategies. 2. Instruct students using the core curriculum, incorporating DI strategies. 3. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 4. Based on the data, teachers discuss strategies that were effective. 5. Based on the data, teachers <ol style="list-style-type: none"> a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 	<p>Who</p> <ul style="list-style-type: none"> -Administration Team -Grade Level Chairs <p>How:</p> <ul style="list-style-type: none"> -Use the forms to compute percentage of higher level vs. lower level and monitor improvement/growth 	<p>Who</p> <ul style="list-style-type: none"> -Principal -Reading Coach -Grade Level Chairs <p>How:</p> <ul style="list-style-type: none"> -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walkthroughs. -Monitoring data will be reviewed every nine weeks. 	<ul style="list-style-type: none"> *Mid-Year and pre-FCAT Testing (3 times per year) During the Nine Weeks: <ul style="list-style-type: none"> -Chapter Tests -Benchmark mini assessments Performance Matters

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

of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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:	In grades 3-5, the percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 28% to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (78)	30% (88)

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	<ul style="list-style-type: none"> - Teachers are at varying skill levels with higher order questioning techniques. - PLC meetings do not focus on higher order questioning strategies for upcoming lessons. - Administrators are at varying skill levels with identification of higher order thinking 	<p>Tier 1 – Strengthen the core curriculum. As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students.</p> <p>Action Steps: 1. Teacher use of higher level questions vs. lower level questions. 2. Teachers assess students by having them identify and create different levels of questions. 3. PLCs use the data to discuss techniques that were</p>	<p>Who</p> <ul style="list-style-type: none"> - Administration Team - Grade Level Chairs <p>How:</p> <ul style="list-style-type: none"> - Evidence of strategy in teachers' lesson plan seen during walkthroughs. 	<p>Data from review of unit assessments</p> <p>The Leadership Team will review assessment data for positive trends.</p>	<p>Mid-Year and pre-FCAT testing (3 times per year)</p> <p>During the Nine Weeks:</p> <ul style="list-style-type: none"> - Chapter Tests - Benchmark mini-assessments <p>Performance Matters</p>

successful.

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

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

Problem-Solving Process to Increase Student Achievement

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

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:	Data not available yet
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not available yet	Data not available yet

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 technology hardware -Teachers at varying understanding of the intent of the NGSSS	Tier 1 – Strengthen the core curriculum. Students' math skills will improve through the use of technology and hands-on activities to implement the NGSSS. Action Steps: 1. Teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies. 2. Teachers give a common assessment identified	Who: - Principal How Monitored: -Evidence of strategy in teachers' lesson plans seen during administration walkthroughs.	PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.	Mid-Year and pre-FCAT Testing (3 times per year) During the Nine Weeks: -Chapter Tests -Benchmark mini-assessments

	<p>from the core curriculum material.</p> <p>3. Use data to discuss strategies that were effective.</p> <p>4. Based on data, PLCs use the problem-solving process to determine next steps of planning technology and hands-on strategies.</p>		
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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:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal #3b:</p>	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	Data not available yet
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not available yet	Data not available yet

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
	<ul style="list-style-type: none"> - Teachers at varying skill levels with the FCIM model. - Lack of understanding 	<p>Tier 1 – Strengthen the core curriculum. Students' math skills will improve through teachers using the FCIM strategy on identified tested</p>	<p>Who: *Teacher *Principal</p> <p>How: -Evidence of strategy</p>	<p>-PLCs will review mini-assessment data.</p> <p>-For the mini-assessments, PLCs will chart the</p>	<p>Mid-Year and pre-FCAT Testing (3 times per year)</p> <p>During the Nine Weeks: -Chapter Tests</p>

1	of when and how to implement the mini-lessons within the pacing guide.	<p>benchmarks.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Identify essential tested benchmarks for students that need reinforcement and/or remediation. 2. Based on the data, develop a projected timeline/calendar for reteaching the essential skills and/or standards covered in the core curriculum. 3. Teachers identify and/or develop mini lessons and mini-assessments for benchmarks. 4. Teachers use the mini-assessment data and classroom assessments to adjust the timeline/calendar. 	<p>in teachers' lesson plans seen during administration walkthroughs.</p> <p>- Classroom walkthroughs observing this strategy.</p> <p>- Calendars/timeline of targeted skills will be reviewed by the administration.</p>	<p>increase in the number of students reaching at least 80% mastery on each mini-assessment.</p> <p>The Leadership Team reviews data that includes all skills covered during the nine week period.</p>	<p>- Benchmark mini-assessments</p> <p>- Unit and/or Segment assessments</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
		Data not available yet				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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.	Data not available yet
Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not available yet	Data not available yet

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
<ul style="list-style-type: none"> - Students not receiving academic support outside of math classroom instruction. - Lack of pre-requisite 	<p>Tier 2/3 - Students' math skills will improve through providing a supplemental math instruction</p> <p>Action Steps:</p>	<p>Who</p> <ul style="list-style-type: none"> - Administrator - Guidance Counselor - Teachers 	<p>Midyear assessments and semester exams</p>	<p>Mid-Year and pre-FCAT Testing (3 times per year)</p> <p>During the Nine Weeks: -Chapter</p>

1	skills.	1. Identify students in lowest quartile and/or Level 1 2. Schedule students into appropriate intensive math instruction.	How: Classroom walkthrough to check for intensive math instruction.		Tests - Benchmark mini-assessments
2	-Teacher support for planning remediation and enrichment activities -Teacher support for the strategy	Tier 2/3 - Students' math skills will improve through the implementation of supplemental instruction for re-teaching and enrichment. Action Steps: 1. Weekly, teams will collaborate and regroup students within each class based on student need. Teachers will determine the math skills targeted for the weekly sessions based on student performance during the previous week. 2. Students will attend either receive a re-teach or enrichment lesson. 3. Re-teach lessons will be assessed with a mini-assessment to demonstrate mastery.	Who: *CRT *Principal *Teachers How: - Team re-grouping of students by teacher and topic/lesson turned into Administrator. - Classroom walkthroughs observing this strategy.	Teachers analyze mini-assessment data on skills taught/reviewed in supplemental instructional period. Teachers review data at PLC meetings. The Leadership Team will review assessment data for positive trends.	Mid-Year and pre-FCAT Testing (3 times per year) During the Nine Weeks: - Chapter Tests - Benchmark mini-assessments
3	See 4.1	See 4.1	See 4.1	See 4.1	See 4.1

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.		N/A			
Mathematics Goal #5C:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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	
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satisfactory progress in mathematics. Mathematics Goal #5D:	Data not available yet			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Data not available yet	Data not available yet			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Data not available yet			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Data not available yet	Data not available yet			
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				

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology	K-5	Tech Teacher CRT Media Specialist	All teachers school-wide	Ongoing	Quarterly technology training will be offered by Tech Teacher, CRT, or Media Specialist to provide training on various programs	Tech Teacher CRT Media Specialist
		CRT				

Performance Matters	K-5	Reading Coach Media Specialist Tech Teacher	Classroom teachers in grades K-5	Ongoing	Trainings will be offered by Tech Teacher, CRT, or Media Specialist to provide training on Performance Matters	Administrator CRT Media Specialist Tech Teacher
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reinforce and enrich core curriculum	Tutoring/ Grade Level Planning Days	SAI and Title I	\$12,500.00
			Subtotal: \$12,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CCSS	Grade Level Tranings	General/Title I	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$13,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		In grade 5, the percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 56% to 60%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
56% (50)		60% (62)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	*Teachers are at varying skill levels using the core.	Tier 1- Strengthen the core curriculum. Students will develop problem-solving and creative thinking	Who: *Principal *Teachers How: -Evidence of	Science PLCs will review unit assessments.	Mid-Year and pre-FCAT Testing (3 times per year)

1		<p>skills while constructing new knowledge. To achieve this goal, science teachers will increase the number of inquiry based instruction (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction.</p> <p>Action Steps: 1. PLC teachers instruct students using the core curriculum and inquiry based instruction strategies. 2. Teachers will implement SUMS curriculum. 3. Based on the data, teachers discuss inquiry based instruction strategies that were effective.</p>	strategy in teachers' lesson plans		<p>During the Nine Weeks: -Chapter Tests -Benchmark mini-assessments</p> <p>Performance Matters</p>
2	*Teacher understanding of inquiry based science curriculum.	<p>Tier 1- Strengthen the core curriculum.</p> <p>Action Steps 1. Teachers will use share best practices during planning dyas scheduled quarterly.</p>	<p>Who: *Principal *Teachers</p> <p>How: -Classroom walkthroughs observing this strategy.</p>	PLCs will review evaluation data.	<p>Mid-Year and pre-FCAT testing (3 times per year)</p> <p>During the Nine Weeks: -Chapter Tests -Benchmark mini-assessments</p> <p>Performance Matters</p>
3	* Teachers at varying skills levels with the FCIM model.	<p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve through teachers using the FCIM strategy on identified tested benchmarks</p> <p>Action Steps: 1. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation.</p>	<p>Who: *Teachers *Principal</p> <p>How: - Calendars/timeline of targeted skills will be reviewed by administration.</p>	-PLCs will review mini-assessment data.	<p>Mid-Year and pre-FCAT Testing (3 times per year)</p> <p>During the Nine Weeks: -Chapter Tests -Benchmark mini-assessments</p> <p>Performance Matters</p>

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.		N/A		
Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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.	In grade 5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 12% to 15%.
Science Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (11)	15% (15)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<ul style="list-style-type: none"> - Teachers are at varying skill levels with higher order questioning techniques. - PLC meetings do not focus on higher order questioning strategies for upcoming lessons. 	<p>Tier 1 – The purpose of this strategy is to strengthen the core curriculum. There will be increased use of higher level questions versus lower level questions for both teachers and students.</p> <p>Action Steps</p> <p>1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.)</p>	<p>Who:</p> <ul style="list-style-type: none"> *Administrator *Teachers *CRT <p>How:</p> <ul style="list-style-type: none"> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walkthroughs. -Classroom walkthroughs observing this strategy. specific strategy. LT will create a walk-through 	<p>PLCs examine student work and data from quizzes and other assessments with HOTS questions.</p> <p>Data from review of unit assessments be analyzed at PLC meetings.</p> <p>PLC facilitator will share data with the Leadership Team. The Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>Mid-Year and pre-FCAT Testing (3 times per year)</p> <p>During the Nine Weeks:</p> <ul style="list-style-type: none"> -Chapter Tests -Benchmark mini-assessments <p>Performance Matters</p>

1

2. Teachers implement the targeted higher order questioning strategies in their lessons.
 3. Teachers implement the common assessments.
 4. Teachers bring assessment data back to the PLCs.
 5. PLCs study specifically students' responses to the higher order questions to assess students' higher order thinking processes.
 6. Based on data, PLCs use the problem-solving process to determine next steps of higher order strategy implementation.
 7. PLCs record their work in the PLC logs.

fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty.

- Lack of common planning time to discuss best practices before the unit of instruction.
 - Need additional training to implement effective PLCs.

Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' science comprehension will improve through teachers using the Continuous Improvement Model with core curriculum and providing Differentiated Instruction as a result of the problem-solving model.

Action Steps:
 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.)
 2. As a Professional Development activity, teachers use district textbook adopted materials and resources within their PLCs to plan and deliver lessons.
 3. As a Professional Development activity in their PLCs, teachers spend time sharing, researching,

Who:
 -Principal
 -CRT
 -Teachers
 How:
 -PLC logs turned into administration. Administration provides feedback.
 -Evidence of strategy in teachers' lesson plans seen during administration classroom walkthroughs
 -LT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walkthrough form will be used to monitor the implementation of the SIP strategies across the entire faculty.

PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet).
 PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.
 PLC facilitator will share data with the Leadership Team. The Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.

Mid-Year and pre-FCAT Testing (3 times per year)
 During the Nine Weeks:
 -Chapter Tests
 -Benchmark mini-assessments
 Performance Matters

2

teaching, and modeling researched-based bestpractice strategies.

4. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions.

5. At the end of the unit, teachers give a common assessment identified from the core curriculum material.

6. Teachers bring assessment data back to the PLCs.

7. Based on the data, teachers discuss strategies that were effective.

8. Based on the data, teachers 1) decide what skills need to be re-taught in a whole lesson to the entire class, 2) decide what skills need to be moved to minilessons or re-teach for the whole class 3) decide what skills need to re-taught to targeted students (remediation and enrichment).

9. PLCs record their work in the PLC logs.

3

-Teacher support for planning remediation and enrichment activities
 -Teacher support for the strategy

Tier 1 – Students' science skills will advance through participation in enrichment activities. Students who are not assigned to reteaching lessons will participate instead in a science enrichment lesson.

Action Steps:
 1. Grade levels will collaborate and regroup students within their classes based on student need. The teachers will determine science enrichment activity.
 2. Students who are

Who:
 *Administrator
 *5th grade teachers

How:
 -PLC logs turned into administration. Administration provides feedback.
 -Team re-grouping of students by teacher and topic/lesson turned into Administrator.
 -Classroom walkthroughs observing this strategy.

Evaluation of project using a rubric. Teachers review data at PLC meetings. PLC facilitator will share data with the Leadership Team. The Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.

Student projects

	eligible receive enrichment activities. 3. In the enrichment activity, students will engage in project-type activities. 4. PLCs record their work in logs.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology	K-5	Tech Teacher CRT Media Specialist	All teachers school-wide	Ongoing	Quarterly technology training will be offered by Tech Teacher, CRT, or Media Specialist to provide training on various programs	Tech Teacher CRT Media Specialist
Performance Matters	K-5	CRT Reading Coach Media Specialist Tech Teacher	Classroom teachers in grades K-5	Ongoing	Trainings will be offered by Tech Teacher, CRT, or Media Specialist to provide training on Performance Matters	Administrator CRT Media Specialist Tech Teacher

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
SUMS	Hands on activities	General	\$600.00
			Subtotal: \$600.00
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: \$600.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In grade 4, at least 92% of students will score a Level 3 or higher on the 2013 FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (82)	90% (96)

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
	<ul style="list-style-type: none"> - Teachers lack skill and understanding regarding the FCAT Writing Assessment and Scoring Rubric. - Teachers may not have FCAT Writing training. - Teachers do not have time to deliver writing curriculum. 	<p>Tier 1- Strengthen the core curriculum. Students' writing skills will improve through participation of best practices for teaching writing. Best practices include PLC instructional calendars, Differentiated Instruction and effective holistic scoring methods.</p> <p>Action Steps: 1. As a Professional Development activity,</p>	<p>Who: *CRT *Administrator *Teachers</p> <p>How: -Classroom walkthroughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walkthroughs.</p>	<p>PLCs will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as appropriate.</p> <p>PLCs - Review of monthly formative writing assessments to determine number and</p>	<p>Student monthly demand writes, student daily drafts, conferencing notes</p>

1	<p>teachers participate in assessment and rubric refresher courses and practice scoring within PLCs.</p> <p>2. Grade level chair and Curriculum Resource Teacher will facilitate advanced scoring sessions with state anchors.</p> <p>3. Based on student writing reviews and PLC discussions regarding trends and needs, teachers create monthly writing menus for craft, elaboration, and genres as a list of essential teaching points for the month ahead.</p> <p>4. Teachers implement the ideas based on specific student needs.</p>	<p>percent of students scoring above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 4.0 or above on the monthly writing prompt.</p>
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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 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student writing skills	Chris Lewis Training	Title I	\$3,000.00
			Subtotal: \$3,000.00
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: \$3,000.00

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:	<p>The attendance rate will increase from 95% in 2011-2012 to 97% in 2012-2013.</p> <p>The number of students who have 10 or more unexcused absences throughout the school year will decrease from 19 in 2011-2012 to 10 in 2012-2013.</p> <p>The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from 116 in 2011-2012 to 95 in 2012-2013.</p>
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (547)	97 % (527)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

26	20
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
101	95

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	<ul style="list-style-type: none"> -Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance 	<p>The Administration Team along with other appropriate staff will meet every 20 days to review the school's Attendance Plan to</p> <ol style="list-style-type: none"> 1) ensure that all steps are being implemented 2) discuss targeted students. <p>-A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives</p> <p>*School-wide implementation of the Tiger Pride plan</p>	<p>Who: *Administrator *Guidance Counselor</p> <p>How: *Administrator/Guidance counselor will run Attendance/Tardy meetings every 20 days with appropriate reports.</p> <p>*Guidance Counselor will maintain data base</p>	<p>Administrator will monitor classroom teachers use of the Tiger Pride plan weekly.</p>	<ul style="list-style-type: none"> *Attendance Report *Tardy Report

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School Wide Behavior Plan	Incentives	Internal	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	The total number of Out-of-Suspensions will decrease from 17 in 2011-2012 to 13 in 2012-2013. The total number of students receiving Out-of-School Suspension will decrease from 13 in 2011-2012 to 10 in 2012- 2013.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
17	13
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
13	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	Students lack of awareness of School Wide Discipline Plan and consequences for actions.	Tier 1: Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. *School-wide implementation of the Tiger Pride plan	Who: *Principal *Teachers How: *Teachers will implement use of the Tiger Pride plan daily inside and outside of classroom	Administrator will monitor use of Tiger Pride sheet in classrooms during walkthroughs.	Reports on suspension data

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	During the 2012-2013 school year 98% of Parent-Student-Teacher Compacts will be signed.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
98% (564)	98% (561)

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 knowledge and/or communication regarding the Parent-Student-Teacher compact.	*Continue informing parents of the importance of the Compact through the monthly newsletter, "Tiger's Tale."	Who: *CRT *Title 1 Para *Teachers How: School-created database to record percentage of parents who have signed compacts	Results will be monitored at the end of the first semester.	Calculation of the percentage of compacts signed.

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
		CRT				

Performance Matters	K-5	Reading Coach Media Specialist Tech Teacher	Classroom teachers in grades K-5	Ongoing	Trainings will be offered by Tech Teacher, CRT, or Media Specialist to provide training on Performance Matters	Administrator CRT Media Specialist Tech Teacher
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Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase parent engagement and communication between home and school.	Workshops and parent activities	Title I	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$3,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal # 1:			During the 2012-2013 school year 60% of 3rd-5th grade will implement Gizmos.		
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	Limited number of computers.	Classroom teachers will implement and allow adequate amount of time spent on Gizmos to enhance the Science and Mathematics curriculum.	Classroom Teacher Administrator CRT	- Evidence in teachers' lesson plans seen during administration walkthroughs.	During the Nine Weeks: - Chapter Tests - Benchmark mini-assessments - Unit and/or Segment assessments

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

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

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

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase depth of science curriculum	GIZMOS-web based	Title I	\$4,000.00
			Subtotal: \$4,000.00
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: \$4,000.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reinforce and enrich the core curriculum	Tutoring/ Grade Level Planning days	SAI and Title I	\$12,500.00
Mathematics	Reinforce and enrich core curriculum	Tutoring/ Grade Level Planning Days	SAI and Title I	\$12,500.00
Science	SUMS	Hands on activities	General	\$600.00
Writing	Increase student writing skills	Chris Lewis Training	Title I	\$3,000.00
Attendance	School Wide Behavior Plan	Incentives	Internal	\$1,500.00
				Subtotal: \$30,100.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM	Increase depth of science curriculum	GIZMOS-web based	Title I	\$4,000.00
				Subtotal: \$4,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	CCSS	Grade Level Trainings	General/Title I	\$1,000.00
Mathematics	CCSS	Grade Level Trainings	General/Title I	\$1,000.00
				Subtotal: \$2,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Increase parent engagement and communication between home and school.	Workshops and parent activities	Title I	\$3,000.00
				Subtotal: \$3,000.00
				Grand Total: \$39,100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> 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 9/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Remediation Tutors	\$4,000.00
Parent Involvement Activities	\$1,000.00

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

The School Advisory Council (SAC) will meet once a month on the first Thursday of each month. During these meetings the SAC members will provide input on the following:

- *Organizing family/community events
- *Parent Involvement
- *Ways to improve the school
- *How to spend SAC funds

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

Columbia School District EASTSIDE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	80%	90%	63%	317	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	56%			128	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	66% (YES)			137	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					582	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Columbia School District EASTSIDE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	78%	90%	45%	296	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	64%	57%			121	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	71% (YES)			118	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					535	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested