

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: MANATEE ELEMENTARY SCHOOL

District Name: Manatee

Principal: Helen Abernathy

SAC Chair: Jean Henry

Superintendent:

Date of School Board Approval:

Last Modified on: 10/19/2012

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	Helen Abernathy	BA Elem Ed, MS Ed Leadership, ESOL, EL Ed, Gifted	4	9	2011-C, AYP 82% 2010-C, AYP 87% 2009-C, AYP 82% 2008-C, AYP 85% 2007-C, AYP 79% 2006-A, AYP 92% 2005-C, AYP 90% 2004-A, AYP 87%

INSTRUCTIONAL COACHES

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

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

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	Offer high quality professional development by school and district in RtI, FAIR, Learning Focused, Core Curriculum, Acceleration, Vocabulary Development, PBS Recruit highly qualified teachers by supporting interns	Principal, District Personnel, Teachers, outside experts i.e. (L.F.)	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
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
35	0.0%(0)	25.7%(9)	28.6%(10)	40.0%(14)	22.9%(8)	100.0%(35)	14.3%(5)	2.9%(1)	100.0%(35)

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
Debbie Cook	Casie Shepard	Ms. Shepard is a new teacher	Planning and weekly meetings to discuss learning focused and core curriculum instructional activities

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

Uses Title I budget for professional development
Funds for stipends
Personnel who teach at a Title I school
Title I personnel to support staff and administration
Title I funds for resources and books
Parent Involvement

Title I, Part C- Migrant

Parent Liaison will be working with migrant students and parents.

Title I, Part D

n/a

Title II

n/a

Title III

Two ESOL Paraprofessionals and ESOL Home School Liaison once a week

Title X- Homeless

Homeless support is provided by Project Heart.
District Social Worker that works with homeless situations.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

District/School will provide anti-bullying strategies to students and instructors.
We are working with Manatee Glens to provide a Prevention/Intervention Specialist at our school.
Guidance Counselor and Teachers will deliver Character Development Lessons.
Implementation of Second Step Social Skills training in the primary grades.

Nutrition Programs

98% of our students are Economically Disadvantaged and all may receive free breakfast and 98% may receive free lunch.
Our school participates in Florida's Fresh Fruit and Vegetable Program.

Housing Programs

N/A

Head Start

We house three Head Start PreK classes at our school. These students often feed into our Kindergarten classes.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Jill Hougland
Debbie Cook
Bernadette Pletcher
Beth Stone
Helen Abernathy
Rachel Adams
Amy Pierce
Millie Castenada

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 Problem Solving Team, PST (MTSS) meets weekly as a team. The focus is on the problem solving process, interventions, and data. The grade level data teams meet twice a month, with the focus alternating each month (i.e Sept: Reading week 1 followed by Math week 3, Oct: Behavior week 1 and Writing/Science week 3.) The data is collected, reviewed during grade level data meetings.

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

Members of the PST meet monthly with grade level teams to review, organize and analyze data. The team assists the grade level teams through the problem solving process. RtI supports the S.I.P. by providing remediation and or interventions to our students performing below grade levels. The remediation/interventions help/assist in closing academic gaps. Members of the PST/MTSS team are also members on the school based leadership team, which meets to discuss school wide Tier 1 concerns and engage in problem solving to help increase student achievement.

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.

FCAT, FAIR, District Writes, DRA's, monthly writing assessments, math common assessments, and core curriculum assessments are given by classroom teachers to provide data for progress monitoring. Interventions are based on the problem solving process/worksheets that target the students skill deficits. Progress monitoring assessments are administered every ten lessons to students receiving remediation. Tier II students are progresses monitored every two weeks and Tier III students are assessed weekly so we can monitor the effectiveness of the intervention. Behavior management systems are implemented as needed by Counselor and data team members and behavior specialists. Discipline data is reviewed as part of the PST team meetings/PBS meetings to determine success and effectiveness of Positive Behavior Support.

Describe the plan to train staff on MTSS.

Training of staff on RtI began in 2008/09 and will continued during the 2012-2013 school year as changes occur. Monthly PST team meetings will be used to update and inform staff members of any changes in regard to MTSS.

Describe the plan to support MTSS.

Manatee Elementary will take part in an Educational System Review process, offered and directed by county & state support staff. The Educational System Review process will increase the schools overall awareness in the problem solving process (Goals, Barriers and Solutions.) Members of the schools PST team will attend trainings that focus on MTSS, the information learned will be disseminated back to the PST team and to the staff. General MTSS information will be shared with the parents at PTO meetings, newsletters and conferences.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Helen Abernathy
Debbie Cook
Jill Houglan
Bernadette Pletcher
Brian Davis
Sarah Stockton (as needed)
Betty Flis
Rebecca Dean
Robin Greer

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

Role of the team:
Discussion of literacy challenges and strengths
Professional Development possibilities, such as Learning Focused, Differentiated Instruction, Gradual Release Model, Guided Reading, Core Curriculum, Assessing Technology needs,
Looking at the data to help drive instruction
Provide feedback to teachers
Reviewing resources essential to teaching NGSSS and CORE Curriculum

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

Organizing the reading, writing and math instructional programs to match the Core Curriculum in Grades K-1 and NGSSS in grades 2-5. Working with Mark Rowleski on school-wide curriculum and data. Continuing to organize and oversee reading remediation/enrichment programs, including incorporating new reading remediation program entitled Leveled Literacy Interventions. Data study for defining interventions and instruction. Providing professional development and individual training such as Flexible Grouping, Guided Reading Groups, new CORE Curriculum, text complexity, and questioning strategies to promote higher level thinking.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/18/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

House Head Start programs.
Continue supporting ESE PreKindergarten program.
Continue inviting Head Start teachers to trainings.

*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:	By April 2013, 49% (92) of all students in grades 3, 4, and 5 will achieve level 3 or higher on FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 34% (69) of students scored a level 3 or higher in grades three through five. This score decreased by 25% from the prior year.	It is expected that each grade level will increase the level of performance to meet the 49%(92) on reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Tardies	Early Warning System Classroom Perfect Attendance Perfect Attendance Awards at end of year Tardies reported to school social worker to meet with students and families. Set school-wide goals of less tardies. Report number of tardies in newsletter. Monitor late arriving daycare transportation and buses.	Attendance Clerk will monitor and report to principal who will report to RtI/Leadership Team.	Monitoring reduction of number of tardies.	Attendance Records on FOCUS.
2	Student engagement	Differentiated instruction, Gradual Release, classroom expectations, collaborative structures (Kagan and Learning Focused), environment conducive to learning	Principal & Leadership Team	Data chats with teams and individuals and coaches	District Benchmark, Math Assessment FAIR and Success Maker Area of Difficulty Reports. Principal Walkthroughs
3	Students lack reading stamina	Increase student exposure to chapter books and longer text to include fiction and non fiction, modeling reading the text	Media Specialist, Reading Coach and classroom teachers	Achievement on classroom reading assessments, FAIR data, running records	FAIR, Running Records, FCAT, and DRA2
4	Lack of Tier 1 core interventions in instruction.	Provide professional development in differentiated instruction. Reading teacher will conduct data meetings to support Tier 1 instruction.	Principal and Leadership Team	MTSS (RtI) team will determine if Tier 1 core instruction is being implemented.	FAIR, Success Maker (area of difficulty reports), Pre/Post reading assessments, Data meetings, Sign In sheets at trainings, Walk-Throughs
5	Not all teachers are using the Gradual Release Model.	Provide modeling of Gradual Release in the classroom.	Reading Curriculum Teacher Principal	Walk-Throughs, Lesson Plans, Reading Curriculum Teacher will support	Lesson Plans Walk-Through data Reading Teacher's Log

				teachers using the Gradual Release Model.	
6	Not all teachers are proficient in the Learning Focus model.	Learning Focused Teacher will provide professional support for teachers not proficient.	Principal Learning Focused Teacher	Principal will team up with teachers and support their teaching using the Learning Focus model.	Lesson Plans Walk-Through Data
7	Kindergarten and First Grade teachers are not proficient with the new core curriculum.	Reading Teacher will assist kindergarten and first grade teachers with creating lesson plans and implementing the core curriculum in their classrooms.	Reading Curriculum Teacher Principal	Reading Curriculum Teacher, and Principal, will team up with teachers and support their teaching using the new core curriculum.	Lesson Plans Walk-Through Data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Currently 34% of total students in grades third through fifth scored a level of 3 or above.			It is expected that each grade level will increase the level of performance by 5% in 2013.	
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
Identifying highest quartile of students and subgroups to continue	Teachers will provide enrichment activities that encourage higher level	Classroom Teacher, Leadership Team,	Teachers will use fluency reads, comprehension activities, common	Data Form, Progress Monitoring,

1	implementing rigorous enrichment activities to raise the level of performance.	thinking.	Reading Teacher, Principal	assessments, unit tests and other progress monitoring tools to determine the growth of the student's reading abilities.	Assessments
2	Determining time to focus on enrichment	Provide time during the school day for enrichment.	Principal, reading teacher, RtI and Leadership Team	Increased number of students achieving 4 and 5 on FCAT and increased scores on school assessments	School assessment reports, Success Maker reports, and FCAT data
3	Not all teachers are proficient in the Learning Focus model.	Learning Focused teacher will provide professional development.	Principal Learning Focused Teacher	Principal walk-throughs to determine incorporation of LF strategies during instruction. Evaluation of the professional development provided by LF trainer.	Lesson Plans Walk-Through data PD Evaluation
4	Not enough text discussion using higher order thinking questions and skills.	Reading Curriculum Teacher will model think aloud text talk using higher order thinking skills and questions with specific teachers.	Reading Curriculum Teacher Principal	Walk-Throughs, Review of Data and Reflection Talks	Reading Response Journals, Lesson Plans, Data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	There will be a 15% (31) gain in overall reading as measured by 2013 FCAT 2.0 reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students made learning gains in reading as measured by 2012 FCAT 2.0.	There will be a 15% (31) gain in overall reading as measured by 2013 FCAT 2.0 reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Correctly identify students not making learning gains in reading.	Determine needs of students and provide appropriate remediation and intervention support.	Classroom Teacher, RtI/ Leadership Team Principal	Small group remediation using interventions such as Phonics, Sidewalks, SRA, Comprehension Toolkit, FAIR Progress Monitoring Toolkit, assessment results	FAIR Sidewalks SRA School developed assessments FCAT
2	Not all teachers are proficient in the Learning Focus model.	Principal and Reading Curriculum Teacher will provide professional development, along with a LF consultant.	Principal Reading Curriculum Teacher	Reading Curriculum Teacher, and Principal will team up with teachers and support their teaching using the Learning Focus model.	Lesson Plans Walk-Through Data
3	Teachers are not familiar with using LLI, Leveled Literacy Intervention program.	Reading Curriculum Teacher will provide training using Leveled Literacy Intervention program.	Reading Curriculum Teacher; District Reading Curriculum Specialist	Reading Curriculum Teacher will support teachers using LLI and review data management to identify student progress.	LLI data management; Fountas & Pinnell Running Record Kit; Bi-Weekly fluency reads
4	Guided Reading Groups are not a consistent instructional tool school-wide.	All teachers will engage in guided reading groups for all students weekly in a consistent manner.	Principal Reading Curriculum Teacher	Class Walk-Throughs, Data Meetings, Reading Curriculum Teacher models guided reading groups with specific teachers.	Weekly assessments in reading, FAIR, Remediation progress monitoring data, Success Maker, DRA

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	By April of 2013, 66% (15) or more of students from the
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Reading Goal #4:	lowest 25% will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (13) of students from the lowest 25% make learning gains in reading in 2012.	By April of 2013, 66% (15) or more of students from the lowest 25% will make learning gains.

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	Identifying students in the lowest 25% quartile and providing appropriate remediation or intervention.	Benchmark Test will be given and lowest 25% will be identified. Interventions will be decided by the teacher and Leadership Team. Remediation and interventions will be offered four times a week, including after-school programs and Saturday School.	Classroom Teacher Leadership Team	List students and strands where deficiency exists, conduct intervention programs, progress monitor, provide assessments at appropriate intervals.	SRA Phonics by Fountas and Pinnell FCAT FAIR Toolkit Classroom Reading Assessments
2	Conducting Tier 2 and Tier 3 interventions with fidelity.	An RtI case manager will be assigned to each grade level. The case manager will monitor Tier 2 and Tier 3 interventions being conducted to make sure the interventions are being implemented correctly and with fidelity.	RtI Case Managers	Discuss with teachers the accountability measures. RtI case managers will observe/monitor progress monitoring data from Tier 1 and Tier 2 students with teachers.	Walkthroughs; Progress Monitoring Assessments such as Bi-Weekly Fluency Reads, Phonics by Fountas and Pinnell, and Comprehension Toolkit.
3	Not all teachers are proficient in the Learning Focus model.	Learning Focused Teacher Principal	Principal Reading Curriculum Teacher	Reading Curriculum Teacher, and Principal will team up with teachers and support their teaching using the Learning Focus model.	Lesson Plans Walk-Through Data
4	Students lack skills and strategies to comprehend non-fiction texts across content areas.	Use non-fiction texts at students' level of proficiency to practice skills and strategies taught, in small groups. One on one assistance if needed. Reading Teacher will model non-fiction text lessons in specific classrooms.	Principal Reading Curriculum Teacher	Walk-Throughs, Data Meetings, Lesson Plans, DRA, Fountas/Pinnell Running Records	Common Weekly assessments in reading, End of Unit assessments in reading, DRA

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 # By April 2013, 49% of Manatee Elementary students will achieve a Level 3 or above in reading on FCAT 2.0. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	34%	49%	54%	59%	64%	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By April of 2013, 39% of Black, 48% Hispanic students, and 80% white students in grades 3, 4 and 5 will achieve level 3 or higher in FCAT 2.0 Reading using AMO targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% Black students scored level 3 or above, 33% Hispanic students scored level 3 or above, White students scored 64%.	By April of 2013, 39% of Black, 48% Hispanic students, and 80% white students in grades 3, 4 and 5 will achieve level 3 or higher in FCAT 2.0 Reading using AMO targets.

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	Identifying the lowest quartile in each of the subgroups in grades 3, 4, and 5.	Finding the lowest quartile and creating small groups depending on student needs.	Classroom Teacher Leadership Team Principal Problem Solving Team	Teacher will determine student(s) needs through assessment and present interventions according to need. Data Team and Problem Solving Team will support teacher and student needs.	Sidewalk SRA FAIR FCAT
2	Students lack the stamina for sustaining reading of lengthy texts.	*Students will receive guided reading in small groups to advance their reading levels. *Small Group Interventions as the data indicates through LLI, SRA, Fountas/Pinnell Phonics to advance student reading levels. *One on one intensive intervention according to problem areas indicated by diagnostic assessments.	Principal Reading Curriculum Teacher Teachers	Walk-Throughs Data Meetings Intervention and Remediation Programs Reading Assessments	Progress Monitoring Data FAIR DRA Reading Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	By April 2012, 86% of ELL students in grades 3, 4 and 5 will achieve level 3 or higher on FCAT 2.0 in Reading or achieve AYP through Safe Harbor or the Growth Model.
2012 Current Level of Performance:	2013 Expected Level of Performance:
English Language Learners did not meet Reading Proficiency for AYP. 39% scored at a level 3 or higher on 2011 FCAT 2.0.	By April 2012, 86% of ELL students in grades 3, 4 and 5 will achieve level 3 or higher on FCAT 2.0 in Reading or achieve AYP through Safe Harbor or the Growth Model.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Students have difficulty with English language.	ESOL Teacher will support ELL students in groups using Language for Learning strategies and the Leveled Literacy Interventions Program. Teachers will support students through use of labeling room, guided reading groups and close proximity.	ESOL Teacher Principal Teacher	Walk-Throughs Lesson Plans Data Meetings LLI data	LLI Running Records Lesson Plans Principal Observations
2	Identifying lowest quartile of English Language Learners and making sure time/support is given to these students.	Creating small groups of lowest quartile of ELL subgroups and creating interventions to support student need(s).	Classroom Teacher Leadership Team Principal	Determine small groups through assessment and providing intervention to support student(s) needs such as FAIR Progress Monitoring Toolkit, Language for Learning, SRA kit, and Rosetta Stone.	SRA FAIR FCAT Language for Learning Kit
3	Word study and background knowledge consistently taught.	*Teachers will engage in word study and vocabulary development daily as part of the 90 minute block. *Teachers will use guided reading groups, Words Their Way, Phonics instruction, LLI, and SRA	Principal Reading Curriculum Teacher Teachers ESOL Teacher	Walk-Throughs Data Meetings	Remediation and Intervention progress-monitoring Data Meetings Reading Assessments
4	Teachers do not use the CELLA results to plan for small group reading instruction.	Teachers will use language-level question stems Teachers will incorporate ESOL strategies in their classrooms (labeling parts of classroom, close proximity...) Differentiate instruction to support student's understanding of text.	Principal Reading Curriculum Teacher Teachers ESOL Teacher	Walk-Throughs Data Meetings - looking at results of CELLA	Reading Assessments Remediation and Intervention progress-monitoring Data Meetings FAIR DRA

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:	33% of SWD will score a Level 3 or higher on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% of SWD's scored at Level 3 or higher on the 2012 FCAT 2.0.	33% of SWD will score a Level 3 or higher on the 2013 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identify students with disabilities who are struggling in reading.	Data studies to identify greatest area of need (heavy hitters), group students according to need for guided reading/remediation.	Principal Teacher RtI Data Team	Data Meetings Lesson Plans Walk-Throughs Class assessments Problem Solving	Area of Difficulty in Success Maker, Bi-Weekly fluency reads, Progress Monitoring assessments, FAIR data, Phonics by

					Fountas/Pinnell, Progress Monitoring Tool Kit for FAIR, FCRR site activities.
2	Teachers are not using gradual release to help students understand the curriculum.	Conduct lessons using the Gradual Release Model that require teachers to model, have students practice in partners or teams and check for understanding when teaching specific skills and strategies. Reading Curriculum Teacher models this approach in specific classrooms. Remediate using Tier 1 strategies for Word Decoding.	Principal Teachers Reading Curriculum Teacher	Lesson Plans Walk-Throughs Data Meetings	Lesson Plans Data Reading Assessments DRA FAIR
3	Students lack the stamina for sustaining reading of lengthy texts.	Increase student exposure to chapter books and longer text to include fiction and non fiction Teacher models reading the text	Media Specialist, Reading Coach and classroom teachers	Achievement on classroom reading assessments, FAIR data, running records	FAIR Running Record DRA Classroom reading assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By April 2013, 48% of Economically Disadvantaged students in grades 3, 4 and 5 will achieve level 3 or higher on FCAT 2.0 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% Economically Disadvantaged students scored at or above Level 3 in reading in 2012.	By April 2013, 48% of Economically Disadvantaged students in grades 3, 4 and 5 will achieve level 3 or higher on FCAT 2.0 in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Support economically disadvantaged students in regard to understanding curriculum through gradual release.	Conduct lessons that require teachers to model, have students practice in partners or teams and check for understanding when teaching specific skills and strategies.	Reading Curriculum Teacher models this approach in specific classrooms. Principal Teachers	Lesson Plans Walk-Throughs Data Meetings	FAIR DRA Reading Assessments Data Lesson Plans
2	Students lack the stamina for sustaining reading of lengthy texts.	Increase student exposure to chapter books and longer text to include fiction and non-fiction. Teacher models reading the text	Principal Teachers Reading Curriculum Teacher Media Specialist	Walk-Throughs Running Records Progress Monitoring Literacy Circles	FAIR DRA Running Record Classroom Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Study Cadre using the text PATHWAYS TO THE COMMON CORE	Kindergarten through Fifth Grade	Reading Curriculum Teacher	Kindergarten through Fifth Grade Teachers	two times a week for the month of October	Walk-Throughs Lesson Plans	Reading Curriculum Teacher Principal
Trainings on the new Common Core Curriculum	Kindergarten through Fifth Grade	Reading Curriculum Teacher	Kindergarten through Fifth Grade Teachers	One time a quarter throughout the school year.	Walk-Throughs Lesson Plans	Reading Curriculum Teacher Principal
Using DRA to diagnose reading behaviors and inform instruction	Kindergarten through Fifth Grade	Reading Curriculum Teacher	Faculty who have never administered DRA or need a refresher.	Assess students two times a year; Three times a year for struggling readers	Lesson Plans Walk-Throughs	Reading Curriculum Teacher Principal
Using Fountas/Pinnell Running Records to diagnose reading behaviors for progress monitoring.	First Grade through Fifth Grade	Reading Curriculum Teacher	First Grade through Fifth Grade Teachers	Fountas/Pinnell will be used for progress monitoring purposes while administering specific remediation programs.	Lesson Plans Walk-Throughs	Reading Curriculum Teacher Principal
LLI (Leveled Literacy Intervention System)	Teachers who have not been previously trained.	Reading Curriculum Teacher	Kindergarten through Fifth Grade teachers	September training; Monitored by reading teacher throughout year to support teachers who are implementing LLI in their classrooms.	Lesson Plans Walk-Throughs Data meetings with Reading Curriculum Teacher	Reading Curriculum Teacher Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Study cadre to introduce standards of the new Common Core Curriculum. Involve teachers in the process of learning the common core. Classroom Libraries	Textbooks Leveled Texts	Professional Development Fund Books and Supplies/Teacher Grant	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		There are 121 LY students in grades K - 5. 28 students are in Kindergarten, 32 students in first grade, 27 students in second grade, 16 students in 3rd grade, seven students in fourth grade and seven students in fifth grade. There are four students in V.E. ESE classes. By 2013, 40% (48) of our ESOL students will be proficient in listening and speaking as measured by CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
19 Students were proficient in listening and speaking in 2012. 62 Students were not proficient.					
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	Parent Involvement	Provide classes for parents at the school and at the Parent Involvement Center.	Reading and Math Curriculum teachers and ESOL Teacher. Personnel at PIC	Match students and Parents and monitor student progress.	Sign in sheets and CELLA

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

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

3. Students scoring proficient in writing. CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers training parents Family Reading and Math Night	Make and take activities, books that are printed in Spanish/English, subitizing cards and other games for math Printing of activities and the directions	Title I	\$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

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:	By May 2013, 46% (94) of all students in grades 3, 4, 5 will achieve level 3 or higher on FCAT 2.0
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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As of 2012, 31% (63) of students in grades 3-5 achieved level 3 or higher on FCAT 2.0.	It is expected that each grade level (3-5) will increase the level of performance to meet the 46% (94) expected level of proficiency in 2013 as measured by the target AMO.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Tardies	Early Warning System Classroom Perfect Attendance Perfect Attendance Awards at end of year Tardies reported to school social worker to meet with students and families. Set school-wide goals of less tardies. Report number of tardies in newsletter. Monitor late arriving daycare transportation and buses.	Attendance Clerk will monitor and report to principal who will report to RtI/Leadership Team.	Monitoring reduction of number of tardies.	Attendance Records on FOCUS.
2	Student engagement	Differentiated instruction, Gradual Release, classroom expectations, collaborative structures (Kagan and Learning Focused), environment conducive to learning	Principal & Leadership Team	Data chats with teams and individuals and coaches	District Benchmark, Math Assessment FAIR and Success Maker Area of Difficulty Reports. Principal Walkthroughs
3	Students need to become more adept at problem solving skills	Teachers will incorporate real world problem solving skills and strategies into daily instruction Team Teaching with Math Coach and grade level teams.	Math Coach Classroom Teachers Principal	Walkthroughs Lessons Plans Professional development in creating real-world math problems and using real-world problem solving strategies	Math FCAT scores Math Benchmarks
4	Consistent use of Guided Math Groups to support struggling learners and reinforce math skills	Pulling small Math groups as identified by Success Maker area of difficulty reports. Use of Think Central as part of Go Math Florida Series Providing small Math group interventions during Math block. Use formative and summative assessment	Classroom Teachers Principal Math Coach Success Maker Teacher	Walkthroughs Lesson Plans Success Maker reports Classroom instruction and Progress on classroom formative and summative assessments Data team discussions	Math FCAT District Math Benchmarks Unit Assessments Success Maker

		and classroom observations to create small guided math groups Use of strategic and intensive intervention strategies as provided in Go Math Florida series			
5	Use of technology in the Math block.	Provide training and Smartboards and technology training for integration in to the math block.	Math Coach Administration	Lesson Plans Walkthroughs online testing situations	Math 5th grade FCAT 2.0 test online District Benchmark assessments Formative and Summative assessments given online. Success Maker

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By April 2013 there will be a 5% increase of students scoring a level 4 or 5 on Math FCAT2.0 in grades 3-5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% of students in grades 3-5 scored a level 4 or 5 on 2012 FCAT 2.0 Math.	By April 2013 there will be a 5% increase of students scoring a level 4 or 5 on Math FCAT 2.0 in grades 3-5.

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
Identify the Level 3, 4 & 5 students and implement rigorous enrichment activities to raise the	Teachers will provide enrichment that encourage higher level thinking and problem	Classroom teacher, Principal, Math Coach	Walkthroughs Lesson Plans	FCAT Math Scores Go Math Florida Unit assessments Success Maker

1	level of performance.	solving abilities through the use of Real World Math problem solving and Success Maker.			District Math Benchmarks Formative and Summative classroom assessments
2	Lack of differentiated small enrichment groups for high achieving students.	<p>Pulling small Math groups as identified by Success Maker leveled reports.</p> <p>Use of Think Central as part of Go Math Florida Series</p> <p>Providing small Math group enrichment during Math block.</p> <p>Use of Math Exemplars problem solving strategies</p>	Principal classroom teachers Math Coach	Lesson Plans Walkthroughs Success Maker reports Formative and Summative classroom assessments	FCAT Math Scores Formative and Summative Unit Assessment Success Maker Reports District Math Benchmark

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	15% (31) of students making learning gains in 2013 on FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students made learning gains in Math 2012	By April 2013, at least 15% (31) of students will make learning gains in Math as measured on FCAT 2.0 using AMO Targets.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Lack of Differentiated Instruction within Tier 1, core instruction.	Professional Development on Differentiated Instruction Small guided math groups and differentiated instruction as part of the Math block. Use of Success Maker for differentiation	Principal Math Coach	walkthroughs lesson plans grade level plan meetings	FCAT Math scores District Math Benchmarks Summative Unit assessments and formative classroom assessments Success Maker Reports
2	Following District Core Curriculum based on NGSSS Florida state standards for grades 2-5 and staying paced with the suggested timeline of Math Content.	Meeting with teams bi-weekly during team meetings to discuss pacing of core curriculum. Meet with new teachers and staff to update core curriculum expectations and pacing	Principal Math Coach	Walkthroughs lesson plans Math Coach plans data team meetings	FCAT Math scores District Math Benchmarks Math Unit summative assessments and formative classroom assessments.
3	Finding sufficient time to prepare and professionally develop all teachers K-5 regarding new Common Core State Standards and significant shifts in math practices.	Continue math related book studies, professional development and Professional Learning Communities at our school site to prepare all teachers for the Common Core State Standards.	Math Coach Math Teacher Leaders Principal	Walkthroughs Team Meetings Lesson Plans Grade level data meetings Professional Learning Communities	FCAT 2.0 Math scores District Math Benchmarks Math unit Summative Assessments and Formative Classroom Assessments.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By April 2013 60% of students in the lowest quartile will make learning gains in grades 3-5 on Math FCAT 2.0.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently, 54% of the students in the lowest quartile in Math have met learning gains as evidenced by Math FCAT 2.0 scores in the 2012 school report.	By April 2013 at least 60% of students in the lowest quartile (lowest 25%) will make learning gains on Math FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not having explicit, Tier I instruction and small groups that will address the needs of those students in the lowest quartile in Math and providing appropriate remediation strategies.	Benchmark tests will be used to identify and progress monitor lowest quartile of students. District Math Benchmark assessment 1 (pre-test) will be used as a preparation for District Benchmark 2 (post-test) Use of Success Maker to identify groups, implement intervention strategies and progress monitor struggling students. Provide Professional Development in Differentiated Instruction. Forming Small Guided Math Groups.	classroom teachers, principal and Math Coach	Lesson Plans Walkthroughs	District Math Benchmark Scores FCAT scores Summative and Formative classroom assessments Success Maker Reports.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Our immediate goal, by 2013 56% grades 3,4,5 students will score level 3 or higher on FCAT 2.0 Math.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46	56	61	66	71	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	By April 2013 49% of Black and 54% Hispanic and 86% White students will score level 3 or higher on 2013 FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% of Black and 30% Hispanic and 50% White students scored level 3 or higher on 2012 FCAT Math.	By April 2013 49% of Black and 54% Hispanic and 86% of White students will make target AMO Math FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiating instruction for students in lowest quartile through small group interventions.	<p>Creating small groups dependent upon student needs after determination of lowest quartile in each subgroup.</p> <p>Use of Success Maker reports to identify student needs and reinforce Core Curriculum skills.</p> <p>Professional Development on implementing Differentiated Instruction strategies and small group differentiated strategies.</p> <p>Teaching targeted vocabulary skills.</p>	Classroom teachers, principal Math Coach	Lesson plans Walkthroughs	FCAT Math scores Go Math Florida summative and formative assessments District Math Benchmarks Success Maker reports.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By April 2013 42% of ELL students in grades 3,4, 5 will score a level 3 or above on Math FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 70% of English Language Learners are below grade level expectation as measured by Math FCAT 2.0.	It is expected English Language Learners in grades 3,4,5 will be meet the expected level of performance of 42% by April 2013.

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 coming in without English language skills.	<p>Providing instructional support through our ESOL resource teacher.</p> <p>It is expected that all classroom teachers become ESOL certified and use ESOL strategies in their instruction.</p>	Classroom teachers, ESOL teacher, Math Coach	Lesson Plans Walkthroughs ESOL checklists	LAS test CELLA scores FCAT Math scores Success Maker reports District Math Benchmark Assessments Unit Summative and Formative Assessments in Go Math Florida adoption.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	42% of SWD students will score at above proficiency on 2013 Math FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:

No supporting data for SWD for 2012 Math FCAT 2.0			42% of SWD students will score at above proficiency on 2013 Math FCAT 2.0.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SWD have many gaps in mathematical reasoning.	Provide Small group instruction Gradual Release model Success Maker	ESE teacher, Principal, Math Coach	Walkthrough data Lesson Plans Data from Success Maker reports	Teacher Evaluation Walkthrough instrument Success Maker Areas of Difficulty report District Math Benchmark data Formative and Summative classroom assessments Math FCAT 2.0

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:	44% of Economically Disadvantaged Students will meet Level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently 69% of Economically Disadvantaged students are below the expected level if performance.	It is expected that 44% of economically disadvantaged students will meet a level of 3 or above in grades 3,4,5 on Math FCAT 2.0 by April 2013.

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 Differentiated Instruction to meet the needs of Economically Disadvantaged students.	Professional Development in Differentiated Instruction. Use of Differentiated small group instruction in Math block Use of Success Maker	Principal classroom teachers Math Coach	Lesson Plans Walkthroughs Math Coaching Plans	Math FCAT scores District Math Benchmark scores Success Maker reports Unit Summative and Formative Assessments from Go Math

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
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Forming high functioning, quality grade level PLC's, school-wide	K-5	Math Coach	Fall-grades K-2 Spring-grades 3-5	Fall-6 meetings, before school, 45 min. each Spring-6 meetings, before school, 45 min. each	Check lesson plans and provide specific, focused planning time for PLC's for all grade levels monthly.	Math Coach Grade Level Chairs Math Teacher Leaders K-5 Principal
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Resources to support Math strategies related to Common Core State Standards.	Manipulatives, consumable items (i.e.-beads, 5 frames, ten frames, pipe cleaners, graph paper, journals)	Title I	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase of 5 additional Smartboards for classroom teachers to increase technology use in the Math block.	Smartboards	Title I and/or Technology	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Resources to support best practices connected to Common Core State Standards.	Copying of literature, new research, assessments, support materials	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: \$7,000.00

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.		By April 2013, 15% of students will achieve a Level 3 or above on the FCAT fifth grade science.			
Science Goal # 1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
8% of students received a Level 3 on the fifth grade FCAT science.		By April 2013, 15% students will achieve a Level 3 or above on the FCAT 5th grade science			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Tardies	Early Warning System Classroom Perfect Attendance Perfect Attendance Awards at end of year Tardies reported to school social worker to meet with students and families. Set school-wide goals of less tardies. Report number of tardies in newsletter. Monitor late arriving daycare transportation and buses.	Attendance Clerk will monitor and report to principal who will report to RtI/Leadership Team.	Monitoring reduction of number of tardies.	Attendance Records on FOCUS.
2	Student engagement	Differentiated instruction, Gradual Release, classroom expectations, collaborative structures (Kagan and Learning Focused), environment conducive to learning	Principal & Leadership Team	Data chats with teams and individuals and coaches	District Benchmark, Math Assessment FAIR and Success Maker Area of Difficulty Reports. Principal Walkthroughs
3	Providing specific science instruction to further academic achievement.	Teachers K-5 will attempt to incorporate monthly inquiry science lessons. Use of Science Lab on regular basis	Classroom Teacher Principal	Walkthroughs Science Lab sign up and schedule Lesson Plans	District Science Benchmark Assessments; Science FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By April 2013 20% of students will score a level 4 or 5 on FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0% of students scored a level 4 or 5 on Science FCAT in 2012.	By April 2013 it is expected that there will be a 20% increase in the number of students meeting above the proficiency level (level 4 or 5) FCAT Science.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Science is not being taught consistently, on all grade levels to the level of mastery needed to show proficiency.	More integrated Science materials and lessons will be implemented. Regular use of Science Lab and materials Plan monthly Science Inquiry Lessons Providing Hands-on instruction in Science. Science Journaling New National Geographic Science Series and resources.	classroom teachers, Principal, Science Coach	Walkthroughs Science lab schedule Lesson Plans	FCAT Science scores, District Science Benchmark scores Summative and Formative Unit Science assessments
2	Lack of Common Assessments to inform instruction	Create with grade level teams, common assessments that accurately assess the standards to the rigor needed for mastery.	Classroom teachers, Principal, Science Coach	walkthroughs Science Lab Schedule Lesson Plans	Grade level created Common Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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
Provide PD for creating and writing inquiry based lessons that align to State standards.	K-5 Science Teachers	Science Coach District Science Coordinators	K-5 Science Teachers school-wide.	Team meetings throughout the year, organize planning time for Science PLC's 2-3 times yearly	Science Data Meetings walkthroughs lesson plans with inquiry lessons Science Fair Projects	Principal Science Coach District Science Coordinator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Consumable materials to support Science inquiry lessons school-wide, K-5	consumable items (i.e., paper plates, foil, glue, salt, worms, owl pellets)	Title I	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Electronic Microscopes	electronic microscopes that connect to computers, document cameras, projectors and supporting technology.	Title I	\$1,000.00
			Subtotal: \$1,000.00
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: \$1,500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By Spring 2013, 66% or more of fourth grade students will reach proficiency in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (15) of fourth graders scored Level 3.5 or higher on FCAT Writes in 2011. Performance was decreased by 54% in 2011.	By Spring 2013, 66% or more of fourth grade students will reach proficiency in writing.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New students not previously prepared for writing.	Extra teacher assistance will be given during writing class during the day.	Teacher and Administrator	Quarterly Writing Assessments and periodic Manatee Writes Assessments	Florida Writing Rubric
2	Students who need extra assistance with the Narrative and Expository Writing	Extra focus will be given to Narrative and Expository Writing	Teacher and Administrator	Quarterly Writing Assessments and periodic Manatee Writes Assessments	Florida Writing Rubrics
3	Funds for providing extra remediation in writing.	Saturday School to give extra assistance in the Narrative and Expository forms of writing.	Teachers; Administrator	Quarterly Writing Assessments and periodic Manatee Writes Assessments	Florida Writing Rubrics
4	Kindergarten through Fifth Grade teachers are not familiar with the new core curriculum standards in writing.	Reading Curriculum Teacher will assist in creating writing lessons with kindergarten and first grade teachers, along with supporting the implementation of the writing standards in all classrooms.	Reading Curriculum Teacher; Administrator	Lesson Plans Walk-Throughs Manatee Writes Assessments	Lesson Plans Manatee Writes Assessments

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

Writing Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
					Writing Activities and	

Attend FCAT 2.0 Writing Workshops presented by district	Fourth Grade Reading Curriculum Teacher	Beth Severson	Erma Roberts Reading Curriculum Teacher	October 30, 2012 and November 27, 2012	Prompts Reading Curriculum Teacher assisting fourth grade teachers with implementation of activities from workshop Walk-Throughs	Principal Grade Level Teachers Reading Curriculum Teacher
Teachers are not familiar with the new core curriculum in FCAT writing.	All Grade Levels	Reading Curriculum Teacher Principal District	Teachers in all grade levels Reading Curriculum Teacher District Curriculum Team	October, 2012 through May 2013	Reading Curriculum Teacher, and county Curriculum Team, will conduct trainings on the new core curriculum for writing. Reading Curriculum Teacher will support teachers in their classrooms with the new core writing prompts.	Principal Reading Curriculum Teacher Grade Level Teachers

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Keeping teachers on the cutting-edge of the writing research. Training teachers on the new Common Core Writing Curriculum.	Printing materials for writing prompts, texts, and trainings. Reading Curriculum Teacher will support teachers with the new Core Writing Curriculum through trainings and planning meetings.	Title I	\$200.00
			Subtotal: \$200.00
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: \$200.00

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:	By June 2013, the average attendance will improve to 95% or above.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The average attendance rate for 2011/2012 is 94.9% (405). 22.55 students is the average daily absences.	By June 2013 the average attendance will improve to 95% or above.

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
Will update.	We are working on decreasing/eliminating excessive absences with letters to parents and student incentives. Our school social worker calls and/or visits homes to talk with families regarding the importance of attending school and how absences affects learning.				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
Will update.	We are working on decreasing/eliminating excessive tardies by alerting parents by letter and student incentives.				
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	Choice and Hardship cases where students are transported by family members to school.	Send letter home when students are tardy or excessively absent. If absences and/or tardies continue, make the personal call home.	Attendance clerk and principal	Monitor attendance and maintain letters sent in a file.	End of year district attendance 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
Study cadre to introduce standards of the new Common Core Curriculum. Involve teachers in the process of learning the common core.	textbooks	Professional Development Fund	\$700.00
			Subtotal: \$700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$700.00

End of 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:	By June 2012 we will reduce the number of ISS and OSS suspensions by 10%. (In School 5 students, Out of School 6 students)
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
There was a total of 45 students in ISS in the 2010-2011 school year. It is especially happening at the 11:00-1:00 time frame. It also occurred more during the last quarter of the year.	By June 2012 the number of students in ISS will decrease by 10% or 5 students.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There was a total of 45 students in ISS in the 2010-2011 school year. It is especially happening at the 11:00-1:00 time frame. It also occurred more during the last quarter of the year.	By June 2012 the number of students in suspended will be decreased by 10%.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There was a total of 59 students in OSS in the 2010-2011 school year.	By June 2012 the number of students with OSS will be decreased by 10% or 6 students.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There was a total of 59 students in OSS in the 2010-2011 school year.	By 2012 the number of students suspended out of school will be decreased by 10% or 6 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying students with behaviors that may require suspension and implementing early interventions	Provide intervention and social skills training to prevent discipline and behavioral concerns, continue implementation of school wide discipline plan, and character development	Counselor School Psychologist School Social Worker School based officer Manatee Glens Liason	Drop in office referrals, OSS and ISS	End of Year data
2	Identifying students with behaviors that may require suspension	PBS (Positive Behavior Support) training and implementation	PBS Team	Drop in office referrals, OSS and ISS	End of Year data

and implementing early interventions.

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement

Parent Involvement Goal #1:

*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.

Manatee EI parent involvement goal for 2012-2013 is an increase for parent participation by 3%.

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Current level of parent involvement is 80% (360).	Expected level of parent involvement is 83% (363).

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	Gain knowledge on volunteering	front office staff training/connect ed/marque/workshops	designee	individual feedback, self-monitoring, and parent survey	parent survey
2	Language	translation services/interpreter	designee	individual feedback, parent survey	parent survey
3	Eliciting support for volunteers and people to assist with school events, class programs, mentoring programs, and teacher support.	Elicit business partners. Strengthen our partnerships with our business partners we already have.	designee	parent/teacher survey Checking in with business partners	parent/teacher survey
4	Eliciting support for volunteers and people to assist with school events, class programs, mentoring programs, and teacher support.	Elicit business partners. Strengthen our partnerships with our business partners we already have.	designee	parent/teacher survey Checking in with business partners	parent/teacher survey

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math and Reading Make It/Take It workshop for families.	Materials, books, and resources for families for the event.	Parent Involvement	\$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
Communication with Parents	Newsletter	Budgeted Funds/Title I	\$360.00
Communication with Parents	Newsletter	Budgeted Funds/Title I	\$360.00
			Subtotal: \$720.00
			Grand Total: \$2,220.00

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:			A S.T.E.M. program is currently being sought through a grant.		
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	Financing and providing personnel to sustain a S.T.E.M. Lab	Work with district personnel and cooperating S.T.E.M. schools to successfully support a program. Provide training for staff in S.T.E.M. strategies Provide qualified teacher to staff S.T.E.M. lab Involving parents in S.T.E.M. program to create interest and bring students to our school	Administration S.T.E.M. teacher Science Coach District S.T.E.M. personnel	Classroom walkthroughs Lesson Plans Use S.T.E.M. expectations and checklists	Data from Science FCAT Data from District Benchmark assessments - 5th grade Unit summative assessments and formative classroom assessment. S.T.E.M. 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
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No Data Submitted

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Technology Goal:

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:					
1. Technology Goal Technology Goal #1:		Sufficient hardware and software to meet the student and staff needs for learning and instruction.			
2012 Current level:		2013 Expected level:			
Lack of sufficient hardware and software to meet the needs of students and staff.		Sufficient hardware to meet the student and staff needs for learning and instruction. Software needs are met.			
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	Update Technology plan to assist with technology needs to assess FCAT 2.0 and PARCC..	Continue developing and adjusting technology plan for support and implementation of technology needs within the school.	Bernadette Pletcher Debbie Cook Sarah Stockton	After meeting with technology specialist, Bernadette and Debbie will develop a school-wide Technology Plan.	Implementation of Technology Plan.
2	Lack of sufficient hardware to meet the needs of students and staff.	Retrieving the necessary hardware to meet student and staff needs, including upgrades on computers, SMART Boards and Elmos and Projectors.	Helen Abernathy Sarah Stockton	Conduct a site inventory of all technology hardware. Retrieve necessary hardware and software to meet student/staff needs.	Completed Inventory.

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						

Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Teachers will implement Leveled Literacy Interventions during their remediation/intervention programs.	LLI Kit	Title I	\$1,000.00
Teachers will implement SRA Signature Mastery Program, as well as Phonics by Fountas/Pinnell for their remediation/intervention programs.	SRA Kit Phonics Kits for First and Second Grades	Title I	\$1,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Retrieve updated software, Elmo projectors, and Smart Boards.	Elmo projectors Smart Boards Software	Technology Fund	\$5,000.00
Waterford and Success Maker programs.	Waterford program Success Maker program	Title I	\$91,150.00
			Subtotal: \$96,150.00
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: \$98,150.00

End of Technology Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Study cadre to introduce standards of the new Common Core Curriculum. Involve teachers in the process of learning the common core. Classroom Libraries	Textbooks Leveled Texts	Professional Development Fund Books and Supplies/Teacher Grant	\$1,000.00
CELLA	Teachers training parents Family Reading and Math Night	Make and take activities, books that are printed in Spanish/English, subitizing cards and other games for math Printing of activities and the directions	Title I	\$1,500.00
Mathematics	Resources to support Math strategies related to Common Core State Standards.	Manipulatives, consumable items (i.e.- beads, 5 frames, ten frames, pipe cleaners, graph paper, journals)	Title I	\$1,000.00
Science	Consumable materials to support Science inquiry lessons school-wide, K-5	consumable items (i.e., paper plates, foil, glue, salt, worms, owl pellets)	Title I	\$500.00
Writing	Keeping teachers on the cutting-edge of the writing research. Training teachers on the new Common Core Writing Curriculum.	Printing materials for writing prompts, texts, and trainings. Reading Curriculum Teacher will support teachers with the new Core Writing Curriculum through trainings and planning meetings.	Title I	\$200.00
Attendance	Study cadre to introduce standards of the new Common Core Curriculum. Involve teachers in the process of learning the common core.	textbooks	Professional Development Fund	\$700.00
Parent Involvement	Math and Reading Make It/Take It workshop for families.	Materials, books, and resources for families for the event.	Parent Involvement	\$1,500.00
Technology	Teachers will implement Leveled Literacy Interventions during their remediation/intervention programs.	LLI Kit	Title I	\$1,000.00
Technology	Teachers will implement SRA Signature Mastery Program, as well as Phonics by Fountas/Pinnell for their remediation/intervention programs.	SRA Kit Phonics Kits for First and Second Grades	Title I	\$1,000.00
				Subtotal: \$8,400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Purchase of 5 additional Smartboards for classroom teachers to increase technology use in the Math block.	Smartboards	Title I and/or Technology	\$5,000.00
Science	Electronic Microscopes	electronic microscopes that connect to computers, document cameras, projectors and supporting technology.	Title I	\$1,000.00

Technology	software, Elmo projectors, and Smart Boards.	Elmo projectors Smart Boards Software	Technology Fund	\$5,000.00
Technology	Waterford and Success Maker programs.	Waterford program Success Maker program	Title I	\$91,150.00
				Subtotal: \$102,150.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Resources to support best practices connected to Common Core State Standards.	Copying of literature, new research, assessments, support materials	Title I	\$1,000.00
				Subtotal: \$1,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Communication with Parents	Newsletter	Budgeted Funds/Title I	\$360.00
Parent Involvement	Communication with Parents	Newsletter	Budgeted Funds/Title I	\$360.00
				Subtotal: \$720.00
				Grand Total: \$112,270.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 10/19/2012)

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.



If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

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

Manatee School District MANATEE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	62%	79%	28%	228	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	65%	65%			130	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	73% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					488	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Manatee School District MANATEE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	57%	75%	19%	210	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	73%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	80% (YES)			140	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					490	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested