

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: JOSEPH WILLIAMS ELEMENTARY SCHOOL

District Name: Alachua

Principal: Karla Hutchinson

SAC Chair: Robin Dold

Superintendent: Dr. Dan Boyd

Date of School Board Approval:

Last Modified on: 11/9/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
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325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Karla N. Hutchinson	B.A. - Elementary Education K-6  M.Ed. - Educational Leadership K-12  Ed.S - Educational Leadership K-12  Principal Certification K-12 - State of Florida		2	J. Williams Elementary School Grade 2011-2012: C  M.K. Rawlings Elementary School Grade 2011-2012: C 2010-2011: D  Achievement Level 3 or higher: Reading 52%; Math 48%; Science 47%; Writing 83%  Learning Gains: Reading 66%; Math 50%  Lowest 25% Gains: Reading 64%; Math 38%

### 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)
					No district coach is assigned to our school.

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular Meeting of New Teachers with Principal and/or other members of the Leadership Team	Principal, CRT, BRT	June 2013	
2	Partnering new teachers with veteran staff at school site	Principal	June 2013	
3	District Induction Program to provide district mentor	District Supervisor	June 2013	
4	New Teacher Orientation held at school during pre-planning	School Based Leadership Team	August 2012	
5				
6				

## 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
41	17.1%(7)	34.1%(14)	31.7%(13)	17.1%(7)	48.8%(20)	100.0%(41)	12.2%(5)	9.8%(4)	26.8%(11)

## 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
Dagni Christian; Dory Schofield, Marjory Francois, team leader	Priscilla Zelaya	District and/or School Assigned, based on District New Teacher Program and School-based personnel	Alachua County Beginning Teacher Program; Monthly School-Based meetings with BRT, CRT and/or principal; weekly meetings with team leaders
Dagni Christian; Dory Schofield, Marjory Francois, team leader	Hillary Butler	District and/or School Assigned, based on District New Teacher Program and School-based personnel	Alachua County Beginning Teacher Program; Monthly School-Based meetings with BRT, CRT and/or principal; weekly meetings with team leaders
Dagni Christian; Dory Schofield, Marjory Francois, team leader	Patrice Parker	District and/or School Assigned, based on District New Teacher Program and School-based personnel	Alachua County Beginning Teacher Program; Monthly School-Based meetings with BRT, CRT and/or principal; weekly meetings with team leaders
Dagni Christian; Dory Schofield, Marjory Francois, team leader	Amber Callaham	District and/or School Assigned, based on District New Teacher Program and School-based personnel	Alachua County Beginning Teacher Program; Monthly School-Based meetings with BRT, CRT and/or principal; weekly meetings with team leaders
Dagni Christian; Dory Schofield, Marjory Francois, team leader	Katherine Cation	District and/or School Assigned, based on District New Teacher Program and School-based personnel	Alachua County Beginning Teacher Program; Monthly School-Based meetings with BRT, CRT and/or principal; weekly meetings with team leaders
Dagni Christian; Dory Schofield, Marjory Francois, team leader	Kathryn Lewis	District and/or School Assigned, based on District New Teacher Program and School-based personnel	Alachua County Beginning Teacher Program; Monthly School-Based meetings with BRT, CRT and/or principal; weekly meetings with team leaders
Dagni Christian; Dory Schofield, Marjory Francois, team leader	Gregory Brown	District and/or School Assigned, based on District New Teacher Program and School-based personnel	Alachua County Beginning Teacher Program; Monthly School-Based meetings with BRT, CRT and/or principal; weekly meetings with team leaders

## 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

Services are provided to ensure students requiring additional remediation are assisted through daily remediation sessions, after-school tutoring or extended school year options. The district coordinates with Title II and Title III in ensuring staff development needs are provided. The school utilizes a FCIM Facilitator to assist teachers and provide professional development.

Title I, Part C- Migrant

Migrant Support Resource Advocates provides services and support to the school and families. The district liaison coordinates with Title I and other programs to ensure student needs are addressed and met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

District receives funds for improving basic education programs through the purchase of technology to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Professional development will also be offered by the district curriculum coaches in the areas of reading, math and science.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with district funds to provide summer school for third grade students.

Violence Prevention Programs

The school fully supports the district initiative to eliminate bullying from our school, and plans to implement any activities from the district in relation to such. In addition, the school offers a non-violence and anti-drug program to students. The school also offers Postive Behavior Support (PBS) to students.

Nutrition Programs

Our school participates in the weekend backpack program. The district provides a summer meal program for students to receive free breakfast and lunch during the summer.

Housing Programs

NA

Head Start

Title I provides materials for Parent Involvement. A Kindergarten roundup is held each April for all incoming Kdg. students.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

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

**Select General Education Teacher: (Primary and Intermediate):** Provides information about core instruction, participates in student data collection, delivers Tier 1 materials/Instruction with Tier 2/3 activities.

**Exceptional Student Education (ESE) Teachers:** Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

**FCIM Facilitator:** Participates in student data collection, integrates researched based curriculum into intervention of Tier 2 and Tier 3 students; facilitates and supports data collection activities; assists in data analysis; Supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; provides training and coaching in intervention program implementation.

**ESE Data Analysis Support:** Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing information on appropriate interventions, the data analysis support will help in analyzing data weekly.

**School Guidance Counselor:** Provide guidance on data collection, charting and graphing results, and the use of technology in the collection of data.

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

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

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 team (Principal, CRT, BRT, Guidance Counselor, FCIM Coordinator) meets biweekly to review data and to identify students who are meeting/exceeding benchmarks, or at moderate risk or high risk for not meeting benchmark. Then the team identifies professional development and/or resources needed.

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

The RTI Leadership Team met to help develop the SIP. The team provided data on academic areas that need to be addressed. Data such as FAIR, Ontrack Benchmark Assessments and Unit Assessments were analyzed and monitored throughout the year to determine areas of concern. Tier 2 groups are set up at the beginning of the year based on data and are revisited throughout the year. They remain fluid based on individual student needs. Progress is monitored every 4-6 weeks. This process helps guide the activities that will be implemented in the SIP to further help students.

## MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), District On-Track Assessments, MacMillian Reading Assessments, District Writing Prompts and FLKRS Kindergarten Assessment.

Progress Monitoring: PMRN, District On-Track Assessments, Go Math! Assessments, MacMillian Reading Assessments,

Midyear: Florida Assessments for Instruction in Reading (FAIR), PMRN, District On-Track Assessments, Go Math! Assessments, MacMillian Reading Assessments and District Writing Prompts

End of year: FAIR, FCAT, District On-Track Assessments, Go Math! Assessments, and District Writing Prompts.

Frequency of Data Days: Biweekly as a leadership team to analyze the data and at least twice a month as grade levels and/or differentiated groups to desegregate on-going data as needed.

Data at the beginning of the year will be captured and presented through the district's student information system. Toward the end of the year, the data presentation will be migrated into the district's Local Instructional Information System..

Describe the plan to train staff on MTSS.

Professional development will be provided during Wednesday's PLC, teachers' common planning time and small sessions will occur throughout the year. The RTI will also evaluate staff Professional Development needs during the RTI Leadership Team meetings.

Describe the plan to support MTSS.

The RTI Leadership Team will have regularly scheduled meetings that will keep all members aware of initiatives within the MTSS system. In addition, the Guidance Counselor will provide direct support to teachers to ensure MTSS is being provided with fidelity.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Principal, Curriculum Resource Teacher, FCIM Coordinator and grade level teachers.

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

The LLT will meet once a month to discuss the needs of the school/grade levels and future actions needed to improve literacy.

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

The major initiatives of the LLT this year will be to monitor the progress of students receiving additional support through RTI, as well as the implementation of reading strategies during the 90 minute reading block that will increase student reading achievement.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

The school conducts a Kindergarten roundup each year to provide parents with assistance in transitioning their preschool children into Kindergarten. During this event, the school conducts an afternoon session where parents receive information about kindergarten, have the opportunity to complete enrollment forms, meet school staff and ask questions concerning the transition to kindergarten. In addition, parents receive informational handouts to assist in preparing their child with essential skills needed for success in school.

### \*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:	Increase by 10% the number of students achieving proficiency (FCAT Level 3 or above) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (39) of students scored at an achievement level 3 in reading.	The number of students achieving proficiency (FCAT Level 3 or above) in reading will increase by 10%.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance (Absences/Tardies)	Review district and state policies/laws with parents	Principal, BRT, District Truancy Officer	Monthly review of attendance	Attendance Data
2	Difference in the complexity of questions being asked in class and those used on FCAT.	Staff in-service on Webb's Depth of Knowledge and Higher Order Questioning	Principal, CRT, teachers	Implementation of Higher Order Questions during instruction	Higher Order Questions documented in lesson plans
3	Need for increased student engagement	Use of Kagan strategies	Principal, CRT	Use of Kagan strategies in classrooms. Student engagement	Classroom Walkthroughs, Lesson Plans
4	Limited Vocabulary	Building Vocabulary (vocabulary development program) will be implemented.	CRT, Principal	lesson plans, walkthroughs	FAIR, Reading Benchmark Assessments
5	No anticipated barrier	Gradual Release model will be used by all teachers	Principal, CRT, BRT	Classroom observations,	Evidence of Gradual Release model in lesson plans, Classroom Walkthroughs

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:	Increase by 1% the number of students scoring at or above Achievement Level 4 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (105) of students scored at or above Achievement Level 4.	39% of students will score at or above Achievement Level 4

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	Difference in the complexity of questions being asked in class and those used on FCAT.	Increase use of Higher Order Thinking questions	Principal,CRT, teachers	lesson plans, Walkthroughs	Higher Order Question documented in lesson plans, walkthroughs, OnTrack FCAT
2	Need for increased student engagement	Use of Kagan strategies	Principal, CRT	Use of Kagan strategies in classrooms.	Student engagement Classroom Walkthroughs, Lesson Plans
3	No anticipated barrier	Gradual Release model will be used by all teachers	Principal, CRT, BRT	Implementation of Gradual Release during instructional delivery; Classroom Observations	Evidence of Gradual Release model in lesson plans, Classroom Walkthroughs
4	Limited Vocabulary	Building Vocabulary (vocabulary development program) will be implemented.	CRT, Principal	lesson plans, Classroom observations	FAIR, Reading Benchmark Assessments, Classroom Walkthroughs, lesson plans
5	No anticipated barrier	Increase exposure to nonfiction text	Principal,CRT, District Science Coach,District Social Studies Coach	Lesson plans, Classroom observations	FCAT, Reading Benchmark Assessments, Classroom Walkthroughs, lesson plans
6	Need for increased student engagement	Use of Kagan strategies	Principal, CRT	Use of Kagan strategies in classrooms.Student engagement Classroom Walkthroughs, Lesson Plans	Classroom Walkthrough, lesson plans,FCAT,Reading Benchmarks

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	100% (1) student scored at or above an Achievement Level 7 in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) student scored at or above Achievement Level 7 in reading.	100% of students will score an Achievement Level 7 in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance (Absences/Tardies)	Review district and state policies/laws with parents	Principal, BRT, District Truancy Officer	Monthly review of attendance	Attendance Data
2	Challenging students to continue making progress	Engaging/Enriching activities within classroom	Principal, CRT	Classroom Walkthroughs, lesson plans	Classroom Walkthroughs, Student progress

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:	Percentage of students making learning gains will increase by 10%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (117) of students made learning gains in reading.	Percentage of students making learning gains will increase by 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying student academic needs	Utilize small group differentiated instructional strategies within the 90 min. reading block. Small group intervention (pullout). Differentiated Instruction at student skill level via Literacy Stations and teacher lead group.	Principal, CRT, FCIM Facilitator	Classroom Walkthroughs, Lesson Plans and Focus Team Mtgs.	FCAT and FAIR Assessments and OnTrack Data
2	Gradual Release of Student Responsibilities	The Utilization of Kagan Structures, CRISS High Yield Strategies and Challenging Literacy Stations geared at students' specific independent levels	Principal, CRT, FCIM Facilitator	Classroom Walkthroughs, Lesson Plans	FCAT and FAIR, OnTrack, FCAT Weekly Assessments
3	High Level Questioning and Activities	The Utilization of Kagan Structures, CRISS High Yield Strategies and Challenging Literacy Stations geared at students' specific independent levels	Principal, CRT, FCIM Facilitator	Classroom Walkthroughs, Lesson Plans and Focus Team Mtgs.	FCAT and FAIR
	No Anticipated Barrier	Students scoring below proficiency on the Reading	Principal, CRT	Monthly Assessments	Intervention Assessments

4	FCAT will receive at least 30 min. of intensive reading instruction daily by the teacher tutors.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	The percent of students making learning gains will remain at 100%
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) of students demonstrated learning gains in reading	100% of students will demonstrate learning gains in reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Offering appropriate, yet challenging curriculum	Ensure lessons are individualized for each student; bi-weekly meetings with ESE team and CRT	Principal, CRT	Monitor student progress, Classroom walkthroughs	Assessments (formal & informal); classroom walkthrough 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The percent of students in the lowest 25% making learning gains will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (28) of students in lowest 25% made learning gains in reading.	Students in the lowest 25% making learning gains will increase by 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	review district and state policies/laws with parents	Principal, BRT, and district truancy officer	Monthly review of attendance	Attendance Data
2	Difference in the complexity of questions being asked in class and those used on FCAT.	Staff in-service on Webb's Depth of Knowledge and Higher Order Questioning	Principal, CRT, teachers	Implementation of Higher Order Questions during instruction Higher Order Questions	Higher Order Questions documented in lesson plans
3	Need for increased student engagement	Use of Kagan strategies	Principal, CRT	Use of Kagan strategies in classrooms.	Student engagement Classroom Walkthroughs, Lesson Plans
4	No anticipated barrier	Gradual Release model will be used by all teachers	Principal, CRT, BRT	Classroom observations,	Evidence of Gradual Release model in lesson

					plans, Classroom Walkthroughs
5	Varying student academic needs	Utilize small group differentiated instructional strategies within the 90 min. reading block. Small group intervention (pullout). Differentiated Instruction at student skill level. Use FAIR and RTI data to establish student group focus (phonological awareness, phonics, vocabulary, fluency, comprehension) and placement. After school tutoring. School-wide additional Guided Reading Block.	Principal, CRT, and FCIM Facilitator	Classroom Walkthroughs, Lesson Plans and Focus Team Mtgs.	FCAT Weekly Assessments, FAIF Assessments and OnTrack Data

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # AMO goal for 2012-2013: 60%				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56%	60%	64%	68%	72%	

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:	All student subgroups will make satisfactory progress in reading by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Subgroups not making satisfactory progress in reading include: Black 69% (12); Hispanic 17% (1); White 4% (2)	All student subgroups will make satisfactory progress in reading by at least 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the mobility of students, instructional time is lost	Daily remediation of students	Principal, CRT	Ongoing Progress Monitoring, Weekly assessments	Intervention Assessments, FCAT, FAIR
2	Students have deficiencies that cannot be addressed during the core instructional block	Students receive instructional remediation	Principal, CRT, Title I,	formal and informal assessments	Intervention assessments, FAIR, FCAT
3	Attendance (Absences/Tardies)	review district and state policies/laws with parents	Principal, BRT, district truancy officer	Monthly review of attendance	Attendance data
4	Additional Instructional Time	Differentiated Instruction, Literacy Centers, Kagan Structures, CRISS	Principal, CRT, FCIM Facilitator	Classroom Walkthroughs, Lesson Plans	FAIR Assessment, FCAT Assessment

		Strategies, Small Group Intervention Tutoring			
5	Varying student academic needs	Utilize small group differentiated instructional strategies within the 90 min. reading block. Small group intervention (pullout). Differentiated Instruction at student skill level.	Principal, CRT, FCIM Faciliator	Daily Classroom Walkthroughs, Lesson Plan	FAIR Assessment, FCAT Assessment, Intervention Assessments, Progress Monitoring
6	High Level Questioning and Activities	The Utilization of Kagan Structures, CRISS High Yield Strategies and Challenging Literacy Stations geared at students' specific independant levels	Principal, CRT	Classroom Walkthroughs, Lesson Plans and Focus Team Mtgs.	FCAT Test, FAIR Testing,

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:	
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The percent of Students with Disabilities (SWD) not making satisfactory progress in reading will decrease by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (21) of Students with Disabilities not making satisfactory progress in reading.	The percent of students with Disabilities (SWD) not making satisfactory progress in reading will decrease by 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additonal Instructional Time	Kagan Structures, Small Intervention Groups, CRISS Strategies, After school Tutoring,	Principal, CRT, FCIM Faciliator	FAIR Data, RTI Data, Weekly Assessment Data	FAIR Assessment, FCAT Assessment, Weekly HHM Assessment

		Differentiated Instruction			RTI Probes
2	Varying student academic needs	Utilize small group differentiated instructional strategies within the 90 min. reading block. Small group intervention (pullout). Differentiated Instruction at student skill level.	Principal, CRT, FCIM Facilitator, Title I Tutors	Daily Classroom Walkthroughs, Lesson Plan	FAIR Assessment, FCAT Assessment Intervention 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:	Economically disadvantaged students will make adequately yearly progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (118) of students within the economically disadvantaged subgroup did not make satisfactory progress in reading.	The percentage of students within this subgroup not making satisfactory progress in reading will decrease by 15%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional Instructional Time Needed	Kagan Structures, Small Intervention Groups, CRISS Strategies, After school Tutoring, Differentiated Instruction	Principal, CRT, and FCIM Facilitator	Daily Classroom Walkthroughs, Lesson Plan	FAIR Assessment, FCAT Assessment Intervention Assessments
2	Varying student academic needs	Utilize small group differentiated instructional strategies within the 90 min. reading block. Small group intervention (pullout). Differentiated Instruction at student skill level.	Principal, CRT,	Daily Classroom Walkthroughs, Lesson Plan	FCAT Weekly Assessments, FAIR Assessments and OnTrack Data
3	Gradual Release of Student Responsibilities	The Utilization of Kagan Structures, CRISS High Yield Strategies and Challenging Literacy Stations geared at students' specific independent levels	Principal, CRT, and FCIM Facilitator	Classroom Walkthroughs, Lesson Plans	FCAT Test, FAIR Testing, RTI Probes, Treasures Unit and Benchmark Tests, FCAT Weekly Assessments
4	Attendance (Absences/Tardies)	Review district and state policies/laws with parents	Principal, BRT, district truancy officer	Monthly review of attendance	attendance data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating Science into Reading	3-5	District Reading Coach	3-5 instructors	October 2012	Observation of implementation; walk-throughs, lesson plans	Principal, CRT
Gradual Release	K-5	District personnel	school-wide	2012-2013 school year	Observations; walkthroughs; lesson plans	Principal, CRT
Informational Language Art activities and the Common Core Standards	K-5	District Personnel	School-wide	2012-2013 school year	lesson plans, implementation of activities; walkthroughs;	Principal, CRT
Common Core Text Complexity	K-2	District Reading Coach	K-2	2012-2013 school year	observation and student gain scores and assessments	Principal, CRT and District Reading Coach
Engaging Informational Text using cooperative structures	K-5	District Kagan Coach	School-wide	October 2012	observation of implementation of strategies	Principal, CRT, District Kagan Coach
Kagan Structures	K-5	District Kagan Coach	School-wide	September 2012 and on-going coaching	Implementation of Kagan structures in classroom	Principal, CRT, District Kagan Coach
WEBB's Depth of Knowledge and Rigor	3-5	Principal	3-5 instructional teachers	September 2012	Implementation during instructional delivery. Evident in lesson plans (Higher Order Questions/Tasks)	Principal, CRT
Technology Training	K-5	District Tech. Coaches	School-wide	2012-2013 school year	observation of technology resources being used in the classroom.	Principal, CRT

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Tutorial Staff	Title I tutoring	Title I	\$191,000.00
Building Vocabulary Kits	Instructional Materials	Title I/School Budget	\$900.00
chart paper/dry erase markers/journals, etc.	Instructional Materials	Title I/School Budget	\$1,000.00
Intervention Material	State-approved Research-based materials	Title I	\$2,000.00
			Subtotal: \$194,900.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Listening Stations	CD Players, Headphones	Title I/School Budget	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Marzaon Strategies that Work	Book Study	District	\$900.00
DOK; Gradual Release; Literacy Workstations; Common Core; Text Complexity; Information Text	District Coaches	District	\$0.00
			Subtotal: \$900.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After-school tutoring	Title I	Title I	\$3,000.00

Lesson Study substitutes	Provide substitutes for teacher participation in lesson study	School budget	\$600.00
			Subtotal: \$3,600.00
			Grand Total: \$200,400.00

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:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal #2:				
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:

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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
No Data Submitted				

CELLA Budget:

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

End of CELLA Goals

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percentage of students scoring at Achievement Level 3 in mathematics will increase by 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (33) students scored at Achievement Level 3 in mathematics.	The percentage of students scoring at Achievement Level 3 in mathematics will increase by 15%.

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance (Absences/Tardies)	Review district and state policies/laws with parents	Principal, BRT, District Truancy Officer	Monthly review of attendance	Attendance Data
2	Difference in the complexity of questions being asked in class and those used on FCAT.	Staff in-service on Webb's Depth of Knowledge and Higher Order Questioning	Principal, CRT, teachers	Implementation of Higher Order Questions during instruction	Higher Order Questions documented in lesson plans
3	Need for increased student engagement	Use of Kagan strategies	Principal, CRT	Use of Kagan strategies in classrooms. Student engagement	Classroom Walkthroughs, Lesson Plans
4	No anticipated barrier	Gradual Release model will be used by all teachers	Principal, CRT, BRT	Classroom observations,	Evidence of Gradual Release model in lesson plans, Classroom Walkthroughs
5	Academic Entry level	Incorporate Use of manipulates, Calendar Math and Math Work Stations	Principal, CRT, teachers	Lesson plans, Walkthroughs, observations, assessments	lesson plans, FCAT, District Assessment, Classroom Walkthroughs
6	No anticipated barrier	Use of math journal	Principal, CRT, teachers	math journals, lesson plans, observations	FCAT, OnTrack, lesson plans, classroom walkthroughs
7	Additional time to implement Calendar Math with fidelity each day	Calendar Math will be implemented grades K-5	Principal, CRT	Lesson plans, Classroom Walkthroughs	Classroom Walkthroughs, FCAT, OnTrack, lesson plans

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	100% of students will score at level 4 or higher on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) of students scored at level 4 or higher on FAA.	100% of students will score at level 4 or higher on the FAA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's Disability	Small group instruction and use of manipulatives	Principal, CRT, ESE and classroom teachers	Classroom Walkthroughs, informal and formal assessments,	Florida Alternate Assessment
2	Attendance (Absences/Tardies)	Review district & state policies/law with parents	Principal, BRT, District Truancy Officer	Monthly review of attendance	Attendance Data
3	Appropriate Instructional Materials	Inventory current materials; purchase research-based materials	Principal, CRT	Lesson plans, classroom walkthroughs	Informal and Formal Assessments; pup progression through tested standards

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:	Students scoring at or above Achievement Level 4 in mathematics will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (98) students scores at or above Achievement Level 4 in mathematics.	Students scoring at or above Achievement Level 4 in mathematics will increase by 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difference in the complexity of questions being asked in class and those used on FCAT.	Increase use of Higher Order Thinking questions	Principal, CRT, teachers	lesson plans, Walkthroughs	Higher Order Question documented in lesson plans, walkthroughs, OnTrack FCAT
2	Need for increased student engagement	Use of Kagan strategies	Principal, CRT	Use of Kagan strategies in classrooms.	Student engagement Classroom Walkthroughs, Lesson Plans
3	No anticipated barrier	Gradual Release model will be used by all teachers	Principal, CRT, BRT	Implementation of Gradual Release during instructional delivery; Classroom Observations	Evidence of Gradual Release model in lesson plans, Classroom Walkthroughs
4	Enough classroom computers to allow all students adequate preparation for the 5th grade FCAT math.	small group scheduling of computer time; Student computer practice using ePat and GoMath!	Principal, CRT, teachers	observations, lesson plans, formal and informal assessments	student use of computer; lesson plans; FCAT; OnTrack
5	Lack of Math Enrichment for students	Differentiated instruction; after-school math enrichment; High Order Tasks/Questions	Principal, CRT, teachedrs	Classroom Walkthroughs, Lesson plans, informal and formal assessments	OnTrack, FCAT, Classroom Walkthroughs, lesson plans
6	Enrichment/Project based learning	Higher order thinking through AIMS & GEMS activities, GoMath Enrichment and indepth math projects	Principal, CRT, Teachers	Classroom Walkthroughs, lesson plans, informal and formal assessments	On Track Assessments, Chapter tests, Benchmark Assessments, FCAT, lesson plans, Classroom Walkthroughs

7	GoMath math series	Go Math, Think Central, math journals, differentiated instruction, Calendar Math and learning stations	Principal, CRT, Teachers	Classroom Walktroughs, lesson plans,	On Track, FCAT, lesson plans, Classroom Walkthroughs
8	Attendance (Absences/Tardies)	Review district and state policies/law with parents	Principal, CRT, District Truancy Officer	Monthly Review of Attendance	Attendance 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 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:	The number of students making learning gains in mathematic will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (88) of students made learning gains in mathematics	The number of students making learning gains in mathematic will increase by 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	GoMath Series	Provide targeted training/coaching based on student needs. Model/plan lessons for differentiated instruction, math centers and math interventions.	Principal, CRT, teachers	Walktroughs, lesson plans	FCAT, OnTrack, lesson plans, Classroom Walkthroughs
2	Multiple instructional levels	Small group differentiated instruction, ESE pullout and Co-Teach, V-Math, Think Central and	Principal, CRT, FCIM Facilitator, teaches	Walktroughs, lesson plans	FCAT, OnTrack, lesson plans, Classroom Walkthroughs

		Calendar Math			
3	Attendance (Absences/Tardies)	Review district and state policies/laws with parents	Review district and state policies/laws with parents	Monthly review of attendance	Attendance Data
4	Need for increased student engagement	Use of Kagan strategies	Principal, CRT	Use of Kagan strategies in classrooms.	Student engagement Classroom Walkthroughs, Lesson Plans
5	No anticipated barrier	Gradual Release model will be used by all teachers	Principal, CRT, BRT	Classroom observations, lesson plans	Evidence of Gradual Release model in lesson plans, Classroom Walkthroughs
6	No anticipated barrier	Use of math journal	Principal, CRT, teachers	math journals, lesson plans, observations	FCAT, OnTrack, lesson plans, classroom walkthroughs
7	Additional time to implement Calendar Math with fidelity	each day Calendar Math will be implemented grades K-5	Principal, CRT	Lesson plans, Classroom Walkthroughs	Classroom Walkthroughs, FCAT, OnTrack, lesson plans

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	
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:	The number of students in the lowest 25% making learning gains in mathematics will increase by 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (17) of students in lowest 25% made learning gains in mathematics.	The number of students in the lowest 25% making learning gains in mathematics will increase by 15%.

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	Attendance	review district and state policies/laws with parents	Principal, BRT, and district truancy officer	Monthly review of attendance	Attendance Data
2	Difference in the complexity of questions being asked in class and those used on FCAT.	Staff in-service on Webb's Depth of Knowledge and Higher Order Questioning	Principal, CRT, teachers	Implementation of Higher Order Questions during instruction Higher Order Questions	Higher Order Questions documented in lesson plans
3	Need for increased student engagement	Use of Kagan strategies	Principal, CRT	Use of Kagan strategies in classrooms.	Student engagement Classroom Walkthroughs, Lesson Plans
4	No anticipated barrier	Gradual Release model will be used by all teachers	Principal, CRT, BRT	Classroom observations,	Evidence of Gradual Release model in lesson plans, Classroom Walkthroughs
5	GoMath Math Series	Continue Coaching/Modeling in all grade level classrooms including the use of Smart Response Systems and appropriate differentiation utilizing Think Central.	Principal, CRT, FCIM Facilitator, teachers	Walkthroughs, Lesson Plans and focus team meetings	Chapter Tests, Benchmark Mini Assessments, Soa to Success, OnTrack Assessments, Think Central, and unit tests as needed
6	Multiple Instructional Levels	Small Group differentiated instruction, ESE pullout/Co-Teach and hands on maipulative-based learning. Utilize GoMath to identify below level students and supplement curriculum using Think Central and ReTeach.	Principal, CRT, FCIM Facilitator, teachers	Walkthroughs, Lesson Plans, formal and informal assessments	OnTrack, FCAT, District Assessments, Classroom Walkthroughs, lesson plans
7	No anticipated barrier	Use of math journals	Principal, CRT, teachers	math journals, lesson plans, observations	FCAT, OnTrack, lesson plans, classroom walkthroughs

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 #					
	AMO goal for 2012-2013: 56					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	56	60	65	69	

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.	All student subgroups not making satisfactory progress in mathematics will decrease by 10%
Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Student subgroups by ethnicity not making satisfactory progress in mathematics: Black 75% (131); Hispanic 17% (1); American Indian 50% (1); White 4% (2)	The percentage of students not making satisfactory progress in each subgroup will decrease by 10%.
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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	Due to the mobility of students, instructional time is lost	Daily remediation of students	Principal, CRT	Ongoing Progress Monitoring, Weekly assessments	Intervention Assessments, FCAT, FAIR
2	Students have deficiencies that cannot be addressed during the core instructional block	Students receive instructional remediation	Principal, CRT, Title I,	formal and informal assessments	Intervention assessments, FAIR, FCAT
3	Attendance (Absences/Tardies)	review district and state policies/laws with parents	Principal, BRT, district truancy officer	Monthly review of attendance	Attendance data
4	Discipline Referrals	Implement Positive Behavior Support System and Assign mentors to students	Principal, CRT, BRT	Positive Behavior Support Data, Student achievement data for students who have mentors	Discipline Referral Data
5	Academic Entry level	Incorporate Use of manipulatives, Calendar Math and Math Work Stations	Principal, CRT, teachers	Lesson plans, Walkthroughs, observations, assessments	lesson plans, FCAT, District Assessment, Classroom Walkthroughs
6	No anticipated barrier	Use of math journal	Principal, CRT, teachers	math journals, lesson plans, observations	FCAT, OnTrack, lesson plans, classroom walkthroughs
7	No anticipated barrier Gradual Release model will be used by all teachers Principal, CRT, BRT Classroom observations, Evidence of Gradual Release model in lesson plans, Classroom Walkthroughs	Gradual Release model will be used by all teachers	Principal, CRT, BRT	Classroom observations, Evidence of Gradual Release model in lesson plans	lesson plans, Classroom Walkthroughs

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:	
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students with Disabilities (SWD) not making satisfactory progress in mathematics will decrease by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (21) Students with Disabilities did not make satisfactory progress in mathematics.	Students with Disabilities (SWD) not making satisfactory progress in mathematics will decrease by 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional Instructional Time	Kagan structures, small intervention groups and Differentiated Instruction	CRT, FCIM Facilitator, Principal	Classroom Walkthroughs, lesson plans, formal and informal assessments	OnTrack, FCAT, informal and formal assessments, lesson plans, Classroom Walkthroughs
2	Varying student academic needs	Utilize small group differentiated instructional strategies within the math block; Small group intervention; Differentiated Instruction at student skill level.	Principal, CRT, FCIM Facilitator, Title I Tutors, teachers	Classroom Walkthroughs, Lesson Plan	FCAT, OnTrack, Intervention Assessments, lesson plans, Classroom Walkthroughs

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The number of economically disadvantaged students not making satisfactory progress in mathematics will decrease by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (131) economically disadvantaged students did not make satisfactory progress in mathematics.	The number of economically disadvantaged students not making satisfactory progress in mathematics will decrease by 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	GoMath Textbook Series	Continue Coaching/Modeling in all grade level classrooms including the use of Smart Response Systems and appropriate differentiation utilizing Think Central.	Principal, CRT, FCIM Facilitator, Teachers	Walkthroughs, Lesson Plans	FCAT, OnTrack, Classroom Walkthroughs, Informal and Formal assessments, lesson plans
2	Discipline Referrals	Implement Positive Behavior Support, Assign Mentors to students,	Principa, FCIM Facilitator, Teachers	Positive Behavior Support Data, Discipline Data	Discipline Data
	Gradual Release of Student Responsibilities	The Utilization of Kagan Structures, CRISS High	Principal, CRT, and FCIM Facilitator	Classroom Walkthroughs, Lesson Plans	FCAT, OnTrack, informal and forma



3		Yield Strategies and Challenging Workstations geared at students' specific independent level			assessments, lesson plans, Classroom Walkthroughs
4	No anticipated barrier	Use of math journal	Principal, CRT, teachers	math journals, lesson plans, observations	FCAT, OnTrack, lesson plans, classroom walkthroughs
5	Attendance (Absences/Tardies)	Review district and state policies/laws with parents	Principal, BRT, District Truancy Officer	Monthly review of attendance	Attendance Data
6	Need for increased student engagement	Use of Kagan strategies	Principal, CRT	Use of Kagan strategies in classrooms, student engagement	Student engagement Classroom Walkthroughs, Lesson Plans
7	Additional time to implement Calendar Math with fidelity each day Calendar Math will be implemented grades K-5	each day Calendar Math will be implemented grades K-5	Principal, CRT	Lesson plans, Classroom Walkthroughs	Classroom Walkthroughs, FCAT, OnTrack, lesson plans

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
AIMS	K-5	AIMS trainer	school-wide	Jan. 2013	Lesson Plans; Walkthroughs	Principal, CRT
Writing in the Content Area	K-5	District	school-wide	October 2012	Walkthroughs, lesson plans	Principal, CRT
Calendar Math	K-5	District Math Coach	school-wide	2012-2013 school year	Classroom Implementation, Walkthroughs	Principal, CRT
Math Work Stations	K-5	District	school-wide	2012-2013 school year	walkthroughs, lesson plans	Principal, CRT

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Calendar Math	Daily math review	Title I	\$1,000.00
Math Manipulatives	Instructional math manipulatives	Title I/ School Budget	\$2,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
AIMS	Math strategies for classroom; hands-on approach to math	Title I/School Budget	\$3,000.00
			Subtotal: \$3,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,000.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:			The percent of students scoring at an Achievement Level 3 in science will increase by 15%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
22% (20) students scored at Achievement Level 3 in science.			The percent of students scoring at an Achievement Level 3 in science will increase by 15%.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difference in level of questioning in the classroom and questions on the FCAT	Modeling and Coaching in Webbs Depth of Knowledge, hands on experiments, use of Nat Geo Inquiry Kits and science journals, science lab instruction/experiments	Principal, CRT	Daily Walkthroughs, Lesson Plans, Rubric Scoring of Science Journals, Grade Level Data Chats	On-Track Assessments, FCAT, Benchmark Tests
2	Increased Student Engagement	Modeling and Coaching of Kagan Structures, Hands on experiments in Science Lab to extend student learning	Principal, CRT	Daily Walkthroughs, Lesson Plans, Rubric Scoring of Science Journals, Grade Level Data Chats	On-Track Assessments, FCAT, Benchmark Tests
3	Lack of Background Knowledge	increased use of science text resources in reading (leveled readers, national geographic magazines) increase written response to science text in science journals, integrate technology (myngconnect)	Principal, CRT	Daily Walkthroughs, Lesson Plans, Rubric Scoring of Science Journals, Grade Level Data Chats	On-Track Assessments, FCAT, Benchmark Tests
4	Vocabulary	building vocabulary program, use of leveled science readers, national geographic magazines, increases used of informational text, integration of science in 90 minute reading block	Principal, CRT, Teachers	Daily WalkThroughs, Lesson Plans, Rubric Scoring of Science Journals, Grade Level Data Chats	On-Track Assessments, FCAT, Benchmark Tests
	Attendance	Review district and	Principal, BRT,	Monthly review of	Attendance Data

5	(Absences/Tardies)	state policies/laws with parents	District Truancy Officer	attendance	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Students scoring at or above Achievement Level 4 in science will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (23) students scored at or above Achievement Level 4 in science.	Students scoring at or above Achievement Level 4 in science will increase by 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Higher Level Thinking Skills	Science Lab (2-5 Magnet Units) CRISS Strategies, Kagan Structures, Brain Pop, Discovery Ed., MyNGconnect, Webbs Depth of Knowledge, journals, FCAT Explorer and Inquiry Kits	Principal, CRT, FCIM Facilitator, Teachers	Daily Classroom Walkthrough, Lesson Plans and Focus Team Mtgs.	On Track Assessments and Chapter Tests
2	Need for increased student engagement	Use of Kagan strategies	Principal, CRT	Use of Kagan strategies in classrooms.	Student engagement Classroom Walkthroughs, Lesson Plans
3	Difference in the complexity of questions being asked in class and those used on FCAT.	Increase use of Higher Order Thinking questions	Principal, CRT	Walkthroughs, lesson plans	Walkthroughs, Lesson plans, OnTrack, FCAT

4	Attendance (Absences/Tardies)	Review district and state policies/laws with parents	Principal, BRT, District Truancy Officer	Monthly review of attendance	Attendance Data
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:		
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
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
GEMS	3-5	District	3-5 instructors	January 2013	Walkthrough, lesson plans	Principal, CRT
Inquiry Based learning	K-5	District, CRT	school-wide	Ongoing	Walkthroughs, lesson plans	Principal, CRT
Integrating science into Reading	K-5	District, CRT	school-wide	October 2012, January 2013	Walkthrough, lesson plans	Principal, CRT

Science 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
GEMS	Materials	Title I	\$2,500.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Lab materials	Materials for use during hands-on learning	Title I/School budget	\$1,000.00
			Subtotal: \$1,000.00
Grand Total: \$3,500.00			

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:	Students scoring at Achievement Level 3 and higher in writing will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (65) students scored at Achievement Level 3 and higher in writing.	Students scoring at Achievement Level 3 and higher in writing will increase by 10%.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vocabulary	Use of Building Vocabulary Program (Grades 3-5), Explicit Instruction of Vocabulary through Informational Text, intergration of writing in the content areas, journals.	Principal, CRT, Teachers	Daily Classroom Walkthroughs, Student Writing Prompts, Scoring Rubrics, Grade Level Data Chats	FCAT Writes
2	Lack of background knowledge to provide sufficient elaboration	Utilize the Kathy Robinson Writing Program and Journal writing daily across content areas to build background knowledge	Principal, CRT, Teachers	Daily Classroom Walkthrough, Student Writing Prompts, Scoring Rubrics, Grade Level Data Chats	FCAT Writes
3	Instructional Time	Provide homework that requires a written response across the content areas in order provide additional practice.	Principal, CRT, Teachers	Daily Classroom Walkthroughs, Student Writing Prompts, Scoring Rubrics, Grade Level Data Chats	FCAT Writes
4	Attendance (Absences/Tardies)	Review district and state policies/laws with parents	Principal, BRT, District Truancy Officer	Monthly review of attendance	Attendance Data
5	No anticipated barrier	Gradual Release model will be used by all teachers	Principal, CRT, BRT	Walkthroughs, lesson plans	lesson plans, Walkthroughs, FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing in the content areas	k-5	CRT, District	school-wide	2012-2013 school year	lesson plans, walkthroughs	Principal, CRT

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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
Implement writing journals in the content areas of reading, math and science	Student Composition Books/Spiral Notebooks	Title I/Staff budget	\$700.00
			Subtotal: \$700.00
			<b>Grand Total: \$700.00</b>

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:	The student attendance rate for the 2012-2013 school year will remain in the 99 percentile.				
2012 Current Attendance Rate:	2013 Expected Attendance Rate:				
The 2011-12 attendance rate was 99.77% for 610 students in grades K-5.	The attendance for the 2012-2013 school year will remain in the 99 percentile.				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
5 students	3 students				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
4 students	4 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	Parent Contact	Weekly Meeting with Leadership Team, District Contact, Data Base Manager and Guidance Counselor	Principal, Data Base Manager and Guidance Counselor	Weekly attendance monitoring	Infinite Campus Attendance Reporting Data

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

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

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

Effective Communication w/Parents: Ways to Encourage Daily Attendance	K-5	BRT	School-Wide	New Teacher Meetings	Weekly Attendance Monitoring	Data Base, BRT
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Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PBS	Student Rewards for Attendance	School Budget	\$500.00
			Subtotal: \$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
			<b>Grand Total: \$500.00</b>

*End of Attendance Goal(s)*

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of days students are suspended out of school will decrease by 25% from 87 days to 65 days.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In School Suspension was not used during 2011-2012 school year.	The number of In-school suspension days for 2012-2013 school year is expected to be 35.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In School Suspension was not used during 2011-2012 school year.	The expected number of students suspended in school during 2012-13 school year is expected to be 20.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 87 out of school suspension days during the 2011-12 school year.	The number of out of school suspension days is expected to decrease by 25% from 87 to 65 during 2012-13 school year.



2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
67 students received out of school suspensions during the 2011-12 school year.	48 students are expected to receive out of school suspensions during 2012-2013 school. A 25% decrease.				
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	Classroom Management	PBS, Beginning Teacher Meetings	BRT, Principal, CRT and Guidance	Daily Behavior Reports	Discipline data reports
2	Parent Involvement	Open House, Meet the Teacher, Parent University Nights and Parent Conference Nights	Principal, BRT, CRT, Title I Lead	Parent Attendance Count and Survey	Discipline data reports and Parent Surveys

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
New Teacher Meetings	Beginning Teacher Support	BRT, CRT	New Teachers with less than 3 years experience	Monthly	Classroom Walkthroughs, Individual Conferences	BRT, CRT

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
PBS	School-wide Behavior based Reward system	School Based	\$500.00
			Subtotal: \$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: \$500.00

## Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	The number of parents participating in school activities will increase from 1, 250 to 1,500. (25%)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Our current level of parent involvement during the 2011-12 school year is 1,250 parents.	The expected level of increase during 2012-2013 school is by 25% to 1,500 parents.

### 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	Times of parent activities	Schedule activities at varying times	Principal, CRT, Title I Lead Teachers	Title I Parent sign-ins	Parent Survey
2	Parent communication of Activities	Phone Homes, Monthly newsletters, quarterly newsletters	Principal, Guidance Counselor	Title I Parent Sign-ins	Parent Survey
3	childcare	Offer free child care	Principal and Title I Lead Teachers	Title I parent Sign-ins	Parent Survey
4	Parent Contact	Home Visits	Principal, CRT, BRT, Counselor	Documentation of Parent Participation	Parent Sign in/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
Communicating Effectively with Parents: Conferencing, Home Visits and Establishing Relationships	Parent Involvement	Title I Lead	School Wide	3 times per	Parent Sign ins	Parent Evaluation Surveys

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement Activities	Materials for Math Night, Science Night, FCAT Night	Title I	\$3,500.00
			Subtotal: \$3,500.00
			<b>Grand Total: \$3,500.00</b>

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teacher Tutorial Staff	Title I tutoring	Title I	\$191,000.00
Reading	Building Vocabulary Kits	Instructional Materials	Title I/School Budget	\$900.00
Reading	chart paper/dry erase markers/journals, etc.	Instructional Materials	Title I/School Budget	\$1,000.00
Reading	Intervention Material	State-approved Research-based materials	Title I	\$2,000.00
Mathematics	Calendar Math	Daily math review	Title I	\$1,000.00
Mathematics	Math Manipulatives	Instructional math manipulatives	Title I/ School Budget	\$2,000.00
Attendance	PBS	Student Rewards for Attendance	School Budget	\$500.00
Suspension	PBS	School-wide Behavior based Reward system	School Based	\$500.00
				Subtotal: \$198,900.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Listening Stations	CD Players, Headphones	Title I/School Budget	\$1,000.00
				Subtotal: \$1,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Marzaon Strategies that Work	Book Study	District	\$900.00
Reading	DOK; Gradual Release; Literacy Workstations; Common Core; Text Complexity; Information Text	District Coaches	District	\$0.00
Mathematics	AIMS	Math strategies for classroom; hands-on approach to math	Title I/School Budget	\$3,000.00
Science	GEMS	Materials	Title I	\$2,500.00
				Subtotal: \$6,400.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	After-school tutoring	Title I	Title I	\$3,000.00
Reading	Lesson Study substitutes	Provide substitutes for teacher participation in lesson study	School budget	\$600.00
Science	Lab materials	Materials for use during hands-on learning	Title I/School budget	\$1,000.00
Writing	Implement writing journals in the content areas of reading, math and science	Student Composition Books/Spiral Notebooks	Title I/Staff budget	\$700.00
Parent Involvement	Parent Involvement Activities	Materials for Math Night, Science Night, FCAT Night	Title I	\$3,500.00
				Subtotal: \$8,800.00
				Grand Total: \$215,100.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

j <sub>n</sub> Priority	j <sub>n</sub> Focus	j <sub>n</sub> Prevent	j <sub>n</sub> 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.

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## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Instructional materials; support parent communication - daily planners; Stipends for additional instructional planning; Technology	\$10,000.00

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

Assist in the preparation, implementation, and evaluation of the School Improvement Plan; promote communication among staff, students, parents, administration and the community; assist in the preparation of the schools annual budget

# 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

Alachua School District JOSEPH WILLIAMS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	59%	93%	56%	273	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	60%	60%			120	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	43% (NO)	57% (YES)			100	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					493	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Alachua School District JOSEPH WILLIAMS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	67%	86%	49%	272	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	59%	54%			113	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	50% (YES)	48% (NO)			98	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					483	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested