

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street  
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K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: NI BLACK ELEMENTARY SCHOOL

District Name: Columbia

Principal: Marilyn Gassett

SAC Chair: Tess Soto

Superintendent: Michael Millikin

Date of School Board Approval:

Last Modified on: 9/28/2012

## 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	Marilyn Gassett	BA Elementary Ed M.Ed Leadership			None yet.

### 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)
					2011-2012: grade D - Reading Mastery 37% Learning gains 41% Lowest quartile

Reading	Kathy Nix	BA Elem Ed M.Ed Elem Reading Endorsement ESOL Endorsement	9	8	49%  2010-2011: grade C - AYP 85% Reading Mastery 64% Learning gains 56% Lowest quartile 60%  2009-2010: grade D – AYP 79% Reading Mastery 62% Learning gains 48% Lowest quartile 50%  2008-2009: grade A – AYP 92% Reading mastery 66% Learning gains 79% Lowest quartile 83%  2007-2008: grade B – AYP 100% Reading mastery: 59% Learning gains: 64% Lowest quartile: 50%  2006-2007: grade C – AYP 97% Reading mastery 51% Learning gains: 56% Lowest quartile: 63%  2005-2006: grade C – AYP 85% Reading mastery 55%, Learning gains 49%, Lowest quartile: 60%
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### 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	Partnership with Florida Gateway College and St. Leo University to place student interns.	Marilyn Gassett, Principal	Ongoing	
2	Highly effective teachers, with Clinical Educator training, are paired with new and/or struggling teachers.	Marilyn Gassett, Principal	Ongoing	

### Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Information not available at this time	

### Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
35	5.7%(2)	48.6%(17)	31.4%(11)	20.0%(7)	34.3%(12)	100.0%(35)	28.6%(10)	0.0%(0)	37.1%(13)

### 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
			Frequent meetings and

Charquita Dillard

Lauri Thomas

Veteran ESE  
teacher.

completion of the  
District's required TAP  
program for beginning  
teachers.

## 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

Funds are used to provide professional development opportunities for instructional staff and are coordinated with Title II Funds. Also, supplemental materials are provided to assist students who need additional remediation. Each year, technology needs are determined and up to date technology equipment is purchased to enable students to reach their highest potential.

#### Title I, Part C- Migrant

The Title I, Part C Migrant Education Program (MEP) will closely monitor migrant student progress at each school site by meeting on a regular basis with students, teachers, guidance personnel and other appropriate staff. The MEP will implement supplementary literacy and mathematics tutorials that address the unique needs of migrant students. The MEP will also provide a family advocate to serve as the liaison between the student's family and school.

#### Title I, Part D

N/A

#### Title II

The district receives funds for staff development to increase student achievement through teacher training in accordance with district policy. These funds are coordinated with Title I funds to provide this professional development.

#### Title III

N/A

#### Title X- Homeless

The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

#### Supplemental Academic Instruction (SAI)

SAI tutors are hired to work one-on-one or in small group settings with identified low performing students during the school day.

#### Violence Prevention Programs

Too Good for Violence curriculum is implemented. The District has adopted and now implements a district wide bullying policy. Resource officers are available on call.

#### Nutrition Programs

A hot lunch is available to students. In addition, as part of the Universal Breakfast program, Niblack Elementary offers a free breakfast to all students regardless of their ability to pay. This is coordinated through the School Food Services director, Donna Coughlin and the School Cafeteria Manager. Snacks are also provided for students participating in the required extended day reading hour.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

Adult Education is made available by the District.

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

N/A

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal  
Reading Coach  
Resource Teacher  
CRT  
Guidance Counselor

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

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

The MTSS leadership team meets each Wednesday morning to discuss issues. Information is then shared through Team Leader meetings, monthly data meetings and Literacy Committee Meetings. Minutes from all meetings are kept for faculty and staff to review. Information is used to:

- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection, as needed
- Strengthen the core curriculum instruction

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

The MTSS leadership team and SAC are involved in the School Improvement Plan development and implementation. The School Improvement Plan is the working document that guides the work of the MTSS Leadership team.

The problem solving process is implemented: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to review/analyze data, identify barriers, develop strategies, develop progress monitoring goals and assess the fidelity of the core curriculum.

#### 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.

Core Curriculum (Tier 1)  
Data Source/Database/Person(s) responsible  
FCAT released test/School Generated Database/Principal, Reading Coach, Resource Teacher, CRT

Progress Monitoring Assessments/Performance Matters/Classroom teachers

FAIR/Progress Monitoring and Reporting Network/Reading Coach

Literacy Leadership Team (LLT)

Describe the plan to train staff on RtI.

Mini-Assessments on specific tested Benchmarks/Subject Area Generated/classroom teachers

Common Assessments\* (see below) of chapter/segments tests using adopted curriculum resources/Subject Area Generated/classroom teachers

\*A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught

within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source/Database/Person responsible

FAIR OPM/School generated/Reading Coach

CBM/School generated/Reading Coach, Principal, Resource Teacher

Behavior point sheets/School generated/Resource Teacher

\*Students receiving pull-out tutoring during the school day will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor will be developed by the PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

Describe the plan to train staff on MTSS.

The Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues. New staff will be directed to participate in trainings relevant to MTSS as they become available. Niblack's MTSS Leadership team meets and trains new teachers on the district MTSS plan. Each teacher maintains a data notebook with data reports from various data sources, (i.e. STAR Reading/Math, FCAT, FAIR, FCIM assessments, Columbia and Niblack Writes). The lead team also meets with each grade level monthly to discuss data.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal  
Reading Coach  
Intervention Teacher  
Media Specialist  
Six (6) Grade level representatives (K-5)

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

The LLT meets each month to discuss the progress of the school toward its goal.

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

Brainstorming and implementing strategies to motivate students in reading through many mediums.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 9/17/2012)

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

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

Currently, Niblack Elementary School has one Pre-K Handicapped classroom and one Voluntary Pre-K classroom. Our Pre-K teachers are State Certified and Highly Qualified. The classrooms have a full time assistant. Niblack offers a full day school readiness program which provides expanded programming in early literacy and basic math concepts as well as use of appropriate language, social, and self-help skills to eligible students. This program uses developmentally appropriate practices, teaching children through experience, exploration, and investigation.

Assistance is offered to local daycare centers to provide information on the expectations of incoming Kindergarteners.

Kindergarten Orientation is held in May of each year to inform parents of expectations and to answer any questions.

### \*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.

N/A

### \*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?

N/A

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?

N/A

### 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](#)

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In the tested FCAT grades, 75% of students will score a Level 3 or higher on the 2013 Reading FCAT as measured by the State Report Card.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (66)	75% (138)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are deficient in vocabulary	Use various programs and strategies such as Flocabulary and Password to increase range of student's vocabulary	Principal Reading Coach Grade level teachers	Frequent monitoring (weekly or every other week)	FCIM STAR EZ-CBM
2	Students lack critical thinking skills that are needed for comprehension.	Use small groups and one-on-one tutoring to fosters skills needed.	Principal Reading Coach Grade level teachers	Frequent monitoring (weekly or every other week)	FCIM STAR EZ-CBM
3	Staff changes dictated moving teachers to unfamiliar grade levels.	Peer mentoring by veteran teacher within the grade level.	Principal	Frequent monitoring (weekly or every other week)	FCIM STAR EZ-CBM
4	Lack of fidelity of Tier 1 instruction	Require use of Curriculum Base Monitoring (CBM) online.	Principal Resource Teacher Classroom Teachers	Comparision of peer data on CBM	FCIM STAR EZ-CBM

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:	50% (5) of students who are alternatively assessed will score at or above level 4, 5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3)	50% (5)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack needed	Continue working one-on	Principal	Scores on Alternative	Florida Alternative

1	vocabulary skills and critical thinking skills	one with students at their level.	Classroom teachers	Assessment	Assessment
2	Curriculum is not rigorous enough	Change curriculum	Principal Classroom teachers	?	Florida Alternate Assessment School Report

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In the tested FCAT grades, 35% of students will score at Level 4 and 5 on the 2013 FCAT Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (26)	35% (52)

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	Material to motivate and challenge students	Use of program "Kids College"	Principal, Resource Teacher Classroom teachers	Reports generated by "Kids College"	Thinkgate, FAIR and 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	40% of students taking the Alternative Assessment will score at or above level 7 on the 2013 assesement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (4)	40% (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
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In the tested FCAT grades, 70% of Niblack's students will make learning gains in reading on the 2013 FCAT as measured by the State Report Card.
2012 Current Level of Performance:	2013 Expected Level of Performance:



41% (59)		70% (104)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' Lack of background knowledge	Use SAI tutors and Special Area teachers to provide remediation/intervention.	Principal, Resource Teacher, CRT, Reading Coach, Guidance	Classroom walkthroughs	Thinkgate, FAIR and 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	Niblack only has one assessment for students taking Florida Alternative assessment. Therefore, no ability to determine learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Niblack only has one assessment for students taking Florida Alternative assessment. Therefore, no ability to determine learning gains.	Niblack only has one assessment for students taking Florida Alternative assessment. Therefore, no ability to determine learning gains.

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	In the lowest quartile, 70% of students will make learning gains in reading on the 2013 FCAT as measured by the State Report Card.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (18)	60% (22)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' Lack of background knowledge	Use of SAI tutors and Special Areas teachers to provide remediation/intervention.	Principal, Resource Teacher, CRT, Reading Coach, Guidance	Classroom walkthroughs	Thinkgate, FAIR and FCAT

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 # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	In the tested FCAT grades, 75% of Black students will score a Level 3 or higher on the 2013 Reading FCAT as measured by the State Report Card.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (66)	75% (138)

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	Teachers unfamiliar with FCIM.	Professional Development on the FCIM process.	Principal	CIM Data submitted in timely fashion	FAIR CIM assessments
2	Students' Lack of background knowledge	Intervention/remediation using SAI tutors and Special Area teachers	Principal and Resource Teacher	Classroom walkthroughs	Increased scores on FAIR and 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 subgroup:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:		TBA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
TBA		TBA			
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	TBA	TBA	TBA	TBA	TBA

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:		In the tested FCAT grades, 75% of economically disadvantaged students will score a Level 3 or higher on the 2013 Reading FCAT as measured by the State Report Card.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
37% (66)		75% (138)			
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	Teachers unfamiliar with FCIM.	Professional Development on the FCIM process.	Principal	CIM Data submitted in timely fashion	Thinkgate FAIR CIM Assessments
2	Students' Lack of background knowledge	Intervention/remediation using SAI tutors and Special Area teachers	Principal, Resource Teacher, CRT, Reading Coach, Guidance	Classroom walkthroughs	Thinkgate FAIR CIM Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Strategies for teaching reading.	All	Reading Coach	school wide	On-going	determined by reading coach	Principal and Reading Coach

Earobics	K-3	Beth Carracio	K-3	August 7th and October 22, 2012	Progress Reports from Earobics program	Principial
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Weekly Readers	Purchase of Weekly Readers grades K-5 to help intergrate reading across the curriculum	Title I	\$1,620.00
			Subtotal: \$1,620.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase phonics instruction	Expand EAROBICS online program through purchase of additional site licenses	Title I	\$7,500.00
			Subtotal: \$7,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Phonics	Two days of professional development for Earobics program for grades 3-5	Included in price of site licenses	\$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: \$9,120.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

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

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

*End of 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:	75% of students in the tested FCAT grades will score at or above proficiency level in Math on the 2013 FCAT as measured by the State Report Card.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (72)	75% (138)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are deficient in vocabulary	Use various programs and strategies such as Flocabulary and Password to increase range of student's vocabulary	Principal Reading Coach Grade level teachers	Frequent monitoring (weekly or every other week)	FCIM STAR EZ-CBM
2	Students lack critical thinking skills that are needed for comprehension.	Use small groups and one-on-one tutoring to fosters skills needed.	Principal Reading Coach Grade level teachers	Frequent monitoring (weekly or every other week)	FCIM STAR EZ-CBM
3	Teachers unfamiliar with FCIM.	Professional Development on the FCIM process	Principal, Resource Teacher, CRT,	CIM Data submitted in timely fashion	CIM assessment scores and Performancy Matters
4	Students lack basic math facts skills	Use of Renaissance Learning on-line to boost practice time.	Principal Classroom teachers	Monitor online reports	Performance Matters

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	On the 2013 Florida Alternate Assessment, 70% (7)of students will score at levels 4, 5, and 6 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (7)	70% (7)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack needed vocabulary skills and critical thinking skills	Continue working one-on-one with students at their level.	Principal Classroom teachers	Scores on Alternative Assessment	Florida Alternative Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	35% of students in the FCAT tested grades will score at level 4 or 5 on the Math portion of FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (26)	35% (52)

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	Material to challenge students	Use of program "Kids College"	Principal, Resource Teacher Classroom teachers	Reports generated by "Kids College"	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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	30% of students who are alternative assessed will score at or above level 7 on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (3)	30% (3)

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:	Of the tested FCAT grades, 68% of students will make learning gains in math on the 2013 FCAT as measured by the State Report Card.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (83)	68% (101)

Problem-Solving Process to Increase Student Achievement



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic math facts skills	Use of Renaissance Learning on-line to boost practice time.	Principal Classroom teachers	Monitor STAR reports	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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	Niblack only has one assessment for students taking Florida Alternative assesement. Therefore, no ability to determine learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Niblack only has one assessment for students taking Florida Alternative assesement. Therefore, no ability to determine learning gains.	Niblack only has one assessment for students taking Florida Alternative assesement. Therefore, no ability to determine learning gains.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Of the lowest quartile of students in the tested FCAT grades, 75% will make learning gains in math on the 2013 FCAT as measured by the State Report Card.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (22)	75% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic math facts skills	Use of Renaissance Learning on-line to boost practice time.	Principal Classroom teachers	Monitor online reports	Thinkgate

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 #  5A :
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	75% of Black students in the tested FCAT grades will score at or above proficiency level in Math on the 2013 FCAT as measured by the State Report Card.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (66)	75% (138)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic math facts skills	Use of Renaissance Learning on-line to boost practice time.	Principal Classroom teachers	Monitor online reports	Thinkgate

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	TBA
2012 Current Level of Performance:	2013 Expected Level of Performance:

TBA		TBA			
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	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	On the Math portion of the FCAT, 75% of Economically Disadvantaged students will score at or above proficiency level on the 2013 FCAT as measured by the State Report Card.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (66)	75% (138)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack basic math facts skills	Use of Renaissance Learning on-line to boost practice time.	Principal Classroom teachers	Monitor online reports	Thinkgate

*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
Interactive math program. GIZMO	3-5	Explore Learning trainer	3-5	First training Oct. 22, 2012	Progress monitoring data	Principal

Mathematics 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

Purchase GIZMO	Interactive on-line program	Title VI (combined this purchase with GIZMO science)	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of 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:			25% of fifth grade students will score at or above proficiency level in science on the 2013 FCAT as measured by the State Report Card.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
16% (8)			25% (11)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' Lack of background knowledge	Use of SUMS in the classroom and Science lab to provide hands on activities  Use of SAI tutors for individualized reinforcement	Principal	Classroom 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 Levels 4, 5, and 6 in science. Science Goal #1b:	70% of students who are alternatively assessed will score at levels 4, 5, or 6 on the 2013 Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (2)	70% (2)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack needed vocabulary skills and critical thinking skills	Continue working one-on-one with students at their level.	Principal Classroom teachers	Scores on Alternative Assessment	Florida Alternative Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	At least 10% of fifth grade students will score a Level 4 or 5 on the 2013 Science FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (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	Students' Lack of background knowledge	Use of SUMS to provide hands on experience  Newly adopted science curriculum	Principal	Classroom 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	30% of students who are alternatively assessed with score at or above level 7 in science on the 2013 Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	30% (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
Strategies to enhance science	3-5	Team Leaders	3-5	First training Oct. 22, 2012	Progress monitoring data	Principal

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
Purchase GIZMO	Online interactive science program	Title VI	\$2,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Train teachers in use of GIZMO	Trainer from Explore Learning on Oct. 22, 2012	Title VI (Included in cost of program)	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Lab for grades 3-5	Technology/Science lab teacher will provide hands on activities through use of SUMS and other materials	Title I	\$500.00
			Subtotal: \$500.00
			<b>Grand Total: \$3,000.00</b>

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:	94% of fourth grade students will score at or above proficiency level in writing on the 2013 FCAT as measured by the State Report Card
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (38)	94% (47)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of experience in the writing process	Increased writing practice in all grades (K-5)	Principal	Columbia Writes Niblack Writes	FCAT Writing

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:	66% of students who are alternatively assessed will score 4 or above on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (2)	66% (3)

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 strategies with common core	K-5	Chris Lewis	K-5	Oct 3-5, 2012 and Oct 17. Nov 5, Jan. 23, Feb. 1, 11, 13, 14, Mar. 14, Apr. 15, 12, 2013,	Progress monitoring through student's writing	Principal

### 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
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Training with Chris Lewis; Core Connections, Inc.	Training in the reading/writing connection at individual grade levels K-5	Title I and Title II	\$9,096.00
			Subtotal: \$9,096.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$9,096.00</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:	Attendance rate for the 2012-2013 school year will increase to 95% The number of students with 10 or more unexcused absences will decrease to 45. The number of students with 10 or more unexcused tardies will decrease to 75.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.68%(296)	95% (266)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
51	45
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
95	75

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not being required to attend by parents	Increase number of personal contact by phone if possible to encourage parents to send their students.  Provide incentives to students that are in attendance daily and on time.	Principal, Guidance, Resource Teacher	Monthly evaluation of attendance at leadership team meetings, targeting/identifying students in need	Attendance report



2	Lack of structured home environment	Frequent parent conferences to encourage structured routines in home such as bedtime.	Principal, Guidance, Resource Teacher	Monthly evaluation of tardy students at leadership team meetings, targeting/identifying targeted students	Tardy report
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Attendance 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 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	The number of students that receive in-school suspensions for the 2013 school year will decrease by 20% from 74 students to 60 students.

Suspension Goal #1:	The number of students that receive 3 or more out of school suspensions will decrease by 20% from 9 students to 7 students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
129	100
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
74	60
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
56	50
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
35	30

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Bus Referrals	Training provided for all bus drivers by the school district	Principal	Monthly evaluation of referrals received from the bus driver at the leadership team meetings	Comparison of total bus referrals from last year to current year
2	Inappropriate behavior by students brought to school from home	Implement classroom management system and School Wide Discipline Plan  Classroom Guidance Lessons  Small Group and Individual counseling	Principal Faculty/Staff	Monitor the number of written referrals  Compare each nine weeks to the previous years	End of year discipline referral summary

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		During the 2012-2013 school year, the percentage of Student-Parent-Teacher compacts signed by parents will increase to 77%			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
75% (214)		77% (216)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of compacts	Use student planners, parent conferences and monthly newsletters to inform parents	Principal CRT Faculty	Count of compacts signed at beginning of second semester	Percentage of compacts signed
2	Lack of parental transportation	Use telephone conferences where	Principal CRT, Faculty	Number of parents contacted by phone	Parent conference forms.

		needed			
3	Negative impression of education.	Conduct parent friendly workshops to encourage parent participation	Principal, CRT, Faculty	Attendance of parents at workshops	Sign in sheets and/or evaluation sheets

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
Grade level PD on importance of parent involvement	K-5	CRT	school-wide	Before end of first semester	Written followup to questions	Principal CRT

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
Purchase student planners	Student planners to enhance communication between teacher and parent.	Title I	\$1,275.00
Provide various workshops for parents	Workshops such as FCAT night, Science Fair night and Family Reading night to assist parents in helping their children. Purchase materials such as Science Boards	Title I	\$500.00
			Subtotal: \$1,775.00
			Grand Total: \$1,775.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:	Implement GIZMOs, an online interactive program, for the 2012-13 school year. At the end of this school year our goal is to have 85%(10) of our 3-5 grade teachers using the program on a regular basis.
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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	Lack of computers that have the capability to run the program and limited funds to purchase enough for all classrooms	Purchase at least 1 new computer for each 3-5 classroom.	Principal CRT	End of year student reports from GIZMO	GIZMO reports

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

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

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

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
Purchase new computers	computers	Title I	\$10,000.00
			Subtotal: \$10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,000.00



## 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	Weekly Readers	Purchase of Weekly Readers grades K-5 to help intergrate reading across the curriculum	Title I	\$1,620.00
				Subtotal: \$1,620.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase phonics instruction	Expand EROBICs online program through purchase of additional site licenses	Title I	\$7,500.00
Mathematics	Purchase GIZMO	Interactive on-line program	Title VI (combined this purchase with GIZMO science)	\$0.00
Science	Purchase GIZMO	Online interactive science program	Title VI	\$2,500.00
STEM	Purchase new computers	computers	Title I	\$10,000.00
				Subtotal: \$20,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Phonics	Two days of professional development for Earobics program for grades 3-5	Included in price of site licenses	\$0.00
Science	Train teachers in use of GIZMO	Trainer from Explore Learning on Oct. 22, 2012	Title VI (Included in cost of program)	\$0.00
Writing	Training with Chris Lewis; Core Connections, Inc.	Training in the reading/writing connection at individual grade levels K-5	Title I and Title II	\$9,096.00
				Subtotal: \$9,096.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Science Lab for grades 3-5	Technology/Science lab teacher will provide hands on activities through use of SUMS and other materials	Title I	\$500.00
Parent Involvement	Purchase student planners	Student planners to enhance communication between teacher and parent.	Title I	\$1,275.00
Parent Involvement	Provide various workshops for parents	Workshops such as FCAT night, Science Fair night and Family Reading night to assist parents in helping their children. Purchase materials such as Science Boards	Title I	\$500.00
				Subtotal: \$2,275.00
				Grand Total: \$32,991.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA
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Are you a reward school:  Yes  No

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

No Attachment

## 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
SAC anticipates using the funds to provide student incentives for the Accelerated Reading program.	\$300.00

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

The School Advisory Council (SAC) is scheduled to meet once a month on the first Tuesday of each month, with the exception of January, at 4:00 p.m. in the Niblack Media Center. The first meeting was held September 4, 2012. Officers were elected and the SIP evaluation was reviewed. Goals for the 2012-13 SIP were discussed. Activities/items anticipated to be discussed include, but are not limited to: Parent Involvement Plan, Student-Teacher-Parent compacts, Funding matters, Barriers to parent involvement, oversight of the School Improvement Plan and ideas to increase student achievement.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Columbia School District NIBLACK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	63%	87%	23%	237	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	56%	58%			114	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	53% (YES)			113	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					464	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Columbia School District NIBLACK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	62%	78%	12%	214	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	48%	42%			90	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	43% (NO)			93	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					397	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested