

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: EIGHTH STREET ELEMENTARY SCHOOL

District Name: Marion

Principal: Mr. John McCollum

SAC Chair: Cindy Levandowski

Superintendent: Mr. James Yancey

Date of School Board Approval: October 2012

Last Modified on: 10/26/2012

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

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

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Mr. John McCollum	Bachelor degree in Education, MA Degree in Educational leadership	4	25	Earned 2 "A" at Eighth Street Elementary. According to NCLB, Eighth St. is a Correct I school. Eighth Street did not meet AYP goals fo Economically disadvantaged for Reading and Students with disabilities for math. The school did not meet math goals for Black children and economically disadvantaged for 2010. The school did not meet Reading goals for Black children. The school earned 605 points in 2010. Please refer to the School Accountability page on the DOE web site for historical data. Earned a total of 11 "A" grades as a principal. Earned 620 and 580 points as a middle school principal in 2009 and 2010. 2005-06 School Grade: A AYP: Provisional Learning Gains: Reading 73% Math 78% Lowest 25% Reading 75% Math NA Subgroups: ED 40% Minorities 32% 2006-07 School Grade: A AYP :No Learning Gains: Reading 61% Math 73% Lowest 25%: Reading 65% Math 66% Subgroups: ED 36% Minorities 34% 2007-08 School Grade: A AYP: No Learning

					Gains: Reading 66% Math 76% Lowest 25%: Reading 70% Math 69% Subgroups: ED 37% Minorities 35% 2008-09 School Grade: A AYP: No Learning Gains: Reading 72% Math 73% Lowest 25%: Reading 76% Math 69% Subgroups: ED 36% Minorities 28% 2009-10 School Grade: A AYP: No Learning Gains: Reading 70% Math 68% Lowest 25%: Reading 60% Math 70% Subgroups: ED 46% Minorities 41%
Assis Principal	Ms. Deborah Borge-Shaffer	Bachelor Degree in Elementary Education and Masters Degree in Educational Leadership	1	1	2005-2006-School grade B; AYP not met; Learning gains in reading-61%/math-71%; Learning gains with lowest 25% reading-54% 2006-2007 School grade B; AYP not met; Learning gains in reading-71%/math-63%; Learning gains with lowest 25% reading-53%/math 82% 2007-2008 School grade C; AYP not met; Learning gains in reading-61%/math-69%; Learning gains with lowest 25% reading-53%/math-70% 2008-2009 School grade B; AYP not met; Learning gains in reading-68%/math-73%; Learning gains with lowest 25% reading-57%/math 67% 2009-2010 School grade B; AYP not met; Learning gains in reading-65%/math-62%; Learning gains with lowest 25% reading-60%/math 65% 2010-11 - Earned "A" at Eighth Street Elementary. According to NCLB, Eighth St. is a Correct 1 school. Eighth Street did not meet AYP goals fo Economically disadvantaged for Reading and Students with disabilities for math.

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)
Reading	Cynthia Levandaowski	BA in Elementary Ed.	6	4	2011-2012: Led the school to a writing proficiency percentage of 82%. 91% of students met high levels of reading performance. 77% made reading learning gains. 77% of lowest quartile made reading learning gains. 2009-10 School Grade: A AYP: No Learning Gains: Reading 70% Math 68% Lowest 25%: Reading 60% Math 70% Subgroups: ED 46% Minorities 41%

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	Utilize the district's Application Software.	J. McCollum	On-going	
2	Posting positions on the district online job board.	D. Mueller	On-going	
3	Develop and provide a new teacher support and assistance plan.	Deborah Borge-Shaffer	On-going	
4	Arrange for classroom visitations to observe best practices and Common Core strategies.	John McCollum Deborah Borge-Shaffer	On-going	
5	Pre-school planning and in-service of teachers on Common Core (K-2) and grade-level specific content areas (3-5).	District Staff Development	08/15/2012	

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
None One teacher has signed an out-of-field agreement for ESOL certification.	Mentoring/Training on the new evaluation system for teacher performance (MCIES) ESOL coursework is being taken to obtain points towards certification/endorsement.

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
28	7.1%(2)	17.9%(5)	42.9%(12)	32.1%(9)	35.7%(10)	100.0%(28)	7.1%(2)	3.6%(1)	42.9%(12)

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
A. Canganelli	M. Williams	New teacher to school paired with experienced teacher in the same grade level.	Weekly grade-level meetings, data meetings, and common core planning.
D. Baker	E. Medjuck	New teacher to school paired with experienced teacher in the same grade level.	Weekly grade-level meetings, data meetings, and common core planning.

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

Eighth Street Elementary's Title I budget supports reading, math, and writing programs being implemented at our school. The programs and employees supported by these funds enhance academic instruction, remediation via afterschool tutoring opportunities, and acquisition of instructional materials.

Title I, Part C- Migrant

District funds are used to purchase:

- School supplies
- Provide an after-school tutorial program focused on specific instructional practices which will improve student performance, positively impact student promotion, improve attendance and reduce the dropout rate.
- Fund a Migrant Liaison who works with schools and families to identify needs and referrals for families who meet the federal eligibility to participate in the program. Eighth Street Elementary participates in a program which receives school supplies and other materials to support needy families at the beginning of each school year.

Title I, Part D

N/A

Title II

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title II – Part D: - District receives supplemental funds for improving their basic education programs through the purchase of small equipment that will enhance educational programs such as technology in classrooms that will increase the instructional strategies provided to students and for instructional software that will enhance literacy and math skills of struggling and early childhood students.

(For Middle and High Schools Title II – Part D funds are used to purchase SuccessMaker licenses and provide professional development for SuccessMaker.)

Title III

Part A: Services are provided through the District, for educational materials and ELL district support services, on an as needed basis, to improve the academic success of immigrant and English Language Learners (ELL). Funding received supports the ELL student at Eighth Street Elementary and are utilized by the classroom teacher and ELL para-professional to enhance instruction of ELL students.

Title X- Homeless

District Homeless Liaison provides resources such as clothing, school supplies, social services and referrals for students/families identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education. When necessary those services are provided to students at Eighth Street Elementary who have been identified as homeless.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind. Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Violence Prevention Programs

Eighth Street Elementary partners with the Ocala Police Department to implement the DARE, a drug resistance awareness program for fifth grade students; as well as providing anti-bullying education for all students as a way to prevent violent behavior.

Nutrition Programs

Eighth Street Elementary students who have been identified as economically disadvantaged are eligible for the federal Free and Reduced meal program.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Assistant Principal, Counselors, School Psychologists, District RtI/A/B personnel.
MTSS/RtI Team Members 2012-2013:

John McCollum Principal
Deborah Borge-Shaffer Assistant Principal
Tracy Moody Counselor
Kelly Harriss Counselor
Amy Mannik School Psychologist
Angelle Hillygus Behavior Specialist
Dianne Green Social Worker
Deidre Levy Teacher
Cindy Levandowski Instructional Coach

The members of the RtI/MTSS leadership team include the administration, guidance counselors, school psychologist, behavior specialist, social worker, classroom teacher and when applicable the instructional coach. Administration provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI with fidelity, that students are identified appropriately, implementation of interventions in the classroom during iii remediation time, assists teacher in completing documentation of student plans and intervention strategies, and that when necessary student's needing more intensive interventions/evaluations are referred to SAT.

Guidance maintains the appropriate documentation for SAT meetings, assists teachers with completion of paperwork in order to ensure that all necessary documentation creates a comprehensive review of student's academic/behavioral response to interventions.

School psychologist participates in collection, interpretation, and analysis of data; facilitates development of intervention plans, provides support of intervention as well as ensuring that fidelity of the intervention is being monitored. Provide recommendations to the team and coordinate testing that will impact instructional and intervention decision making.

The instructional coach and classroom teacher assist with implementation of core instruction (Tier I), the gathering/graphing of data points, collaborates with para-professional staff to ensure that interventions (Tier II/III) are being delivered routinely and with fidelity. The instructional coach will coordinate staff development opportunities to assist teachers in making appropriate instructional decisions to support the academic progress of students.

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

The RtI/MTSS leadership team is composed of those individuals involved in both progress monitoring (PMP) and the student's assistance team (SAT) which adheres to the following process of problem-solving:

- Step 1: Problem Identification - identify/define target problem
- Step 2: Problem Analysis - attempt to determine why the problem is occurring
- Step 3: Intervention Design - decide what is going to be done about the problem
- Step 4: Response to Intervention - Monitor progress and determine "Is it working?"

The RtI/MTSS team meets monthly to discuss and find solutions for students with academics and behavioral issues. The team

constantly monitors and studies data to assist the classroom teachers and students to be successful with the aid of strategic interventions.

The leadership team will meet at least twice monthly, dates to be established by Guidance/School Psychologist, to identify and discuss concerns. Monthly meetings will be held with individual teachers, as needed, to discuss students response to intervention. Review of data will occur and changes will be made to Tier II interventions and when necessary Tier III interventions will be implemented.

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 members of the RtI/MTSS leadership team serve on the School Advisory Committee (SAC) and report on specific goals involving academic and behavioral issues. The leadership team also provides support in the following ways: (1) strong administrative support to ensure commitment and resources, (2) strong teacher support to share in the common goal of improving instruction and/or behavior and (3) leadership team to build staff support, internal capacity, and sustainability over time. All members of the the RtI/MTSS leadership team participate in the development of the school improvement plan (SIP). The team frequently addresses the plan throughout the year in order to ensure that is fully implemented.

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.

Data management systems assist in decision rules both academically and behaviorally:

*Positive response: The gap is closing; the SAT is able to identify the point at which targeted student(s) will come within range of the target, even if this is long range. The level of risk lowers over time.

*Questionable response: the rate at which the gap is widening slows considerably, but continues to widen or the gap stops widening but closure of gap does not occur; problem-solving must occur in order to identify effectiveness of intervention(s).

*Poor response: gap continues with no change in rate.

The leadership teams will use FAIR/DMBA/FCA/Demand writing results, Successmaker data, grades, behavior records, classroom observations, and academic probes as part of the decision making process to determine appropriately tiered interventions.

Describe the plan to train staff on MTSS.

The leadership team will continue to participate in district training for the RtI/MTSS process and provide on-going training to teachers at the school site during faculty, grade-level, and early-release days. The RtI/MTSS team will provide training to teachers on the Overview/MTSS modules which will review the process and new procedures.

Describe the plan to support MTSS.

Student record reviews at the beginning of the school year; teachers work with Guidance to review each folder in order to create awareness of the students' needs.

Instructional coach participates in collaborative planning of Common Core standards as well as assisting with identification of instructional/intervention strategies appropriate for student needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The team consists of the following:

John McCollum Principal

Deborah Borge-Shaffer Assistant Principal

Dee Levy ESE Support Facilitator

Tammy Parker PE Coach

Tracey Moody Counselor

Cindy Levandowski Instructional Coach

Sherri Hughes Media Specialist

Grade-level representatives K-5

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

The Literacy Leadership Team (LLT) is designed to meet on a regular basis to review programs, disaggregate reading/writing data, and implement literacy strategies which will positively impact all students K-5. Administration will facilitate the literacy meetings, provide resources, routinely monitor programs being utilized within the classroom, and routinely monitor school-wide assessment data. K-2 grade-level teachers will share Common Core information and expectations to the team as well as their respective grade-levels; 3-5 grade representatives will be responsible for communicating grade level literacy needs to the team analyze data, and to share information/expectations to their respective grade-levels.

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

The major initiatives of the LLT this year are to:
Reduce the number of Level 1/2 readers through improved reading comprehension and vocabulary development.
Develop writing instruction that will increase the number of Level 5/6 writers.
Implement Common Core standards/language arts instruction K-2.

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.

**Families of pre-school children were notified through local VPK programs, school newsletters, AlertNow! phone calls to school families, and marquee announcements. The school conducted an early registration push and Eighth Street hosted a kindergarten orientation evening.
**Stagger Start is implemented in kindergarten the first week of school. During this time the kindergarten teachers have approximately six students each day. On the fourth day of school all students attend class. This gives the students an opportunity to learn classroom procedures, locate important places and persons in the school, be assessed and most importantly, get to know and feel comfortable with the teacher.
**Ongoing communication is provided to parents regarding Title I federally funded programs; federal and state funding is used to provide programs for our pre-school children.

*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:	Students in grades 3-5, 93% (148) will achieve proficiency (FCAT Level 3) on FCAT Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
Third: 22% (14) Fourth: 24% (12) Fifth: 26% (18)	93% (148) will score a Level 3 on FCAT 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	Identifying additional time to target Level 3 students in need of additional reading assistance.	Provide before and after school tutoring that supports additional reading practice.	Principal, Assistant Principal	Monitor students through software and DBMA.	Successmaker DMBA FCA FAIR
2	Implementation of Common Core standards and requirements in the Language Arts block.	Implement and maintain a consistent, effective 90-minute Language Arts block in grades 3-5 and 120-minute in grades K-2 which reflects whole group and differentiated instruction.	Principal, Assistant Principal Grade-level teachers	Frequent Administrative walk-throughs to monitor Language Arts blocks to ensure	Master Schedule Lesson Plans
3	Adequate Professional development opportunities for teachers in the area of complex text instruction as it relates to science.	Utilize Science leveled readers as part of reading instruction as a way to expose students to informational text.	APC Teacher	Monitor Reading/Science FCA assessments Lesson Plans	FCA Grades FCAT
4	Time limitations to add a supplemental program to the core curriculum.	Utilize supplemental resources to support the core reading instruction (ex. Elements of Vocabulary) to explicitly teach grade-level vocabulary and Scholastic News Magazine to support basic reading instruction across the content areas.	Assistant Principal Classroom Teacher	Students ability to demonstrate appropriate use of grade-level vocabulary and reading skills with reading/writing activities.	Lesson plan documentation Grades Weekly writing activities

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:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students scoring at Level 4 or above on FCAT Reading will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (76) scored a Level 4 or above on FCAT Reading	50% (85) will score Level 4 or above on FCAT 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	Enrichment Opportunities	Provide academic enrichment after school. Provide scaffold instruction in classroom. AR goal setting.	APC Teacher	Monitor using software and benchmark assessments.	DMBA FCA Successmaker Grades
2	Implement Next Generation Standards.	Use scaffolded practice to provide enrichment.	Teacher	Monitor assessments and grades.	DBMA Successmaker FCA Grades
3	Enrichment lessons during iii pull-out.	Provide reading enrichment in content areas.	Teacher	Benchmark FCA	DBMA Successmaker FCA Grades

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students will show a 5% improvement in reading learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (131) of the students made reading learning gains.	82% (139) of students will make reading learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Staff implementation of Next Generation Standards.	Utilize the district calendar and instructional strategies.	Teacher APC	Assessments and grades.	DBMA FCA Grades
2	Consistent use of SME5.	Utilize the Computer Lab routinely with focus on SME5.	Classroom Teacher Administration	SME5 Data/reports	SME5 Growth expectations.
3	iii Tutoring	All level 1 & 2 students will have intensive tutoring 4 days per week in reading.	Teacher Paras	DBMA FCA Grades	DBMA FCA Grades
4	Time constraints of securing, organizing, and maintaining (student) reading data.	Maintain Data Notebook of all student performance measures; establish regular data meetings to review data in order to determine student need.	Administration Guidance Teachers	Data Notebooks reviewed routinely.	Completed Teacher Data Notebooks

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Decrease the number of students in the lowest 25% making learning gains in Reading by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% of students in the lowest 25% made learning gains in Reading.	63% of students in the lowest 25% will show 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	Time constraints to review data.	Maintain monthly data meetings with reading teachers for the purpose of planning appropriate interventions.	Instructional Coach Classroom teachers Administration	Review software, FAIR, fluency data DBMA FCA	Successmaker Fluency Charts FAIR Data
2	iii Reading Interventions	Students in lowest quartile will attend iii tutoring 4 days per week.	Teacher Paras	DBMA FCA Grades FCAT	DBMA FCA Grades FCAT
3	Identifying additional time and personnel to provide remediation to students in the lowest quartile.	Provide before and afterschool tutoring that supports additional reading practice for students.	Adminstration	Monitor student performance through SME5 software and performance on district assessments.	SME5 FCA DBMA

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 #					
	The reading gap between demographic groups will be reduced by 50% in six years.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67%	75%	78%	80%	83%	

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:	African American students scoring Level 3 or higher on FCAT Reading will increase by 5%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (28)	72% (26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying available time to provide additional tutorial services.	Provide access to the Computer Lab to utilize SME5 from 7:30 until 8:30. Encourage parents to utilize the time for their students who are in need of extra Successmaker tutoring sessions.	Administration	Monitoring of assessments and software.	DBMA FCA Grades 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
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:	Adequate yearly progress (AYP) in Reading will indicate that 80% of all students with disabilities will perform at or above level in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Adequate yearly progress in Reading will indicate that 80% of all students with disabilities will perform at or above level 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
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1	Limited exposure to higher level skills.	Continue to provide reading instruction in an inclusion setting utilizing support facilitaiton.	Administration Regular/ESE Teachers	Clarrom observations, grade level, leadership, and IEP meetings.	Monthly FCA's, Benchmark Assessments IEP review FCAT
2	Weaknesses in reading application	For those not making learning gains immediate, intensive intervention using Triumphs, Voyager, Rewards, Read Naturally.	Administration	Classroom observations, grade-level, leadership meetings.	Monthly FCA's, Benchmark Assessments IEP review 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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Adequate yearly progress in Reading will indicate that 80% of all students who are economically disadvantaged (3-5) will perform at or above level in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (115) met the higher standards.	Adequate yearly progress in Reding will indicate that 80% of all students who are economically disadvantaged (3-5) will perform at or above level 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	Transportation to before and after school tutoring programs tend to be an obstacle for students who need the additional support to make appropriate learning gains.	Accommodating our bus to arrive 15 minutes early in the morning allows these students to participate in our SuccessMaker Tutoring Program before school.	Administration	SME5 reports DMBA	SME5 Growth Expectations DMBA FCA
2	Difficulty comprehending informational text.	Implement literacy centers with focus on content area reading using differentiated planning and integrating leveled readers (Science/Social Studies).	Administration Teachers Instructional Coach	Classroom observations, grade-level/leadership meetings	Monthly FCA's Benchmark Assessments FAIR FCAT

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
Common Core Curriculum	K-2	K-2 school based Common Core leadership team	K-2 teachers	August 2012 and ongoing throughout the year	Units of Study lesson plans, observations, grade-level meetings	Administration Common Core Lead Teachers Instructional Coach
Common Core Literacy Block Training	3-5	3-5 school based Common Core leadership Team	3-5 Teachers	May 2013	Planning and implementation in the classroom	Administration Instructional Coach

Successmaker Training	K-5	Successmaker Consultant	K-5	Ongoing throughout the year	Teacher's utilization of Successmaker reports to monitor student growth	Administration Computer Lab personnel
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize supplemental resources to support common core reading instruction in the classroom: Elements of Vocabulary - explicitly teach grade-level vocabulary.	Elements of Vocabulary	Title I	\$1,815.00
Utilize supplemental resources to support common core instruction in the classroom: Scholastic News magazine-support and extend basic reading instruction.	Scholastic News Magazines	Title I	\$1,500.00
Utilize supplemental resources to support common core reading instruction in the classroom: Scholastic Classroom Libraries.	Scholastic Classroom Libraries: Non-fiction	Title I	\$864.00
Support common core reading instruction by providing additional remediation outside the Language Arts Block.	Rewards-student workbooks	Title I	\$180.00
			Subtotal: \$4,359.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Integration of Technology and Reading	Star Reading	Title I	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Support Common Core reading standards by providing professional development opportunities to create effective instructional units through collaborative planning.	Substitutes	Title I	\$1,202.00
			Subtotal: \$1,202.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students in the lowest quartile will work with teacher and para-professional on reading remediation.	Hire personnel: para-professional	Title I	\$21,876.00
Provide additional tutoring opportunities for students prior to FCAT that supports reading.	After-school tutoring (3-5)	Title I	\$614.00
Provide additional tutoring opportunities for primary grades that support reading practice.	After-school tutoring (1-2)	Title I	\$445.00
Provide supplemental materials which will support the common core reading instruction in the classroom.	Warehouse supplemental materials/paper for classrooms.	Title I	\$1,000.00
			Subtotal: \$23,935.00
			Grand Total: \$29,996.00

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:		The number of students showing proficiency in Listening and Speaking on the CELLA assessment will increase by 3%.			
2012 Current Percent of Students Proficient in listening/speaking:					
10% of our ELL students were proficient in listening and speaking as measured by the CELLA assessment.					
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	Figurative language.	Utilize ELL Treasures instructional materials	ELL para-professional Classroom Teacher Administration	Analysis of assessment data; grades	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal # 2:		The number of students showing proficiency in Reading on the CELLA assessment will increase by 3%.			
2012 Current Percent of Students Proficient in reading:					
20% of our ELL students were proficient in Reading as measured by the CELLA assessment.					
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	Grammar structure and figurative language structure differences.	Utilize Treasures ELL instructional materials.	ELL para-professional Classroom teacher	Analysis of FAIR, district, and state assessments; Successmaker reports.	CELLA

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal # 3:		The number of students showing proficiency in Writing will increase by 3% on the CELLA assessment.			
2012 Current Percent of Students Proficient in writing:					
20% of our ELL students were proficient in Writing as measured by the CELLA assessment.					
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	English grammar conventions and sentence structure.	Utilize Treasures Writng/grammar materials.	ELL para-professional Classroom teacher Instructional Coach Administration	Analysis of assessment data analytical rubrics and writing examples.	FCAT Writes District Demand Writings

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Students scoring a Level 3 on FCAT Math will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (85)	58% (99)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying additional time to target Level 3 students in need of additional reading assistance.	Provide before and after school tutoring that supports additional reading practice.	Principal, Assistant Principal	Monitor students through software and DBMA.	Successmaker DMBA FCA FAIR
2	Adequate Professional development opportunities for teachers in the area of complex text instruction as it relates to science.	Utilize Science leveled readers as part of reading instruction as a way to expose students to informational text.	APC Teacher	Monitor Reading/Science FCA assessments Lesson Plans	FCA Grades FCAT
3	Exposure of varied disciplines of science.	Science Week and Camp Days	Administration Classroom Teacher	Monitor science grades and FCA	FCA Grades FCAT
4	Weaknesses in problem-solving skills.	Differentiated instruction for math concepts to include hands-on activities.	Administration Teacher Instructional Coach	Classroom observations, grade-level/leadership meetings SME5 reports	Monthly FCA's Benchmark assessments FCAT SME5 Growth Expectations
5	Need for targeting individual students who fail to make adequate learning gains.	For those not making learning gains immediate intensive remediation using math manipulatives and FL intensive Go Math.	Administration Teacher	PMP meetings	Data analysis Graphs

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students scoring at or above a Level 4 on FCAT Math will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (115)	65% (118)

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	Enrichment Opportunities	Provide academic enrichment after school. Provide scaffold instruction in classroom. AR goal setting.	APC Teacher	Monitor using software and benchmark assessments.	DMBA FCA Successmaker Grades
2	Implement Next Generation Standards.	Use scaffolded practice to provide enrichment.	Teacher	Monitor assessments and grades.	DBMA Successmaker FCA Grades
3	Limited access to technology.	Increase daily use of software (GO Math, FFast Math, SME5, FCAT Explorer Math) in the classroom and computer lab.	Teacher	Monitor Assessments and Grades	FCA DBMA FCA Grades

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students making learning gains will improve by 5% for FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (122) made learning gains in math.	77 % (131) will make learning gains in 2011 for math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Staff implementation of Next Generation Standards.	Utilize the district calendar and instructional strategies.	Teacher APC	Assessments and grades.	DBMA FCA Grades
2	Consistent use of SME5.	Utilize the Computer Lab routinely with focus on SME5.	Classroom Teacher Administration	SME5 Data/reports	SME5 Growth expectations.
3	Identifying specific areas of need for students who fail to make adequate learning gains.	Differentiated instruction using teacher/student directed learning centers.	Administration Classroom Teacher	Walkthroughs, observations, grade-level/leadership meetings.	DBMA FCA'sFCAT
4	Securing, organizing, and maintaining all pertinent student information as it relates to Math.	Maintain Data Notebook and establish regularly scheduled data meetings to review student's assessment data.	Administration Guidance Teacher	PMP Meetings	Completed Teacher Data Notebooks

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:	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
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No Data Submitted

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in the lowest 25% making learning gains on FCAT Math will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% of the lowest quartile made gains in math.	76% of students in the lowest 25% will make learning gains in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Availability of after school tutoring programs.	After school tutoring provide by trained staff personnel throughout the school year(SME5 Lab).	Administration Teacher Computer Lab personnel	Monitor SME5 data.	SME5 growth expectations data
2	Implement the next Generation Standards.	Utilize district calendar and instructional guides.	Administration Teacher	Monitor assessments and grades.	DBMA FCA Grades
3	Students' inability to complete grade-level math tasks.	Development of PMP to target areas of need.	Administration Teacher Guidance	PMP Meetings	Data analysis/Graphs
4	Limited exposure to higher level math skills.	Continue to provide math instruction in the inclusion setting utilizing support facilitation.	Administration Regular Ed/ESE teachers	Walkthroughs, observations, grade-level/leadership/IEP meetings.	FCA's Benchmark Assessment IEP 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%.	Elementary School Mathematics Goal # The math achievement gap between demographic groups will be reduced by 50% in six years. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71%	74%	77%	79%	82%	

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:	African-American students scoring at a Level 3 or higher will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (16)	46% (18)

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	Weaknesses in application of operations and problem-solving skills.	Differentiated Math instruction across all content areas.	Administration	Classroom observations, lesson plans, meetings.	FCA's DBMA Benchmark FCAT
2	Effectiveness of initial Math instruction.	Implement, monitor, and provide feedback to teachers on "high effect" teaching strategies.	Administration Instructional Coach	Classroom observations, lesson plans, meetings.	FCA's DBMA Benchmark FCAT
3	Students need to utilize concrete-representational methods to learn abstract concepts.	Differentiate instruction to include a variety of math manipulatives.	Administration Teacher Instructional Coach	Classroom observations, lesson plans, meetings.	FCA's DBMA Benchmark 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 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
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) scoring at or above a Level 3 on FCAT Math will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% of SWD scored in the proficient range for mathematics.	61% of SWD will score in the proficient range for mathematics.

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	Participation of Before School and After School Tutoring.	Identify students each quarter to participate in SME5 tutoring. Arrange before school tutoring.	Remediation Teacher	Monitor SME5 data.	SME5 Growth predictions

2	Available technology can be an issue for effectively increasing math gains for students with disabilities.	Providing students with access to programs like Math Dailies, Go Math and Fastt Math will increase our SWD learning gains.	AP Classroom teacher Technology Committee	Daily math checks/evaluations, Weekly math data checks	Fastt Math data, Go Math data, Math FCA, District math assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Economically disadvantaged students scoring at or above a Level 3 on FCAT Math will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (27)	41% (34)

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' inability to complete grade-level math tasks.	Development of PMP by leadership team to target areas of weakness and to assign appropriate interventions.	Administration Teacher Guidance	PMP Meetings	Data analysis/graphs

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
Common Core Math Instruction	K-5	K-5 Common Core/P.I.C.C Lead teachers	K-5	August 2012; ongoing throughout the year.	Lesson Plans Observations of classroom implementation.	Administration
Differentiated Math Centers	K-5	Administration Lead Teachers	K-5	September 2012; ongoing throughout the school year.	Lesson Plans Observations of classroom implementation.	Administration
Successmaker	K-5	Successmaker Consultant	K-5	Ongoing throughout the school year.	SME5 Reports	Administration Computer Lab Personnel

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
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
The classroom teacher and para-professional will provide remediation services to students performing within the lowest 25% in Math.	New hire: para-professional	Title I	\$21,876.00
Integration of Math/Technology	Collaborative planning by grade-level to analyze SME5 reports.	Title I	\$1,202.00
Provide additional Math tutoring opportunities before/after school (3-5) prior to FCAT.	Math Tutoring grades 3-5	Title I	\$614.00
Provide additional Math tutoring opportunities before/after school for the primary grades which will support additional math practice.	Math Tutoring grades 1-2.	Title I	\$445.00
Subtotal: \$24,137.00			
Grand Total: \$24,137.00			

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.		Students scoring Level 3 on FCAT Science will increase by 5%.			
Science Goal # 1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
43% (30) scored a Level 3 in Science as measured by FCAT Science.		50% (25) will score a Level 3 on FCAT Science.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate Professional development opportunities for teachers in the area of complex text instruction as it relates to science.	Utilize Science leveled readers as part of reading instruction as a way to expose students to informational text.	APC Teacher	Monitor Reading/Science FCA assessments Lesson Plans	FCA Grades FCAT
2	Exposure of varied disciplines of science.	Science Week and Camp Days	Administration Classroom Teacher	Monitor science grades and FCA	FCA Grades FCAT
3	The need for hands-on science experiences.	Implement district created hands-on	APC Teacher	Monitor science grades and FCA	FCA Grades

		science program.			FCAT
4	Under utilization of Science leveled readers as part of reading instruction.	Leveled-readers will be integrated into the language arts block reinforcing the need for students to read informational text.	Administration	Administrative walkthroughs and review of lesson plans.	FCA assessments, Benchmark, 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students scoring at Level 4 or higher on FCAT Science will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (18) students scored a Level 4 or higher on FCAT Science.	32% (29) will score a Level 4 or higher on FCAT Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Enrichment Opportunities	Provide academic enrichment after school. Provide scaffold instruction in classroom. AR goal setting.	APC Teacher	Monitor using software and benchmark assessments.	DMBA FCA Successmaker Grades
2	Implement Next Generation Standards.	Use scaffolded practice to provide enrichment.	Teacher	Monitor assessments and grades.	DBMA Successmaker FCA Grades
	Student exposure to higher level FCAT questioning.	Implement FCAT Science Explorer and other instructional	Administration Classroom Teacher	District Assessments	Science FCA FCAT

3	technology resources routinely to supplement science instruction.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Strands	K-5/Science	Grade-level Science Lead Teachers	School-wide (K-5)	Grade-level meetings Monthly Leadership meetings	Classroom observation and Data Team Meetings	Administration

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
Integrating Technology and Science	Brain Pop Renewal	Title I	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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 a 3.0 or higher will increase by a minimum of 1% or a minimum of 90% of students will score at 3.0 or higher on FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (29) scored a 3.0 or higher as measured by FCAT Writes.	78% (40) of students will score a 3.0 or higher on FCAT Writes.

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 student exposure to complex vocabulary in writing.	Use the instructional coach to model writing strategies in grades 2-4.	Instructional Coach Classroom Teacher Administration	Classroom Walkthroughs; student writing samples	Demand Writing FCAT Writes
2	Student's ability to edit and revise writing.	Utilize variety of instructional materials: Writing Fundamentals, Wow I'm A Writer, and Treasures Writing/Grammar instruction to improve editing/revision as evidenced by student writing drafts.	Classroom Teacher Administration	Classroom Walkthroughs; student writing samples	Demand Writing FCAT Writes
3	Lack of refined writing skills.	Provide after-school writing camp to improve student's writing skills; grouping based on writing abilities.	Instructional Coach Administration	Student demand writing samples; FCAT Writes	Demand Writing FCAT Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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 Enhancement Training	3-5	District Staff Administration Instructional Coach	3-5 grade teachers	September 2012	Observation Demand Writings	Administration
Common Core Writing	K-2	K-2 Lead Teachers	K-2 grade-level teachers	August 2012	Observations Grade-level meetings	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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
Provide after-school writing camp to improve writing skills; grouping based on students' writing abilities.	Instructional writing materials.	Title I	\$307.00
			Subtotal: \$307.00
			Grand Total: \$307.00

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:		Improve student attendance by 1%.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
Daily attendance was 96.48%.		Daily attendance rate will improve to 97.5%.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
12 students experienced 10 or more days of absence.		8 students (10% reduction) in students with excessive absences.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
28 students had excessive tardies of 10 or more.		24 students expected to have excessive tardies of 10 or more.			
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	Effectively communicating with parents on the correlation between student attendance and student's learning gains.	Notify parents by letter after 5 absences in a quarter. Conduct attendance conference (CST meetings) after 12-15 absences.	APC Guidance Counselor School Social Worker	Monitor attendance reports. ALERT NOW	SMS report identifying students with excessive tardies and/or absences.

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 Suspension Goal #1:	Reduce the referral percentage by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
24 In-school Suspensions	ESES goal is to reduce ISS by 10% (3) which will result in 14 for the school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6 students.	10 Students. (Discipline totals are not provided in % format.)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
25 days of out of school suspension.	20 days of out of school suspension.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
11 students were suspended from school.	14 (10% reduction) are predicted to be suspended.

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	The amount of OSS reduces the student's time in the classroom resulting in crucial loss of academic instruction.	Utilize the RtI "Check-in, Check-Out" program and other effective PBS/RtI interventions.	RtI Team Classroom teacher	SMS Discipline Reports	SMS Discipline Rpt.

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
RtI/MTSS procedures and PBS best practices.	K-5 grade teachers	RtI/MTSS Leadership team.	All Eighth Street staff	Beginning September 2012; on-going throughout the year.	Monitor discipline reports, implementation of school-wide PBS expectations, and effectiveness of behavioral interventions.	RtI/MTSS Leadership Team

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Improve parent responses concerning student academic awareness by 5%. A COMPLETE PARENT INVOLVEMENT PLAN HAS BEEN FILED AS PART OF THE TITLE I PARENT INVOLVEMENT PLAN.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
90% of respondents were aware of students academic progress.	95% of respondents will be aware of student academic progress.

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 awareness and support with student's academic progress.	Enroll and assist parents with Parent Portal registration and assist students with signing on to the student portal.	Principal	Parent Survey	Parent Survey
2	Parent Awareness of Curriculum	Parent night addressing cross-curriculum strategies.	APC	Parent Night Attendance	Parent Survey
3	Parent participation despite communication.	Communicate parent involvement events utilizing a variety of communication modes.	Administration	Parent Survey	Parent Survey

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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
Communicate with parents about upcoming events and important information utilizing a variety of communication modes.	Student/Parent Handbook and Calendar	Title I	\$500.00
Communicate with parents about upcoming events and important information utilizing a variety of communication modes.	School/Parent Compact	Title I	\$88.00
Host scheduled Parent Nights addressing new curriculum issues, Title I information, and parent involvement opportunities.	Provide food for parent trainings utilizing approved community resources.	Title I	\$800.00
			Subtotal: \$1,388.00
			Grand Total: \$1,388.00

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

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

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

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

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)

n/a Goal:

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

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

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

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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 n/a Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize supplemental resources to support common core reading instruction in the classroom: Elements of Vocabulary - explicitly teach grade-level vocabulary.	Elements of Vocabulary	Title I	\$1,815.00
Reading	Utilize supplemental resources to support common core instruction in the classroom: Scholastic News magazine- support and extend basic reading instruction.	Scholastic News Magazines	Title I	\$1,500.00
Reading	Utilize supplemental resources to support common core reading instruction in the classroom: Scholastic Classroom Libraries.	Scholastic Classroom Libraries: Non-fiction	Title I	\$864.00
Reading	Support common core reading instruction by providing additional remediation outside the Language Arts Block.	Rewards-student workbooks	Title I	\$180.00
				Subtotal: \$4,359.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Integration of Technology and Reading	Star Reading	Title I	\$500.00
Science	Integrating Technology and Science	Brain Pop Renewal	Title I	\$1,000.00
				Subtotal: \$1,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Support Common Core reading standards by providing professional development opportunities to create effective instructional units through collaborative planning.	Substitutes	Title I	\$1,202.00
				Subtotal: \$1,202.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students in the lowest quartile will work with teacher and para-professional on reading remediation.	Hire personnel: para-professional	Title I	\$21,876.00
Reading	Provide additional tutoring opportunities for students prior to FCAT that supports reading.	After-school tutoring (3-5)	Title I	\$614.00
Reading	Provide additional tutoring opportunities for primary grades that support reading practice.	After-school tutoring (1-2)	Title I	\$445.00
	Provide supplemental			

Reading	materials which will support the common core reading instruction in the classroom.	Warehouse supplemental materials/paper for classrooms.	Title I	\$1,000.00
Mathematics	The classroom teacher and para-professional will provide remediation services to students performing within the lowest 25% in Math.	New hire: para-professional	Title I	\$21,876.00
Mathematics	Integration of Math/Technology	Collaborative planning by grade-level to analyze SME5 reports.	Title I	\$1,202.00
Mathematics	Provide additional Math tutoring opportunities before/after school (3-5) prior to FCAT.	Math Tutoring grades 3-5	Title I	\$614.00
Mathematics	Provide additional Math tutoring opportunities before/after school for the primary grades which will support additional math practice.	Math Tutoring grades 1-2.	Title I	\$445.00
Writing	Provide after-school writing camp to improve writing skills; grouping based on students' writing abilities.	Instructional writing materials.	Title I	\$307.00
Parent Involvement	Communicate with parents about upcoming events and important information utilizing a variety of communication modes.	Student/Parent Handbook and Calendar	Title I	\$500.00
Parent Involvement	Communicate with parents about upcoming events and important information utilizing a variety of communication modes.	School/Parent Compact	Title I	\$88.00
Parent Involvement	Host scheduled Parent Nights addressing new curriculum issues, Title I information, and parent involvement opportunities.	Provide food for parent trainings utilizing approved community resources.	Title I	\$800.00
				Subtotal: \$49,767.00
				Grand Total: \$56,828.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

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
Basic Classroom Supplies	\$0.00

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

The Eighth Street Elementary School SAC will meet monthly throughout the 2012-13 school year. The SAC will review a portion of the school goals at each meeting. The school's administration will present the goals and will be open to questions and future amendment of goals. Each meeting will include committee presentations addressing key educational issues. Some of the selected topics will be common core, Response to Intervention, and revised writing standards. We will be seeking input from parents concerning these key topics. The SAC will also develop and review a school climate survey. Each meeting will be open to questions and answers as well as current topics for discussion. Through the presentation of goals, reports on key topics, and the addressing of questions the SAC will provide input in the development of the future SIP.

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

Marion School District EIGHTH STREET ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	91%	82%	65%	329	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	77%	72%			149	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	77% (YES)	67% (YES)			144	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					622	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Marion School District EIGHTH STREET ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	87%	81%	78%	337	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	70%	68%			138	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	70% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					605	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested