

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SHADY HILL ELEMENTARY SCHOOL

District Name: Marion

Principal: Donna Cress

SAC Chair: Allison Lanza

Superintendent: Jim Yancey

Date of School Board Approval:

Last Modified on: 10/22/2012

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.*

<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	Donna Cress	M.S. Educational Leadership, B.A. Elementary Education	8	9	"A" school 64% High Standards in Reading 69% High Standards in Math 87% High Standards in Writing 67% High Standards in Science 73% Making Learning Gains in Reading 68% Making Learning Gains in Math 70% of Lowest Quartile Making Learning Gains in Reading 65% of Lowest Quartile Making Learning Gains in Math AYP Made in 2008-2009 90% of AYP criteria reached in 2010-2011 The SWD and economically disadvantaged subgroups did not make AYP in reading and in math
		Bachelor of Arts in Elementary			South Ocala Elementary School 2001-2010 2007-2010 - Curriculum Coach - "A" school all three years. Had the highest Writing scores in the district for two years in a row. Made AYP in Writing for five years. Sparr Elementary

Assis Principal	Debra Riedl	Education Master's degree in Educational Leadership	1	3	2010 - current - Assistant Principal - number of students scoring a 4.0 and above in Writing increased from 62% to 71%. The number of students scoring a 3.0 or higher in Writing increased from 92% to 97%. Number of proficient students in Math in grades 3 and 5 increased, while the number of proficient students in 4th grade Math decreased. 2010/2011 and 2011/2012 - Both of the years I served as the AP at Sparr, the school earned a grade of a "B".
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## 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	Stephanie Albright	Bachelors Degree-Certified in Middle Grades English and Elementary Education	6	6	Shady Hill has been an A school each year she has been reading coach. "A" school AYP Made in 2008-2009 64% High Standards in Reading 69% High Standards in Math 87% High Standards in Writing 67% High Standards in Science 73% Making Learning Gains in Reading 68% Making Learning Gains in Math 70% of Lowest Quartile Making Learning Gains in Reading 65% of Lowest Quartile Making Learning Gains in Math 90% of AYP criteria reached in 2010-2011 The SWD and economically disadvantaged subgroups did not make AYP in reading and in math

## 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	Assigning teacher mentors	Various Teachers	8/31/2012	
2	New Teacher Training	Principal, Assisstant Principal, Dean	8/31/2012	
3	Shady Hill PTA provides new teacher start up funding	PTA treasurer	8/31/2012	
4	A+ money is shared with new teachers at Shady Hill	School Advisory Council	12/1/2012	
5	PTA supported classroom budgets	PTA	8/31/2012	
6	Principal's discretionary fund allocated to teacher budgett	Principal	6/01/2013	

## 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
Not applicable	Not applicable

## 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
45	2.2%(1)	20.0%(9)	31.1%(14)	46.7%(21)	22.2%(10)	100.0%(45)	8.9%(4)	0.0%(0)	53.3%(24)

## 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
Nicole Minassian	Jennifer Thomas	Minassian is a new first grade teacher.	Mrs. Thomas will share lesson plans with Mrs. Minassian to assure that she knows the standards to be taught for the following week.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

#### Title I, Part C- Migrant

Shady Hill Elementary has no migrant students for 2010-2011 and did not have any in 2009-2010

#### Title I, Part D

Title I services to Shady Hill include offering summer VPK to our students entering kindergarten in August. We use much of our Title I dollars for staff development, tutoring our low performing students, hiring a reading coach to assist our teachers, as well as hiring several para professionals to give additional assistance to our students.

#### Title II

IDEA funding and Title II dollars are used for staff development and to help our teachers learn intervention strategies (RTI), in order to better deal with students with disabilities and/or behavior problems.

#### Title III

Services are provided through the district for education materials and ELL district support services to improve the education of

immigrant and English Language Learners.

#### Title X- Homeless

Title 10 dollars (for the homeless children), provide tutoring services at the spouse abuse shelter. Those children are in our attendance area and come to Shady Hill. Our county-wide health coordinator assists and oversees our School Health Improvement Plan, which we write each year, specific to Shady Hill.

#### Supplemental Academic Instruction (SAI)

After school tutoring in Math and Reading will be offered to students classified low SES.

#### Violence Prevention Programs

The D.A.R.E program is offered at Shady hill elementary in conjunction with anti bullying campaigns and initiatives.

#### Nutrition Programs

Shady Hill Elementary offers free breakfast to all students every school day.

#### 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.

Donna Cress - Principal  
Debra Riedl – Assistant Principal  
Donna Kee – Guidance Counselor  
Joseph Suranni– Dean of Students  
Pertinent Classroom Teacher - Varies  
Dr. Mishkin – School Psychologi  
Amy Piperato – Behavioral Specialist

Principal and Assistant Principal provide a a vision for the data driven decision making. The leadership team ensures that RTI is implemented by the school based RTI team and ensures professional development opportunities that are congruent with RTI. In addition, parent contact and communication is maintained with regard to RTI planning and activities. This is accomplished through our monthly newsletter to parents and through school website.

General Education Teachers-provide instruction, participate in data collection, collaboration with other staff to implement interventions and integrate tier 1 materials with tier 2/3 activities.

ESE Staff-participate in data collection, integration of core instructional methods and materials into tier 3 instruction, collaboration with general education teachers ie: co-teaching.

Reading Coach-Monitor of district reading plan, collection of data, provides technical assistance to teachers regarding

teaching methods and best practices as well as scientifically based reading research and the strategies associated with it.

School Psychologist-Participates in the collection of data using statistically reliable and valid instruments. Assists in the development of intervention plans and documentation of the plans.

Technology Specialist-Ensures availability of technology to house and display data. Works with teachers and staff to view data and manage data so that it can be used by staff to make decisions and so that it can be accessible to staff.

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 MTSS Leadership Team, which is the problem solving team or SAT (Student Assistance Team) follows the following process:

Step 1: Problem Identification – identify and define the 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 implementation of SAT is a well defined process which begins with the completion of the SAT Request (STS # 35). The Marion County Student Assistance Team Packet steps the team through the process.

The leadership team has a primary focus on how we can use data to make decisions that drive instruction and improve achievement levels.

The leadership team engages in regularly scheduled data meetings to collate and digest data available from various sources including benchmark, FCA, FCAT Data, and link the data to instructional decisions. As part of this decision making based on data, student data will be examined to determine students meeting and exceeding benchmarks, those at moderate risk and those at high risk for not meeting benchmarks. The team will use this information to drive instruction for students in each group.

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?

A MTSS representative sits on the school team that develops the SIP.

#### MTSS Implementation

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

Baseline Data:

FCAT

Progress Monitoring Assessment Instruments

FAIR

Data management systems assist in decision rules:

Positive Response: The gap is closing. The SAT is able to extrapolate the point at which target student(s) will “come in range” of target – even if this is long range. The level of “risk” lowers over time.

Questionable Response: The rate at which gap is widening slows considerably, but gap is still widening. The gap stops widening but closure does not occur.

Poor Response: The gap continues with no change in rate.

Examples of data management systems: Graphs (chart dog, teacher created, etc.) , Benchmark, PMRN, Performance Matters, FAIR

Describe the plan to train staff on MTSS.

Professional Development will be conducted at the district level and at the local school level and will occur throughout the year. Teacher inservice days may be used to provide RTI reviews and a “How to” course on the use of data in MTSS. The MTSS leadership team will continuously evaluate teachers needs for professional development and will offer courses as need to ensure that MTSS is properly implemented.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Assistant Principal, Dean, Guidance Counselor, Reading Coach, Grade Chairs, Media Specialist

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

The school based Literacy Leadership Team will meet monthly to address data that is available. Data sources may include focus calendar assessments, FAIR data, benchmark scores or any other anecdotal data that the team may bring to the meeting. This data will be disaggregated and used for remediation where necessary, and acceleration when possible.

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

Vocabulary development, the development of the principles of learning focused schools in staff and students, the use of exemplary practices, focuses on essential questions that are linked to content, and summarizing. We will also incorporate Learning Walks among our teachers. We are our best staff development and we can learn a great deal from each other - management, routines, procedures, planning, etc.

## 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.

Shady Hill's plan for assisting preschool children with the transition to our school is to provide parents upon registration with a copy of the "Get Set For School!" Activities Calendar and a copy of "101 Picture Books Everyone Should Know". Kindergarten Teachers will assess the students with FLKRS program during Stagger Start. This will provide data on student readiness. We will also provide an Open House for incoming Kindergarten students and parents. This will provide parents with the opportunity to hear the procedures and routines as well as provide a question & answer time.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

## Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	10% more students will perform at or above proficiency levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82%(244) of students were proficient on the 2011 Reading FCAT.	86%(283) of students will achieve proficiency (FCAT Level 3 and above) 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	Students may lose interest and not understand the relevance of what they are learning.	Teachers and Paraprofessionals will work with students in after school enrichment clubs with supplemental curriculum provided.	Principal and Assistant Principal	Monthly data monitoring through Performance Matters, Power Teacher, and the PMRN.	Benchmark, FCA, FAIR, and FCAT
2	A number of students have relatively weak vocabulary skills.	Continue Max Thompson-Vocabulary Exemplary Practices, including	Principal and Assistant Principal	Monthly assessment data review by administrator, reading coach, and teacher through Performance Matters and PMRN.	FAIR, FCA, Benchmark Assessment, FCAT Reading

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

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

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	There will be a 10 percent increase in student data from last year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% of our students were above proficiency in reading.	50%(165) of our students will achieve a FCAT Level 4 or 5 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	Students may lose interest and not perform to their level of ability.	Teachers and Paraprofessionals will work with students in after school enrichment clubs and supplemental curriculum will be provided.	Principal and Assistant Principal	Monthly data monitoring through Performance Matters, Power Teacher, and PMRN.	Benchmark, FCA, FAIR, and FCAT
2	Students have been previously taught skills in isolation.	Grade levels will collaborate and plan on a weekly basis in order to incorporate the same skill across the various subject areas.	Principal, Assistant Principal, and Grade Chairs	Monthly data monitoring through Performance Matters, Power Teacher, and PMRN.	Benchmark, FCA, FAIR, and FCAT
3	A lack of time for enrichment during class.	After school enrichment clubs focusing on reading comprehension, vocabulary, and problem solving.	Principal and Assistant Principal	Monthly data monitoring through Performance Matters, Power Teacher, and PMRN.	Benchmark, FCA, 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:	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 group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.	10% of our students will show gains in reading from last
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Reading Goal #3a:	year's data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(221) of students made Learning Gains in reading.	75%(247) of students will make Learning Gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have previously been taught skills in isolation.	Grade levels will collaborate and plan on a weekly basis in order to incorporate the same skills	Principal, Assistant Principal, and Grade Chairs	Grade levels will report back to Administration using a Collaboration and Planning Template.	FAIR, FCA, Benchmark, and FCAT.
2	A weakness in vocabulary may keep a number of students from making learning gains in reading.	School wide focus and implementation of Max Thompson-Vocabulary Exemplary Practices.	Principal and Assistant Principal	Monthly assessment monitoring through Performance Matters, Power Teacher, and PMRN.	FAIR, FCA, 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 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
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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	80%(66) - (10% increase from last year) - of students in Lowest 25% will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(57) of students in lowest 25% made learning gains in reading.	80%(66) of students in Lowest 25% will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have previously been taught skills in isolation.	Grade levels will collaborate and plan on a weekly basis in order to incorporate the same instruction across the various subject areas.	Principal, Assistant Principal, and Grade Chairs	Grade Chairs will complete and turn in the Collaboration and Planning Template on a monthly basis.	Benchmark, FCA, FAIR, and FCAT
2	Lack of previous knowledge and vocabulary.	Max Thompson-Acceleration Exemplary Practices focus for lowest quartile.	Principal and Assistant Principal	Monthly assessment monitoring through Performance Matters, Power Teacher, and PMRN.	FCAs, FAIR, Benchmark, FCAT
3	Lack of student reading time and support from appropriate role models.	Mentor program for lowest quartile of students. Mentor will read with students, encourage the meeting of AR goals, and provide appropriate modeling.	Principal and Assistant Principal	Monthly assessment monitoring through Performance Matters, Power Teacher, and PMRN.	FCAs, FAIR, Benchmark, 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 # N/A at this time				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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 may be a barrier for our minority students that live a distance from the school.	We sent an interest survey to learn if there was a need to provide transportation for after school tutoring.	Assistant Principal	An Interest Survey was provided to our families.	Benchmark, FCA, 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	
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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	Our ELL students may have a barrier with their home language being a language other than English.	Our ELL students receive ESOL support throughout the day with the help of an ESOL Paraprofessional helping them to complete in-class assignments.	ESOL Paraprofessionals	Paraprofessionals share student progress with teachers on a routine basis.	Benchmark, FCA, and FCAT
2	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:	86%(52)(10% increase from last year's data)of our SWD subgroup will make AYP in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(35) of SWD were proficient in reading.	86%(52) of our SWD subgroup will make AYP 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	SWD often lack prior knowledge and need multiple opportunities to be exposed to the curriculum in order to master the skill.	Our ESE and Inclusion Teachers will implement Max Thompson Exemplary Practices - Acceleration.	Principal and Assistant Principal	Monthly monitoring through Performance Matters, PMRN, and PowerTeacher.	FCA, FAIR, 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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	86%(155) of our Economically Disadvantaged subgroup will make AYP in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(119) of our Economically Disadvantaged subgroup made AYP reading.	86%(155) of our Economically Disadvantaged subgroup will make AYP 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	Not enough instructional time and lack of transportation home from after school tutoring.	Provide an interest survey to our ED parents to determine if there is a need for transportation home from after school tutoring.	Principal, Assistant Principal	Monthly assessment monitoring through Performance Matters and Power Teacher.	FCAs, Acaletics, Benchmark, and 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 Trainings	Kindergarten through Fifth Grade	Stephanie Albright and Debra Riedl	Teachers in grades Kindergarten through Fifth Grade	Early Release Dates	Lesson Plan Reviews and Collaboration Meetings	Principal and Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Curriculum	District Resources supplied to the teachers through the portal and the AP.	District Funds	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students can access Study Island for Reading	Study Island is a web-based program for students to work on their reading skills.	PTA	\$1,200.00
Student can access their on-line reading textbook	on-line textbook	District	\$0.00
			Subtotal: \$1,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Training	District Resources supplied to the teachers through the portal and the AP.	District Funds	\$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: \$1,200.00</b>

## 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:		70% (21) Students will score in the proficiency range according to the Grade Cluster Scale Score Proficiency Levels.			
2012 Current Percent of Students Proficient in listening/speaking:					
31% of our students are proficient in Listening/Speaking as measured by the CELLA.					
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 have another language as their home language.	Students that are enrolled in the ESOL program will have daily assistance from an ESOL Paraprofessional within their classroom setting. In addition to one on one assistance, students will have language support through Waterford and Earobics in the primary grades.	Deb Riedl Juan Coll Carmen Iglesias	Student grades and Waterford/Successmaker performance for the primary grades and Successmaker and Benchmark Assessments for grades 3 through 5.	Students will take the CELLA at the end of the year. Primary grades will use Waterford/Successmaker and Grades. For grades 3 - 5, the evaluation tool will be Successmaker Reports and Benchmark Assessments.

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:		70% (21) Students will score in the proficiency range according to the Grade Cluster Scale Score Proficiency Levels.			
2012 Current Percent of Students Proficient in reading:					
11% of the students are proficient in Reading as measured by CELLA.					
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 have another language as their home language.	Students that are enrolled in the ESOL program will have daily assistance from an ESOL Paraprofessional within their classroom setting. In addition to	Debra Riedl Juan Coll Carmen Iglesias	Student grades and Waterford/Successmaker performance for the primary grades and Successmaker and Benchmark Assessments for grades 3 through 5.	Students will take the CELLA at the end of the year. In addition, the primary grades will use Waterford/Successmaker and Grades. For grades 3 - 5, the evaluation tool will be

	one on one assistance, students will have language support through Waterford and Earobics in the primary grades.		Successmaker Reports and Benchmark Assessments.
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	70% (21) Students will score in the proficiency range according to the Grade Cluster Scale Score Proficiency Levels.
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2012 Current Percent of Students Proficient in writing:

26% of the students are proficient in Writing as measured by CELLA.

**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 have another language as their home language.	Students that are enrolled in the ESOL program will have daily assistance from an ESOL paraprofessional within their classroom setting. In addition to one on one assistance, students will have language support through Waterford and Earobics in the primary grades.	Debra Riedl Juan Coll Carmen Iglesias	Student grades and Waterford/Successmaker performance for the primary grades and Successmaker and Benchmark Assessments for grades 3 through 5.	Students will take the CELLA at the end of the year. Primary grades will use Waterford/Successmaker and Grades. For grades 3 - 5, the evaluation tool will be Successmaker Reports and Benchmark Assessments.

**CELLA Budget:**

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
ESOL Paraprofessionals will support our ESOL population by working with the students within their classroom setting and providing assistance with the core curriculum.	Common Core Curriculum for grades K - 2 and Core Curriculum for grades 3 - 5 which consists of District supported materials and resources.	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

N/A	N/A	N/A	\$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
			Grand Total: \$0.00

*End of CELLA Goals*



## Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	86%(283) (a 10% increase from last year) of students will achieve proficiency (FCAT Level 3) in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87%(259) of students achieved a FCAT Level 3 or higher in mathematics.	86%(283) of students will achieve proficiency (FCAT Level 3) in 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	Students may lose interest and not understand the relevance of what they are learning.	Teachers and Paraprofessionals will work with students in after school enrichment clubs with supplemental curriculum provided.	Principal and Assistant Principal	Monthly data monitoring through Performance Matters, Power Teacher, and the PMRN.	Benchmark, FCA, FAIR, and FCAT
2	The year old Math NGSSS continue to present a challenge for all students to master.	An emphasis on math centers and hands on activities is being made school wide.	Principal, Assistant Principal	Monthly assessment data review by administrator and teacher through Performance Matters.	FCA, Acaletics, Benchmark Assessment, FCAT Math

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
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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	60%(198)(a 10% increase from last year) of students will achieve above proficiency in mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(172) of students achieved a Level 4 or 5 in mathematics.	60%(198) of students will achieve above proficiency in 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	Students may lose interest and not perform to their level of ability.	Teachers and Paraprofessionals will work with students in after school enrichment clubs and supplemental curriculum will be provided.	Principal and Assistant Principal	Monthly data monitoring through Performance Matters, Power Teacher, and PMRN.	Benchmark, FCA, FAIR, and FCAT
2	Students have been previously taught skills in isolation.	Grade levels will collaborate and plan on a weekly basis in order to incorporate the same skill across the various subject areas.	Principal, Assistant Principal, and Grade Chairs	Monthly data monitoring through Performance Matters, Power Teacher, and PMRN.	Benchmark, FCA, FAIR, and FCAT
3	A lack of enrichment time during class.	After school enrichment clubs focusing on problem solving.	Principal and Assistant Principal	Monthly assessment monitoring through Performance Matters and Power Teacher.	FCAs, Acaletics, 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 group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	80%(260)(a 10% increase from last year) of students will make Learning Gains in mathematics
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2012 Current Level of Performance:	2013 Expected Level of Performance:

66%(214) of students made Learning Gains in mathematics.			80%(260) of students will make Learning Gains in 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	Students have previously been taught skills in isolation.	Grade levels will collaborate and plan on a weekly basis in order to incorporate the same skills	Principal, Assistant Principal, and Grade Chairs	Grade levels will report back to Administration using a Collaboration and Planning Template.	FAIR, FCA, Benchmark, and FCAT.
2	The Math NGSSS continues to challenge teachers and students.	Math FCAT Item Specification Training, Hands-on Math training, Acaletics resources/parent night, Family Math Night at Publix	Principal, Assistant Principal	Monthly assessment monitoring through Performance Matters and Power Teacher.	FCAs, Acaletics, 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 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
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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	65%(53)(a 10% increase from last year) of students in the lowest 25% will make Learning Gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(45) of students in Lowest 25% made Learning Gains in mathematics.	65%(53) of students in Lowest 25% will make Learning Gains in 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	Students have previously been taught skills in isolation.	Grade levels will collaborate and plan on a weekly basis in order to incorporate the same instruction across the various subject areas.	Principal, Assistant Principal, and Grade Chairs	Grade Chairs will complete and turn in the Collaboration and Planning Template on a monthly basis.	Benchmark, FCA, FAIR, and FCAT
2	The lower quartile need additional small group support with manipulatives.	A school-wide emphasis of hands-on math centers will be made.	Principal, Assistant Principal	Monthly assessment monitoring through Performance Matters and Power Teacher.	FCAs, Acaletics, Benchmark, 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 # Our goal is to reduce the achievement gap of our students with a focus on students with disabilities.				
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:	Our school did not receive AYP data for this past school year and there are no subgroups to report on.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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 may be a barrier for our minority students that live a distance from the school.	We sent an interest survey to learn if there was a need to provide transportation for after school tutoring.	Assistant Principal	An Interest Survey was provided to our families.	Benchmark, FCA, 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 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	Our ELL students may have a barrier with their home language being a language other than English.	Our ELL students receive ESOL support throughout the day with the help of an ESOL Paraprofessional helping them to complete in-class assignments.	ESOL Paraprofessionals	Paraprofessionals share student progress with teachers on a routine basis.	Benchmark, FCA, 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	86%(52) (a 10% increase from last year) of Students with Disabilities will make a year's growth in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(42) of SWD will made AYP in mathematics.	86%(52) of Students with Disabilities will make a years growth in 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	SWD often lack prior knowledge and need multiple opportunities to be exposed to the curriculum in order to master the skill.	Our ESE and Inclusion Teachers will implement Max Thompson Exemplary Practices - Acceleration.	Principal and Assistant Principal	Monthly monitoring through Performance Matters, PMRN, and PowerTeacher.	FCA, FAIR, 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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	86%(155)(a 10% increase from last year) of students in the Economically Disadvantaged subgroup will make a year's growth in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(146) of students in the Economically Disadvantaged subgroup made AYP in mathematics.	86%(155) of students in the Economically Disadvantaged subgroup will make a year s growth in 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	Not enough instructional time and lack of transportation home from after school tutoring.	Provide an interest survey to our ED parents to determine if there is a need for transportation home from after school tutoring.	Principal, Assistant Principal	Monthly assessment monitoring through Performance Matters and Power Teacher.	FCAs, Acaletics, Benchmark, and 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
Teachers will collaborate with each other using the current standards and curriculum.	Kindergarten through Fifth Grade.	Debra Riedl, Grade Chairs and Math Leads	Kindergarten through Fifth Grade Teachers	The second week of each month.	Collaboration Template will be turned in to Administration.	Prinicipal and Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Collaboration Meetings	Current Math standards, curriculum, and the Collaboration Template	District for Curriculum	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students can utilize the on-line textbook.	Go-Math resources	District Funds	\$0.00
Students can access Study Island on line for math.	Study Island is aligned to our standards and the students can access this through the Study Island website.	PTA Funds	\$1,200.00
			Subtotal: \$1,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will meet on the second week of each month to discuss data and create plans based on the math standards.	District Curriculum Maps and standards	District	\$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: \$1,200.00

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.	70%(80)(a 10% increase from last year) of students will achieve proficiency (FCAT Level 3 or higher ) in
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Science Goal #1a:	science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(65) of students achieved proficiency in science.	70%(80) of students will achieve proficiency (FCAT Level 3 or higher ) in 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	Students lacking key Science vocabulary terms.	Max Thompson Learning-Focused Exemplary Practices Vocabulary	Principal, Assistant Principal	Monthly monitoring of assessments through Performance Matters and PowerTeacher.	FCAs, Benchmark, and FCAT
2	Lack of knowledge and understanding of Big Idea 14 - Organization and Development of Living Organisms.	Extra curricular 4-H program will be developed and students will participate in the life cycle of a pig.	Teacher	Monthly monitoring of assessments through Performance Matters and PowerTeacher.	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
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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	20%(21)(a 10% increase from last year) of students will achieve above proficiency (FCAT Levels 4 or 5) in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(17) of students achieved above proficiency in science.	20%(21) of students will achieve above proficiency (FCAT Levels 4 or 5) in 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
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of hands on activities and science vocabulary.	Weekly science lab and vocabulary lessons utilizing Max Thompson exemplary practices.	Principal, Assistant Principal	Monthly monitoring of assessment data through Performance Matters and Power Teacher.	FCAs, Benchmark, and FCAT Science

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
1	N/A	N/A	N/A	N/A	N/A
2					

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
Our school will continue to support the 4H program.	Fifth Grade	Lindy Batten	Fifth Grade Teachers	October through February	Culminating Project at the County Fair	Principal and 4-H Teacher.

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The 4H Project will consist of the purchase of a pig and a lamb. The students will complete an economics lesson, research project, and real world math problems while caring for the animals.	Pig, Lamb, feed, fencing, vet costs	4H Funds from the sale of the pig in 2012-2013	\$1,100.00



Subtotal: \$1,100.00			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
The 4H Teacher attends local 4H meetings	4H materials	4H	\$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: \$1,100.00</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:		100%(116) of students will be proficient in writing.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
100%(97) of students achieved AYP (FCAT Level 3.0 and higher) in writing		100%(116) of students will be proficient in writing.			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough instructional time to practice essay writing.	Teacher will tutor after school and bus will transport students home. Family Write Night to encourage parent involvement in the writing process at home.	Principal, Assistant Principal	Monthly monitoring of writing prompts and Power Teacher.	Demand Writings and LA 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:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing In-Service	Fourth Grade	Melissa Forney	Fourth Grade Teachers	Pre-School	Lesson Plans and student writings	Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In-Service for Writing	Materials provided from Melissa Forney	Title I	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers attended a Melissa Forney Conference	Melissa Forney materials that are aligned with the new standards.	Title I	\$500.00
			Subtotal: \$500.00
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 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:	Students will come to school on time and ready to learn. Through various incentive strategies, our number of excessive tardies will decrease from 51 students to 45 and our expected number of excessive absences will decrease from 189 to 160.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.38% (585)	96%(585)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
10% (51)	7% (40)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
142	100

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	Low priority for education High Mobility Low Socioeconomic	Alert Now Messages Educate Parents on the importance of their child's education Initiate Positive Behavior Support Recognize outstanding attendance at Awards Assemblies Mail attendance letters frequently Attendance incentive programs for grades 3 - 5 based on chronic cases last year	Guidance Counselor, Donna Kee	Student Attendance Reports	Attendance 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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 SY is to reduce the number of out of school suspensions to 30 thus representing a 50% drop in the current rate.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
43 in school suspensions representing 7% of our population	If the suspension goal is met, In school suspensions will total 33 representing 5% of our population.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
31 or 5% of our total population	25 or 4% of our population
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
93 or 16% of our total population	70 or 11% of our total population
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
71 or 12% of our students	45 or 7% of our students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited funding available to provide rewards and incentives for good behavior	Implementation of Positive Behavior Support-reward and incentive based program to teach expected and appropriate behaviors	PBS Team-Joseph Suranni, Dean	Data will be collected and disaggregated to evaluate the effectiveness of the program	Descriptive statistical processes will be used to analyze suspension data and determine if there was a decrease due to the implementation of the program.
2					
3					

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

## Parent Involvement Goal(s)

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

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

1. Parent Involvement				
Parent Involvement Goal #1:				
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>				
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
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						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parents will support the school and students in student activities. Parents will support the students in grades 4 and 5 with Science Projects.	Students will receive science resources to help them with their science experiments.	Principal Discretion and PTA	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Parents will provide support by helping students utilize the netbook cart for their research.	Netbook Cart	Business Partner and Title I Funds	\$500.00
			Subtotal: \$500.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$800.00</b>

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		100 percent of the students in grades 4 and 5 will complete the research for Scienc Projects including a minimal of three experimental trials with graphs of their results as applicable.			
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	Some students do not have home support to complete their science projects.	Parent and school volunteers will provide a "Day of Help". Teachers of 4th and 5th grade will create a timeline and will document as students turn in their assignments per the time line.	Cress, Fischer, Batten, LeBoeuf, Scroggie	Students science projects.	Time line, rubric, and grades.

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:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. N/A Goal N/A Goal #1:		N/A		
2012 Current level:		2013 Expected level:		
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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of N/A Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Curriculum	District Resources supplied to the teachers through the portal and the AP.	District Funds	\$0.00
CELLA	ESOL Paraprofessionals will support our ESOL population by working with the students within their classroom setting and providing assistance with the core curriculum.	Common Core Curriculum for grades K - 2 and Core Curriculum for grades 3 - 5 which consists of District supported materials and resources.	N/A	\$0.00
Mathematics	Collaboration Meetings	Current Math standards, curriculum, and the Collaboration Template	District for Curriculum	\$0.00
Science	The 4H Project will consist of the purchase of a pig and a lamb. The students will complete an economics lesson, research project, and real world math problems while caring for the animals.	Pig, Lamb, feed, fencing, vet costs	4H Funds from the sale of the pig in 2012-2013	\$1,100.00
Writing	In-Service for Writing	Materials provided from Melissa Forney	Title I	\$500.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Parents will support the school and students in student activities. Parents will support the students in grades 4 and 5 with Science Projects.	Students will receive science resources to help them with their science experiments.	Principal Discretion and PTA	\$300.00
N/A	N/A	N/A	N/A	\$0.00
				Subtotal: \$1,900.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students can access Study Island for Reading	Study Island is a web-based program for students to work on their reading skills.	PTA	\$1,200.00
Reading	Student can access their on-line reading textbook	on-line textbook	District	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Students can utilize the on-line textbook.	Go-Math resources	District Funds	\$0.00
Mathematics	Students can access Study Island on line for math.	Study Island is aligned to our standards and the students can access this through the Study Island website.	PTA Funds	\$1,200.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Parents will provide support by helping students utilize the netbook cart for their research.	Netbook Cart	Business Partner and Title I Funds	\$500.00
N/A	N/A	N/A	N/A	\$0.00
				Subtotal: \$2,900.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Training	District Resources supplied to the teachers through the portal and the AP.	District Funds	\$0.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Teachers will meet on the second week of each month to discuss data and create plans based on the math standards.	District Curriculum Maps and standards	District	\$0.00
Science	The 4H Teacher attends local 4H meetings	4H materials	4H	\$0.00
Writing	Teachers attended a Melissa Forney Conference	Melissa Forney materials that are aligned with the new standards.	Title I	\$500.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
N/A	N/A	N/A	N/A	\$0.00
				Subtotal: \$500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
N/A	N/A	N/A	N/A	\$0.00
				Subtotal: \$0.00
				Grand Total: \$5,300.00

## 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 (Uploaded on 9/19/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
We will purchase signage for directions to the Guidance and Front Office. In addition, we will place signage in car line to advise the parents that cell phone use in car line is prohibited.	\$500.00

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

The members of SAC will meet a minimum of four times per year (once per quarter) to review the School Improvement Plan, Common Core, National Standards, and Data review from Benchmarks.

# 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 SHADY HILL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	91%	97%	52%	326	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	73%	70%			143	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	77% (YES)	61% (YES)			138	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					607	
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 SHADY HILL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	88%	89%	59%	320	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	68%	66%			134	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	57% (YES)	62% (YES)			119	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					573	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested