

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CRAWFORDVILLE ELEMENTARY SCHOOL

District Name: Wakulla

Principal: Angela Walker

SAC Chair: Miranda Bowen

Superintendent: David Miller

Date of School Board Approval: November 19, 2012

Last Modified on: 11/7/2012

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  
Tallahassee, Florida 32399

## 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	Angela Walker	B.A. in Elementary Education, University of Central Florida; M.S. in Education Leadership, Nova	5	5	<p>2011-2012- School Grade of A; 69% met high standards in Reading, 66% met high standards in Math, 75% met high standards in Writing, and 57% met high standards in Science; 64% made learning gains in Reading, 76% made learning gains in Math, 55% of the lower quartile made learning gains in Reading and 68% of the lower quartile made learning gains in Math.</p> <p>2010-2011 – School Grade of A; 85% met high standards in Reading, 82% met high standards in Math, 89% met high standards in Writing, 67% met high standards in Science, 68% made learning gains in both Reading and Math, 54% of the lower quartile made learning gains in Reading and 65% of the lower quartile made learning gains in Math. Did not make AYP.</p> <p>2009-2010- School Grade of A; 85% met high standards in Reading, 81% met high standards in Math, 77% met high standards in Writing, 62% met high standards in</p>

		University			<p>Science; 66% made learning gains in Reading, 69% made learning gains in Math; 50% of the lower quartile made learning gains in Reading, 78% made learning gains in Math. Adequately Yearly Progress not made.</p> <p>2008-2009, School Grade B, no AYP, 86% met standards in FCAT Reading, 76% met standards in FCAT Math, 81% met standards in FCAT Writing, 53% met standards in FCAT Science.</p> <p>2007-2008, School Grade B, no AYP, 83% met standards in FCAT Reading, 75% met standards in FCAT Math, 58% met standards in FCAT Writing, 47% met standards in FCAT Science</p>
Assis Principal	Laura Kelley	B.A. in Elementary Education , Florida State University; M.S. in Elementary Education, Florida State University ; Ed. Specialist in Educational Administration, Florida State University	4	4	<p>2011-2012- School Grade of A: 69% met high standards in Reading, 66% met high standards in Math, 75% met high standards in Writing, and 57% met high standards in Science; 64% made learning gains in Reading, 76% made learning gains in Math, 55% of the lower quartile made learning gains in Reading and 68% of the lower quartile made learning gains in Math.</p> <p>2010-2011 – School Grade of A; 85% met high standards in Reading, 82% met high standards in Math, 89% met high standards in Writing, 67% met high standards in Science, 68% made learning gains in both Reading and Math, 54% of the lower quartile made learning gains in Reading and 65% of the lower quartile made learning gains in Math. Did not make AYP.</p> <p>2009-2010- School Grade of A; 85% met high standards in Reading, 81% met high standards in Math, 77% met high standards in Writing, 62% met high standards in Science; 66% made learning gains in Reading, 69% made learning gains in Math; 50% of the lower quartile made learning gains in Reading, 78% made learning gains in Math. Adequately Yearly Progress not made.</p> <p>2008-2009, School Grade B, no AYP, 86% met standards in FCAT Reading, 76% met standards in FCAT Math, 81% met standards in FCAT Writing, 53% met standards in FCAT Science.</p>

## 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	Terry Price	BA in Social Studies Education, Florida State University; Certification in Middle Integrated; Social Science 5-9; Reading Endorsement K-12	5	5	<p>2010-2011 – School Grade of A; 85% met high standards in Reading, 82% met high standards in Math, 89% met high standards in Writing, 67% met high standards in Science, 68% made learning gains in both Reading and Math, 54% of the lower quartile made learning gains in Reading and 65% of the lower quartile made learning gains in Math. Did not make AYP.</p> <p>2009-2010- School Grade of A; 85% met high standards in Reading, 81% met high standards in Math, 77% met high standards in Writing, 62% met high standards in Science; 66% made learning gains in Reading, 69% made learning gains in Math; 50% of the lower quartile made learning gains in Reading, 78% made learning gains in Math. Adequately Yearly Progress not made.</p>

2008-2009, School Grade B, no AYP, 86% met standards in FCAT Reading, 76% met standards in FCAT Math, 81% met standards in FCAT Writing, 53% met standards in FCAT Science.

## 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	1. Internet based application feature and job postings via the District's web site	Karen Wells, Director of Human Resources	On-going	
2	2. New teacher "Survival" training	Karen Wells, Director of Human Resources; National Board Certified Teachers	August 2, 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
No data submitted	

## Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
39	0.0%(0)	17.9%(7)	51.3%(20)	30.8%(12)	46.2%(18)	100.0%(39)	23.1%(9)	17.9%(7)	28.2%(11)

## Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Not Applicable	Not Applicable	No first year teachers	Not Applicable

## 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

Title I funds provide for supplemental materials, equipment, smaller teacher-pupil ratios, staff development, remediation, and parent involvement activities.

Title I, Part C- Migrant

Migrant PAEC coordinates services for migrant students. Currently we do not have any migrant students.

Title I, Part D

The district does not receive Title I, Part D funds.

Title II

Title II, Part A funds are used to fund an elementary Reading/Intervention Coach, and professional development for teachers from all schools based on needs determined by analyzing assessment data. Title II A funds provide staff development which addresses incorporating technology into instruction.

Title III

The district does not receive Title III funds. However, services for English Language Learners are provided by the district student services department.

Title X- Homeless

The District Student Service Department assists in providing clothing, school supplies, and social service referrals for students identified as homeless under the McKinney-Vento Act to eliminate barriers from a free and appropriate education.

Supplemental Academic Instruction (SAI)

After school remediation.

Violence Prevention Programs

Schools offer violence programs and anti-drug programs which are supported by Title IV funds, the community, and Wakulla County Sheriff's Department.

Nutrition Programs

School lunch and breakfast program

Housing Programs

Not Applicable

Head Start

HeadStart students participate in Kindergarten transition program

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

Not Applicable

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

## School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal- Provides a common vision and facilitates team meetings.

Assistant Principal- Facilitates data-based decision making activities. Coordinates professional development and technical assistance for problem solving activities including data collection and analysis, intervention planning and evaluation.

Guidance Counselor- Provides opportunities for group or one-on-one counseling on an as needed basis. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists in facilitating data-based decision making activities.

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

Staffing Specialist- Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

ESE Instructional Personnel- Collaborates with general education teachers and provides appropriate research based interventions.

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

Grade Level General Education Teachers- Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

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

The MTSS/RtI Leadership Team will meet weekly to address the needs of students identified as being at risk through teacher observations or classroom assessments.

The team will collaborate regularly, problem solve, share effective practices, determine appropriate research based interventions, evaluate implementation, make decisions, and help implement new processes and skills.

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

The MTSS/RtI Team will help to ensure that School Improvement goals are carried out and the interventions that are identified in the plan are research based and appropriate for the individual needs of students.

## MTSS Implementation

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

Reading- FAIR (Florida Assessment for Instruction in Reading) will be administered three times during the year. At grades K-8 all students will take the Broad Screen and the Broad Diagnostic Inventory, with targeted students being assessed with the Targeted Diagnostic Inventory. All data is entered into the PMRN (Progress Monitoring Reporting Network). Disaggregated data reports are then available to administrators, teachers and coaches to use in the planning for instruction. Ongoing progress monitoring is utilized for Tier II and Tier III students between the assessment windows. This is also a part of FAIR.

Grades K-8 will administer the online STAR Reading assessments in the fall, winter and spring to all students for progress monitoring. This data is accessible through the Renaissance Learning website.

Math- Grades K-8 will administer the online STAR Math assessments in the fall, winter and spring to all students for progress monitoring. This data is accessible through the Renaissance Learning website. The GMADE from Pearson will be made available to administer to Tier II and Tier III students to determine specific needs in math instruction. This is a paper/pencil group administered math diagnostic. It is available for grades K-12.

Describe the plan to train staff on MTSS.

School-based MTSS/RtI district team members (such as the reading coach) will work with faculties to orient them to the district and school plans. A teacher packet has been created and is available to all teachers on the district website. Ongoing training will occur throughout the school year with some utilization of early release days as needed. In addition, the school Intervention Support Team will serve as a training forum for teachers who are working with Tier II and Tier II students.

Describe the plan to support MTSS.

The MTSS/RtI Team will help to ensure that School Improvement goals are carried out and the interventions that are identified in the plan are research based and appropriate for the individual needs of students.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team is comprised of administrators, Reading coach and at least four additional teachers.

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

The team meets quarterly and as needed through-out the year to plan and implement the School Improvement Reading Goal and to examine diagnostic data from state standardized testing and FAIR assessments. Members will investigate appropriate strategies to use with lower quartile students and economically disadvantaged students.

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

Implement a 30-minute strategic Walk-to-Win program to provide enrichment and remediation.  
Investigate and implement Common Core curriculum in K-2.  
Investigate and implement the use of complex text in K-5.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 9/14/2012)

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

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

During the spring, a school administrator visits the District's Prekindergarten programs to inform parents about Kindergarten readiness skills and the registration process. Students in the Prekindergarten/HeadStart programs are invited to visit the Kindergarten classrooms prior to the end of the school year. During the first 45 calendar days of the school year the FLKRS (Florida Kindergarten Readiness Screening) is administered to each student to assist in meeting students' needs.

### \*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:	On the 2011-2012 FCAT, 31% (85) of students scored a level 3. On the 2012-2013 FCAT, 35% (97) of students will score a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (85)	35% (97)

#### 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	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase vocabulary.	Administration, classroom teachers	Administrative walkthroughs, observations and lesson plans	FCAT data
2	Lack of student technological experiences, technology malfunctions, student absenteeism	Administer FAIR/ STAR Reading assessments to identify and monitor student needs and identify lower quartile students.	Administration, Reading Coach	Review of FAIR and STAR Reading data to ensure that watch lists are current and student needs are monitored.	FAIR Data and Printouts; STAR Reading data; Watch lists; Performance Matters
3	Class Size Reduction, lack of materials and time constraints	Develop and Implement Differentiated Instruction through the use of content area materials, leveled readers, REWARDS (4th grade) and available technology.	Administration, Classroom Teachers	Evidenced through administrative classroom walkthroughs and lesson plans	Classroom walkthrough logs and lesson plans
4	Lack of funds, learning curve of new program, lack of team collaboration and teacher buy-in.	Provide enrichment and remediation instruction through a Walk to Win program, and provide after school remediation to targeted students as funds are available.	Administration, Designated Teachers	Designated Teachers will plan and deliver instruction based on student needs.	Lesson Plans
5	Lack of funds, lack of team collaboration and teacher buy-in.	Provide training for Daily 5 for teachers in grades K-5 and Lesson Study for teachers in 1st/2nd grade.	Administration, Designated Teachers	Designated Teachers will plan and deliver instruction based on strategies learned.	Classroom walkthroughs and lesson plans

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	On the 2011-2012 Florida Alternate Assessment, 20% (1) scored a level 4, 5 or 6. On the 2012-2013 Alternate Assessment, 50% (2) will score a level 4,5, or 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:



20% (1)			50% (2)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase vocabulary.	Administration, classroom teachers	Administrative walkthroughs, observations and lesson plans	Alternative Assessment Data
2	Lack of student technological experiences, technology malfunctions, student absenteeism	Develop and Administer FAIR assessments, STAR Reading to identify and monitor student needs and identify lower quartile students.	Administration, Reading Coach	Review of FAIR/STAR Reading data to ensure that it is given as scheduled.	FAIR Data Printouts; STAR Reading data; Performance Matters
3	Variety and level of learning styles and levels, lack of materials, curriculum and assistive technology	Develop and Implement Differentiated Instruction including the use of intensive skill and strategy instruction, reader's theater and extensive use of pictorial teaching.	Administration, Classroom Teachers	Evidenced through administrative classroom walkthroughs and lesson plans	Classroom walkthrough logs and lesson plans
4	time constraints	Reading instruction extended to 110 minute reading block and access to language therapist during instruction provided.	Administration, Classroom Teachers	Evidenced through administrative classroom walkthroughs and lesson plans	Classroom walkthrough logs and lesson plans

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	On the 2011-2012 FCAT, 38% (106) of students scored at or above a level 4. On the 2012-2013 FCAT, 40% (111) of students scored at or above a level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (106)	40% (111)

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	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase vocabulary.	Administration, classroom teacher	Classroom walkthrough, observation and lesson plans	FCAT Data
2	Lack of student technological experiences, technology malfunctions, student absenteeism	Administer FAIR/ STAR Reading assessments to identify and monitor student needs and identify lower quartile students.	Administration, Reading Coach	Review of FAIR and STAR Reading data to ensure that watch lists are current and student needs are monitored.	FAIR Data Printouts/STAR Reading data; Watch lists; Performance Matters
	Class Size Reduction, lack of materials and time	Develop and Implement Differentiated Instruction	Administration, Classroom	Designated Teachers will plan and deliver	Classroom walkthrough logs

3	constraints	to provide enrichment through the use of content area materials, leveled readers and available technology.	Teachers	instruction based on student needs.	and lesson plans
4	Availability of funds, learning curve of new program, lack of team collaboration, student participation and teacher buy-in.	Provide enrichment instruction through a Walk to Win program and provide afterschool enrichment opportunities as funds are available.	Administration, Designated Teachers	Designated Teachers will plan and deliver instruction based on student needs.	Lesson Plans
5	Lack of funds, lack of team collaboration and teacher buy-in.	Provide training for Daily 5 for teachers in grades K-5 and Lesson Study for teachers in 1st/2nd grade.	Administration, Designated Teachers	Designated Teachers will plan and deliver instruction based on strategies learned.	Classroom walkthroughs and lesson plans

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	On the 2011-2012 Florida Alternate Assessment, 40% (2) scored a level 7 or higher. On the 2012-2013 Alternate Assessment, 75% (3) will score a level 7 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2)	50% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase vocabulary.	Administration, classroom teachers	Administrative walkthroughs, observations and lesson plans	Alternative Assessment Data
2	Lack of student technological experiences, technology malfunctions, student absenteeism and lack of materials at home	Administer STAR assessments, FAIR and Harcourt Reading assessments to identify and develop student reading goals.	Classroom Teacher	Review of student progress towards meeting goals each nine weeks.	STAR assessment data, FAIR Assessment data, Performance Matters
3	Student resources, student absenteeism, time constraints	Design differentiated instruction that provides reciprocal teaching experiences for students.	Classroom teacher	Designated Teachers will plan and deliver instruction based on student needs.	Classroom walkthrough logs and lesson plans
4	Lack of student background knowledge.	Implement use of higher order thinking questions and inferencing strategies to aid in comprehension.	Classroom Teacher	Designated Teachers will plan and deliver instruction based on student needs.	Classroom walkthrough logs and lesson plans

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	On the 2011-2012 FCAT, 64% (125) of students in 4th and 5th grade made learning gains in reading On the 2012-2013 FCAT, 65% (127) of students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

64% (125)			65%(127)		
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	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase vocabulary.	Administration, classroom teacher	Administrative walkthrough, observation, lesson plans.	FCAT data
2	Lack of student technological experiences, technology malfunctions, student absenteeism	Administer FAIR assessments/STAR Reading data to identify and monitor student needs and those in need of enrichment and remediation. Use previous years FCAT Scores to identify "bubble" students and monitor progress throughout the year.	Administration, Reading Coach, Classroom teachers	Review of FAIR/STAR Reading data to ensure that it is given as scheduled.	FAIR Data Printouts/ STAR Reading Data; Watch Lists; Performance Matters
3	Class Size Reduction, lack of materials and time constraints, lack of student motivation	Develop and Implement Differentiated Instruction through the use of content area materials, leveled readers and available technology.	Administration, Classroom Teachers	Designated Teachers will plan and deliver instruction based on student needs.	Classroom walkthrough logs and lesson plans
4	Lack of funds, learning curve of new program, lack of team collaboration, student participation and teacher buy-in.	Provide enrichment and remediation instruction through a Walk to Win program, and provide after school remediation to targeted students as funds are available.	Administration, Designated Teachers	Designated Teachers will plan and deliver instruction based on student needs.	Lesson Plans
5	Lack of funds, lack of team collaboration and teacher buy-in.	Provide training for Daily 5 for teachers in grades K-5 and Lesson Study for teachers in 1st/2nd grade.	Administration, Designated Teachers	Designated Teachers will plan and deliver instruction based on strategies learned.	Classroom walkthroughs and lesson plans

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	50% (1) of students will make learning gains on the Alternate Assessment for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	50% (1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Prior knowledge, text complexity	Research and/or implement use of focus	Administration, classroom teachers	Administrative walkthroughs,	Alternative Assessment Data

1		wall and direct instruction to increase vocabulary.		observations and lesson plans	
2	Lack of student technological experiences, technology malfunctions, student absenteeism	Administer FAIR/STAR Reading assessments to identify student needs for remediation.	Administration, Reading Coach, Classroom teachers	Review of FAIR/STAR Reading data to ensure that it is given as scheduled.	FAIR Data Printouts, STAR Reading data, On-going assessments
3	lack of materials and time constraints, lack of student motivation	Develop and Implement Differentiated Instruction through the use of pictorial supplements, hands on instruction and access to speech pathologists during instruction.	Administration, Classroom Teachers	Designated Teachers will plan and deliver instruction based on student needs.	Classroom walkthrough logs and lesson plans

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	On the 2011-2012 FCAT, 55% (27) of lowest quartile students made learning gains in reading. On the 2012-2013 FCAT, 58% (26) of students in the lower quartile will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (27)	58% (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	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase vocabulary.	Administration, classroom teachers	Administrative walkthroughs, observation, lesson plans	FCAT data
2	Availability of Reading Coach to administer Diagnostics, availability of diagnostic tools and Technology	Use diagnostic tools including, but not limited to, FAIR, DAR, ERDA, and STAR Reading to determine lower quartile students for areas of targeted instruction.	Administration, Reading Coach, Classroom Teacher	Review of Diagnostic Data	Diagnostic Data Printouts
3	Using strategies and instructional supplements with fidelity	Targeted Differentiated instruction using Harcourt intervention materials, PALS, REWARDS, Kalediscope, Tune Into Reading, Fast Forward and other approved curricular resources.	Administration, Reading Coach, Classroom Teacher	Evidenced through Classroom walkthroughs, watch lists and lesson plans	Lesson plans, watch lists and walkthrough logs.
4	Lack of funds, learning curve of new program, lack of team collaboration and teacher buy-in.	Provide remediation instruction through a Walk to Win program, and provide after school and/or before school remediation to targeted students as funds are available.	Administration, Designated Teachers	Designated Teachers will plan and deliver instruction based on student needs.	Lesson Plans
5	Lack of funds, lack of team collaboration and teacher buy-in.	Provide training for Daily 5 for teachers in grades K-5 and Lesson Study for teachers in 1st/2nd grade.	Administration, Designated Teachers	Designated Teachers will plan and deliver instruction based on strategies learned.	Classroom walkthroughs and lesson plans

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	By June 2017 84% of all students will score a level 3 or above.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%	73%	76%	79%	81%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	By June 2017 84% of all students will score a Level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011-2012 FCAT Reading, 69%(192) of all students scored a Level 3 or above. 46% of Black students scored a Level 3 or above. 74% of White students scored a Level 3 or above. 42% of Students With Disabilities scored a Level 3 or above. 58% of Economically Disadvantaged students scored a Level 3 or above.	On the 2012-2013 FCAT Reading, 73% of all students will score a Level 3 or above. 58% of Black students will score a Level 3 or above. 78% of White students will score a Level 3 or above. 48% of Students with Disabilities will score a Level 3 or above. 63% of Economically Disadvantaged students will score a Level 3 or above.

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	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase vocabulary.	Administration, classroom teachers	Administrative walkthroughs, observations and lesson plans	FCAT data
2	Lack of student/teacher knowledge of effective, researched based reading instruction/strategies	Research and/or implement use of focus wall and direct instruction to increase vocabulary and reading strategies	Classroom teachers, administration	Administrative Walkthroughs	Lesson plans and administrative walkthrough logs
3	Lack of parental involvement; Environmental factors, advertisement of program, funds to purchase materials, attendance of children to receive materials	Investigate and implement the Travel and Trade Truck program to provide free books to students in neighborhoods with lower socioeconomic families.	Administration	Evidenced through the number of books distributed during the program	Inventory log
4	Transition to Common Core Standards	Faculty trainings provided through the District on implementation of Common Core Standards	Administration	Evidenced through discussions during grade-level meetings and trainings	Faculty and grade level meeting agendas; training follow-ups

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:	Currently not enough students to report data.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently not enough students to report data.	Currently not enough students to report data.

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	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase vocabulary.	Administration, classroom teachers	Administrative walkthroughs, observations and lesson plans	FCAT data, CELLA
2	NA	NA	NA	NA	NA

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:	By June 2017 84% of all students will score a Level 3 or above.
--	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011-2012 FCAT Reading, 42% of Students with Disabilities scored a Level 3 or above.	On the 2012-2013 FCAT Reading, 48% of Students with Disabilities will score a Level 3 or above.

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	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase vocabulary.	Administration, classroom teachers	Administrative walkthroughs, observations and lesson plans	FCAT data
2	Lack of student/teacher knowledge of effective, researched based reading instruction/strategies	Research and/or implement use of focus wall and direct instruction to increase vocabulary and reading strategies	Classroom teachers, administration	Administrative Walkthroughs	Lesson plans and administrative walkthrough logs
3	Lack of parental involvement; Environmental factors, advertisement of program, funds to purchase materials, attendance of children to receive materials	Investigate and implement the Travel and Trade Truck program to provide free books to students in neighborhoods with families of students with disabilities	Administration	Evidenced through the number of books distributed during the program	Inventory log
4	Transition to Common Core Standards	Faculty trainings provided through the District on implementation of Common Core Standards	Administration	Evidenced through discussions during grade-level meetings and trainings	Faculty and grade level meeting agendas; training follow-ups

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

5E. Economically Disadvantaged students not making	
--	--

satisfactory progress in reading. Reading Goal #5E:	By June 2017 84% of all students will score a Level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(192) of students scored a level 3 or higher on the 2011-2012 FCAT. 58% of Economically Disadvantaged students made a level 3 or higher.	On the 2012-2013 FCAT, 63% of Economically Disadvantaged students will make a level 3 or higher.

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	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase vocabulary.	Classroom teachers, administration	Administrative Walkthrough	lesson plans and administrative walkthrough logs
2	lack of faculty buy-in, limited number of books, time constraints, lack of knowledge of material covered	Faculty will participate in book study on Framework for Understanding Poverty, and the implementation of strategies will be investigated.	Administration	Evidenced through discussions during grade-level meetings.	Grade level meeting agendas
3	Parental involvement, attendance	Differentiated instruction, small groups, mentoring, Walk to Win	Administration	Classroom walk-throughs and observations, evidenced through lesson plans	Classroom walk-through log, lesson plans
4	Environmental factors, advertisement of program, funds to purchase materials, attendance of children to receive materials	Investigate and implement the Travel and Trade Truck program to provide free books to students in neighborhoods with lower socioeconomic families.	Administration	Evidenced through the number of books distributed during the program	Inventory log

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	K-2	Kathy Orapollo	K-2 teachers	Summer 2012	Lesson Plans	Administration
Complex Text/Close and Careful Reading	K-5	District Personnel	K-5 teachers	on-going	Lesson plans	Administration
A Framework for Understanding Poverty	K-5	Peer Leaders	K-5 teachers	on-going	Discussion Questions	Administration
Performance Matters	K-5	Peer Leaders	K-5 teachers	on-going	Watch Lists created, Grade Level Meetings	Administration
Lesson Study	1st/2nd grade teachers	District Personnel	1st/2nd grade teachers	on-going	Lesson plans	Administration

Daily 5	K-5 Teachers	Peer Leaders	K-5 teachers	on-going	Lesson plans	Administration
---------	--------------	--------------	--------------	----------	--------------	----------------

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Targeted Differentiated instruction using Harcourt intervention materials, PALS, REWARDS, SRA Kalediscope, Tune into Reading, Fast Forward and other approved curricular resources.	Rewards, PALS, Tune into Reading, Fast Forward	District and/or School Funds	\$350.00
			Subtotal: \$350.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Targeted Differentiated instruction using Harcourt intervention materials, PALS, REWARDS, SRA Kalediscope, Tune into Reading, Fast Forward and other approved curricular resources.	Tune into Reading and Fast Forward headsets/mouthpiece	Title I Funds	\$350.00
Develop and Implement Differentiated Instruction through the use of content area materials, leveled readers, REWARDS (4th grade) and available technology.	Computers, monitors, keyboards, and mice purchased for student use.	Title I Funds	\$6,380.00
Develop and Implement Differentiated Instruction through the use of content area materials, leveled readers, REWARDS (4th grade) and available technology.	Surround sound system for 4th grade classrooms.	Title I Funds	\$5,500.00
			Subtotal: \$12,230.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study for 1st and 2nd grade teachers	All teachers in 1st/2nd grade and one trainer would need a sub in order to participate in a 2 day Lesson Study. Funds needed are for subs and materials.	Title I Funds	\$750.00
Daily 5 Training	K-5 teachers would need substitutes to attend training held in county.	Title I Funds	\$300.00
			Subtotal: \$1,050.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Develop and Implement Differentiated Instruction through the use of content area materials, leveled readers and available technology.	Leveled readers, non-fiction consumable magazines, science enrichment activities, material for grade-level parent night education nights; Families Building Better Readers, BINGO for Books, Travel and Trade Truck program, nonfiction content AR books	District and/or School Funds	\$250.00
A variety of activities pertaining to academic areas, including Book Fair, Art Fair, BINGO for Books, BINGO for Math, Winter Holiday Presentation, etc. will be held to encourage parental involvement and cougar postcards will be used to make positive contacts with parents.	Title One Dinner to inform parents of Title 1, area of needs/goal; supplies needed for food	District and/or School Funds	\$600.00
			Subtotal: \$850.00
<b>Grand Total: \$14,480.00</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:		67% (2) of students scored proficient in listening and speaking on the 2011-2012 CELLA assessment. 100% (1) of students will score proficient on the 2012-2013 CELLA assessment.			
2012 Current Percent of Students Proficient in listening/speaking:					
67% (2)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited access to English speaking environment outside of school	Students will be provided with continuous exposure to spoken English throughout the school day, including opportunities to talk in English with peers.	Administration, Classroom Teacher	Conversation/Observations	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:		33% (1) of students scored proficient in reading on the 2011-2012 CELLA assessment. 100% (1) of students will score proficient on the 2012-2013 CELLA.			
2012 Current Percent of Students Proficient in reading:					
33% (1)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Frequency of commonly spelled words to have multiple spelling patterns	Direct instruction, including use of pictures, in vocabulary and decoding patterns.	Administration, Classroom Teacher	Lesson Plans and observations and Fair assessments	CELLA FAIR

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:		33% (1) of students scored proficient in writing on the 2011-2012 CELLA assessment. 100% (1) of students will score proficient on the 2012-2013 CELLA.			
2012 Current Percent of Students Proficient in writing:					

33% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack on English vocabulary and background knowledge	Direct instruction in sentence formation and use of description in writing.	Administration and Classroom Teacher	Classroom observations and lesson plans	CELLA

CELLA Budget:

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

End of CELLA Goals

## Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	38 % (104) of students scored a level 3 on the 2011-2012 FCAT 2.0. 40% (110) of students will score a level 3 or higher on the 2012-2013 FCAT 2.0.
--	---

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

38% (104)	40% (110)
-----------	-----------

### 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	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase vocabulary.	Administration, classroom teachers	Administrative walkthroughs, observations and lesson plans	FCAT data
2	Student Absenteeism and Technology malfunctions	Use STAR Math, Soaring to Success, IXL and other available programs to identify and monitor student needs and identify lower quartile students.	Administration, Designated Technology Personnel	Evidenced through the use of STAR Math data to progress monitor student growth.	STAR Math data, Watch lists, Performance Matters
3	Learning curve with new standards, changes in Class Size Reduction mandate, 5th grade students lack of past experience with testing online	Develop and implement differentiated instruction through the use of hands on manipulatives and Harcourt Go Math Intervention components, and online programs such as FOCUS, sumdog.com and FCAT Explorer and other available programs. Build basic computation skills through repetition.	Administration, Classroom Teachers	Evidenced through administrative classroom walkthroughs and lesson plans	Classroom walkthrough logs and lesson plans
4	Lack of funding	Provide remediation instructions to targeted students as funds are available. Use of Walk to Intervention Program to provide differentiated instruction in grades 2-5 as needed.	Administration, Designated Teachers	Designated Teachers will plan and deliver instruction based on student needs.	Lesson Plans

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	20% (1) scored a level 4,5 or 6 on the 2011-2012 Florida Alternate Assessment. 50% (2) will score a level 4,5, or 6.
---	--

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

--	--

20% (1)			50% (2)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student absenteeism, technology malfunctions, lack of funding	Use STAR Math and other available programs to identify and monitor student needs and identify lower quartile students.	Administration, Designated Technology Personnel	Evidenced through the use of STAR Math data to progress monitor student growth.	STAR Math data, Watch lists
2	Learning curve with new standards, changes in Class Size Reduction mandate	Develop and implement differentiated instruction through the use of hands on manipulatives and Harcourt Go Math Intervention components and Thinkcentral.com.	Administration, Classroom Teachers	Evidenced through administrative classroom walkthroughs and lesson plans	Classroom walkthrough logs and lesson plans
3	Lack of funds, weather, availability of adults for activities	Implement use of real world situation to teach math, including kitchen and gardening experiences	Administration, Classroom Teachers	Evidenced through administrative classroom walkthroughs and lesson plans	Classroom walkthrough logs and lesson plans

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	28% (77) of students scored a level 4 or 5 on the 2011-2012 FCAT. 30% (83) of students will score a level 4 or 5 on the 2012-2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (77)	30% (83)

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	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase vocabulary.	Administration, classroom teacher	Classroom walkthrough, observation and lesson plans	FCAT Data
2	Student absenteeism, technology malfunctions, lack of funding	Use STAR Math, Soaring to Success, IXL and other available programs to monitor student needs students.	Administration, Designated Technology Personnel	Evidenced through the use of STAR Math data to progress monitor student growth.	STAR Math data, Watch lists, Performance Matters
3	Learning curve with new standards, changes in Class Size Reduction mandate, lack of student motivation, 5th grade students lack of past experience with testing online	Develop and implement differentiated instruction through the use of hands on manipulatives and Harcourt Go Math Intervention components, and online programs such as FOCUS and FCAT Explorer and other available programs, with direct instruction in real world problem solving	Administration, Classroom Teachers	Evidenced through administrative classroom walkthroughs and lesson plans	Classroom walkthrough logs and lesson plans

		applications.			
4	Lack of funding	Research evidenced based programs for providing enrichment opportunities, Use of Walk to Win Program to provide differentiated instruction.	Administration, Designated Teachers	Designated Teachers will plan and deliver instruction based on student needs.	Lesson plans

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	40% (2) of students scored a level 7 or higher on the 2011-2012 Alternate Assessment. 50% (2) of students will score a level 7 higher on the 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2)	50% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student absenteeism, technology malfunctions, lack of funding	Use STAR Math, Soaring to Success, IXL and other available programs to monitor student needs	Administration, Designated Technology Personnel	Administration, Designated Technology Personnel	STAR Math data, Watch lists
2	Learning curve with new standards, changes in Class Size Reduction mandate, lack of student motivation	Develop and implement differentiated instruction through the use of hands on manipulatives. Build basic computation skills through repetition and application of those skills towards real world problem solving, including experiences in the kitchen.	Administration, Classroom Teachers	Evidenced through administrative classroom walkthroughs and lesson plans	Classroom walkthrough logs and lesson plans
3	Time constraints	Provide opportunities for students to show knowledge through reciprocal teaching.	Administration, Classroom Teachers	Evidenced through administrative classroom walkthroughs and lesson plans	Classroom walkthrough logs and lesson plans

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	76% (148) of students made learning gains on the 2011-2012 FCAT 2.0. 78% (140) of students will make learning gains on the 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (148)	78% (140)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
--	--	--	-----------	-----------------	--

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase vocabulary.	Administration, classroom teacher	Administrative walkthrough, observation, lesson plans.	FCAT data
2	Student absenteeism, technology malfunctions, lack of funding	Use STAR Math to identify and monitor student progress. Use previous years FCAT Scores to identify "bubble" students and monitor progress throughout the year.	Administration, Designated Technology Personnel	Evidenced through the use of STAR Math data, creation of Watch Lists progress monitor student growth.	STAR Math data, Watch lists, Performance Matters
3	Lack of student motivation, curve of new math standards, 5th grade students lack of experiences with online testing format	Develop and implement differentiated instruction through the use of hands on manipulatives and Harcourt Go Math components and online programs such as FOCUS and FCAT Explorer and other available programs, with direct instruction in real world problem solving applications.	Administration and Classroom Teachers	Evidenced through administrative walkthroughs lesson plans, and grade level meetings	Administrative walkthrough log and classroom lesson plans
4	Lack of funding	Provide remediation instruction after school to targeted students as funds are available.	Administration, Designated Teachers	Designated Teachers will plan and deliver instruction based on student needs.	Lesson Plans

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	33% (1) will show learning gains on the 2012-2013 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	33% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student absenteeism, technology malfunctions, lack of funding	Use STAR Math to identify and monitor student progress	Administration, Designated Technology Personnel	Evidenced through the use of STAR Math data to progress monitor student growth.	STAR Math data, Watch Lists
2	Lack of student motivation, curve of new math standards	Develop and implement differentiated instruction through the use of hands on manipulatives and Harcourt Go Math Intervention components. Build basic computation skills through repetition.	Administration and Classroom Teachers	Evidenced through administrative walkthroughs and lesson plans	Administrative walkthrough log and classroom lesson plans

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	68% (49) of lower quartile students made learning gains on the 2011-2012 FCAT. On the 2012-2013 FCAT, 70% (32) of lower quartile students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (49)	70% (32)

**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	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase vocabulary.	Administration, classroom teachers	Administrative walkthroughs, observation, lesson plans	FCAT data
2	Student absenteeism, technology malfunctions, lack of funding	Use STAR Math to identify and monitor student progress of lower quartile students. Use previous years FCAT Scores to identify "bubble" students and monitor progress throughout the year.	Administration, Designated Technology Personnel	Evidenced through the use of STAR Math data and Watch lists to progress monitor student growth.	STAR Math data, Watch lists, Performance Matters
3	Lack of student motivation, curve of new math standards, lack of remediation components in Harcourt Intervention series	Develop and implement differentiated instruction through the use of hands on manipulatives and Harcourt Go Math Intervention components. Build basic computation skills through repetition.	Administration and Classroom Teachers	Evidenced through administrative walkthroughs and lesson plans	Administrative walkthrough log and classroom lesson plans
4	Lack of funding	Provide remediation instruction after and/or school before to targeted students as funds are available.	Administration, Designated Teachers	Designated Teachers will plan and deliver instruction based on student needs.	Lesson Plans

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 #					
	By June 2017, 82% of all students will score a Level 3 or above.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	66%	69%	72%	75%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	By June 2017, 82% of all students will make a Level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:

On the 2011-2012 FCAT Math, 66%(184) students scored a Level 3 or above. 41% of Black students scored a Level 3 or above. 70% of White students scored a Level 3 or above. 47% of Students with Disabilities scored a Level 3 or above. 55% of Economically Disadvantaged students scored a Level 3 or above.	On the 2012-2013 FCAT Math, 69% of all students will score a Level 3 or above. 50% of Black students will score a Level 3 or above. 74% of White students will score a Level 3 or above. 58% of Students with Disabilities will score a Level 3 or above. 56% of Economically Disadvantaged students will score a Level 3 or above.
---	---

**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	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase vocabulary.	Administration, classroom teachers	Administrative walkthroughs, observations and lesson plans	FCAT data
2	Learning curve with new standards, changes in Class Size Reduction mandate, 5th grade students lack of past experience with testing online Build basic computation skills through repetition.	Develop and implement differentiated instruction through the use of hands on manipulatives and Harcourt Go Math Intervention components, and online programs such as FOCUS, sumdog.com and FCAT Explorer and other available programs.	Administration, Classroom Teachers	Evidenced through administrative classroom walkthroughs and lesson plans	Classroom walkthrough logs and lesson plans
3	Student absenteeism, technology malfunctions, lack of funding	Use STAR Math, Soaring to Success, IXL and other available programs to monitor student needs students.	Administration, Designated Technology Personnel	Evidenced through the use of STAR Math data to progress monitor student growth.	STAR Math data
4	Lack of strategic, research based interventions for Math	Investigate research based strategies to assist with direct instruction of math concepts	Administration	Evidenced through RtI data and STAR Math data to progress monitor student growth	STAR Math data, RtI data

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	Currently not enough students to report data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently not enough students to report data.	Currently not enough students to report data.

**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	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase vocabulary.	Administration, classroom teachers	Administrative walkthroughs, observations and lesson plans	FCAT data, CELLA
2	NA	NA	NA	NA	NA

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:	By June 2017, 82% of all students will score a Level 3 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011-2012 FCAT Math, 66% (184) students scored a Level 3 or above. 47% of Students with Disabilities scored a Level 3 or above.	On the 2012-2013 FCAT Math, 69% of all students will score a Level 3 or above. 58% of Students with Disabilities will score a Level 3 or above.

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	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase vocabulary.	Administration, classroom teachers	Administrative walkthroughs, observations and lesson plans	FCAT data
2	Learning curve with new standards, changes in Class Size Reduction mandate, 5th grade students lack of past experience with testing online Build basic computation skills through repetition.	Develop and implement differentiated instruction through the use of hands on manipulatives and Harcourt Go Math Intervention components, and online programs such as FOCUS, sumdog.com and FCAT Explorer and other available programs.	Administration, Classroom Teachers	Evidenced through administrative classroom walkthroughs and lesson plans	Classroom walkthrough logs and lesson plans
3	Student absenteeism, technology malfunctions, lack of funding	Use STAR Math, Soaring to Success, IXL and other available programs to monitor student needs students.	Administration, Designated Technology Personnel	Evidenced through the use of STAR Math data to progress monitor student growth.	STAR Math data
4	Lack of strategic, research based interventions for Math	Investigate research based strategies to assist with direct instruction of math concepts	Administration	Evidenced through RtI data and STAR Math data to progress monitor student growth	STAR Math data, RtI data

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	By June 2017 82% of all students will score a Level 3 or above on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011-2012 FCAT, 66%(184) of students scored a level 3 or higher in Math. 55% of the Economically Disadvantaged students scored a level 3 or higher.	On the 2012-2013 FCAT, 69% of students will score a level 3 or higher. 56% of the Economically Disadvantaged students will score a level 3 or higher 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	Prior knowledge, text complexity	Research and/or implement use of focus wall and direct instruction to increase	Classroom teachers, administration	Administrative Walkthrough	lesson plans and administrative walkthrough logs

		vocabulary.			
2	lack of faculty buy-in, limited number of books, time constraints, lack of knowledge of material covered	Faculty will participate in book study on Framework for Understanding Poverty, and the implementation of strategies will be investigated.	Administration	Evidenced through discussions during grade-level meetings.	Grade level meeting agendas
3	Parental involvement, attendance	Differentiated instruction, small groups, mentoring, Walk to Intervention	Administration	Classroom walk-throughs and observations, evidenced through lesson plans	Classroom walk-through log, lesson plans
4	Noise level of cafeteria, time constraints for administration	Provide basic skill computation practice during lunch in a game format.	Administration	Observations and running logs	Classroom basic fact assessment
5	Lack of strategic, research based interventions for Math	Investigate research based strategies to assist with direct instruction of math concepts	Administration	Evidenced through RtI data and STAR Math data to progress monitor student growth	STAR Math data, RtI data

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/Pacing Guide for Math	3-5	Linda Walker	3-5 teacher	July 26, 2012	Observation and Discussions	Administration
Implementation of Common Core	K-2	District Personnel	K-2 teachers	Ongoing	Lesson Plans	Administration
Common Core/Pacing Guide for Math	K-2	Linda Walker	K-2 teachers	Summer 2012	Observations and Discussions	Administration
IXL Training	K-5	IXL Consultants/Webinar	K-5 teachers	Ongoing	IXL Data	Administration
Performance Matters	K-5	Peer Leaders	K-5 teachers	on-going	Watch Lists created, Grade Level Meetings	Administration

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
Develop and implement differentiated instruction through the use of hands on manipulatives and Harcourt Go Math			

Intervention components, and online programs such as FOCUS, sumdog.com, STAR Math, IXL, FCAT Explorer and other available programs. Build basic computation skills through repetition.	Surround Sound for 4th grade classrooms	District and/or School Funds	\$5,500.00
Develop and implement differentiated instruction through the use of hands on manipulatives and Harcourt Go Math components and online programs such as FOCUS and FCAT Explorer and other available programs, with direct instruction in real world problem solving applications.	Computers, monitors, keyboards and mice for student use.	District and/or School Funds	\$6,380.00
			Subtotal: \$11,880.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Develop and implement differentiated instruction through the use of hands on manipulatives and Harcourt Go Math Intervention components. Build basic computation skills through repetition.	Linda Walker	District funds	\$5,500.00
			Subtotal: \$5,500.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
A variety of activities pertaining to academic areas, including Book Fair, Art Fair, BINGO for Books, BINGO for Math, Winter Holiday Presentation, etc. will be held to encourage parental involvement and cougar postcards will be used to make positive contacts with parents.	Title One Dinner to inform parents of Title 1, area of needs/goal; supplies needed for food	District and/or School Funds	\$600.00
Students will participate in a variety of grade level appropriate required hands on activities to encourage using the Scientific process to discover questions relevant to the real world.	Math and Science Connect Newsletter sent home monthly for all students	District and/or School Funds	\$100.00
			Subtotal: \$700.00
			<b>Grand Total: \$18,080.00</b>

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	41%(44) scored a level 3 on the 2011-2012 Science FCAT. 43%(39) will score a level 3 on the 2012-2012 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (44)	43% (39)
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Prior knowledge, text complexity	Implement the use of direct instruction to increase vocabulary and provide science instruction through integration with core subjects in a variety of engaging activities to promote understanding of essential science skills.	Administration, Classroom teachers	Administrative walkthroughs, classroom observations and lesson plans.	FCAT data
2	Lack of materials and funding, time constraints and student participation	Students will participate in a variety of grade level appropriate required hands on activities to encourage using the Scientific process to discover questions relevant to the real world.	Administration, Classroom teachers	Classroom walkthroughs and observations, lesson plans	Administrative walkthrough log, lesson plans
3	Weather and pests, lack of funding for materials	Grade levels will be given the opportunity to use a School Garden for hands on science activities.	Administration, School Garden Committee	Evidenced through lesson plans	Lesson Plans

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	50% (1) of students scored a level 4, 5 or 6 on the Florida Alternate Assessment for 2011-2012. No students will be taking the Science Alternate Assessment for 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50 %(1)	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	NA	NA	NA	NA	NA

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:	15%(16) scored a level 4 or 5 on the 2011-2012 Science FCAT. 20% (18) will score a level 4 or 5 on the 2012-2012 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (16)	20% (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	Prior knowledge, text complexity	Implement the use of direct instruction to increase vocabulary and provide science instruction through integration with core subjects in a variety of engaging activities to promote understanding of essential science skills.	Administration, Classroom teachers	Evidenced through administrative walkthroughs, classroom observations and lesson plans.	FCAT Data.
2	Lack of materials and funding, time constraints and student participation	Students will participate in a variety of grade level appropriate required hands on activities to encourage using the scientific process to discover questions relevant to the real world.	Administration, Classroom teachers	Classroom walkthroughs and lesson plans	Administrative walkthrough log and lesson plans.
3	lack of parent participation and/or knowledge	A science parent night to educate parents on science objectives and procedures will be investigated.	Administration, Designated teachers	Participation in a science night by the 2013-2014 school year.	Science Night sign-in sheets

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:	50% (1) of students scored a level 7 or higher on the Florida Alternate Assessment for 2011-2012. No students will take the 2012-2013 Science Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	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	NA	NA	NA	NA	NA

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
Complex Text/Close and Careful Reading	K-5	District Personnel	K-5 teachers	Ongoing	Lesson plans	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
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
A science parent night to educate parents on science objectives and procedures will be investigated.	Materials for parent night	District and/or School Funds	\$150.00
Students will participate in a variety of grade level appropriate required hands on activities to encourage using the Scientific process to discover questions relevant to the real world.	Math and Science Connect Newsletter sent home monthly for all students	District and/or School Funds	\$100.00
A variety of activities pertaining to academic areas, including Book Fair, Art Fair, BINGO for Books, BINGO for Math, Winter Holiday Presentation, etc. will be held to encourage parental involvement and cougar postcards will be used to make positive contacts with parents.	Title One Dinner to inform parents of Title 1, area of needs/goal; supplies needed for food	District and/or School Funds	\$600.00
			Subtotal: \$850.00
			Grand Total: \$850.00

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:

75% (68) of students scored a level 3 or higher on the 2011-2012 FCAT writes. 78% (70) of students will score a level 3 on the 2012-2013 FCAT writes.

2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (68)	78% (70)

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 within the instructional day	Students will be encouraged to participate in a variety of opportunities for writing (journals, selected prompts, creative expression, Wakulla Writes, Word of the Week sentences, Creative Writing Bowl, Cougar Tales display board, etc.), and investigate the use of word banks and writing lessons from WritingFix.com.	Administration, Classroom teachers	Evidenced through administrative walkthroughs and classroom lesson plans, Cougar Writing Board, Creative Writing Bowl and broadcasting of Word of the Week sentences.	Administrative Walkthrough log and lesson plans.
2	Rubric Interpretation, lack of background knowledge and/or experiences and limited vocabulary, increased emphasis on conventions and spelling	Students in grades 3-5 will participate in Wakulla Writes Assessments as directed by the district administration schedule.	Administration, Classroom Teachers	Grade level chairs will report grade level scores to administration after each assessment.	Wakulla Writes Scores by Grade level
3	Interpretation of various assessment tools	Teachers will assess narrative and expository student writing using a variety of tools. Use data from assessments to identify and remediate and/or enrich students afterschool.	Administration, Classroom teachers	Evidenced through administrative walkthroughs and lesson plans.	Administrative walkthrough log and lesson plans.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	33% (1) will score a level 4 or higher on the 2012-2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	33% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	time constraints of speech personnel	Speech and language personnel will assist in instruction focused on expressive and	Administration and Classroom Teachers	Evidenced through administrative walkthroughs and lesson plans.	Administrative walkthrough log and lesson plan

		receptive communication.			
2	Time constraints within instructional day	Students will be encouraged to participate in a variety of opportunities for writing, including response to picture prompts.	Administration, Classroom Teachers	Evidenced through administrative walkthroughs and lesson plans.	Administrative Walkthrough log and lesson plans

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
Use of Anchor Papers for Scoring/Instruction	4th	Jessica Johnson	4th Grade teachers	On-going	Discussion	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grades 3-5 will participate in Wakulla Writes Assessments as directed by the district administration schedule.	Wakulla Writes assessments	District and/or School Funds	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be encourage to participate in a variety of opportunities for writing (journals, selected prompts, creative expression, word of the week sentences, Creative Writing Bowl, Cougar Tales Display board, and responses to text based questions).	Creative Writing Bowl materials, FCAT Writing Rewards	District and/or School Funds	\$2,000.00
Teachers will assess narrative and expository student writing using a variety of tools. Use data from assessments to identify and remediate students afterschool.	After School Remediation	District and/or School Funds	\$3,000.00



Teachers will assess narrative and expository student writing using a variety of tools.	Parent Writing Night for 4th grade students/parents; supplies needed will be postage for invitations, food	District and/or School Funds	\$150.00
A variety of activities pertaining to academic areas, including Book Fair, Art Fair, BINGO for Books, BINGO for Math, Winter Holiday Presentation, etc. will be held to encourage parental involvement and cougar postcards will be used to make positive contacts with parents.	Title One Dinner to inform parents of Title 1, area of needs/goal; supplies needed for food	District and/or School Funds	\$600.00
			Subtotal: \$5,750.00
			<b>Grand Total: \$6,750.00</b>

End of Writing Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Attendance Goal # 1:			
		To maintain or increase student attendance at our school to at least 95% of students.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
94% (574)		95% (576)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
25% (168)		20 (121)			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
2% (21)		1% (6)			
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	Scheduling of appointments and other non-school related activities by parents, illness	Teacher contact/intervention for students who are absent 2 consecutive days and administrative contact after 10 days with a request for a parent conference; develop and implement plan for addressing excessive tardies.	Classroom teachers, Administration	Attendance printouts	Daily Attendance
2	Scheduling of appointments and other non-school related activities by parents,	Continual parental awareness of academic instructional times via newsletters and	Classroom teachers, Administration	Attendance printouts	Daily attendance

	illness	conferences.			
3	Time constraints	Awards Assembly each quarter to recognize students with perfect attendance.	Administration	Attendance printouts	Daily Attendance

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
Awards Assembly each quarter to recognize students with perfect attendance.	Attendance rewards	Title I School Improvement	\$500.00
			Subtotal: \$500.00
			<b>Grand Total: \$500.00</b>

*End of Attendance Goal(s)*

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension	There were 1%(6) suspensions during the 2011-2012

Suspension Goal #1:	school year. For the 2012-2013 school year, the number of in school suspensions will decrease from 6 to 5.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
6 suspensions	5 suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1% (6) students	1% (5) students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
8 suspensions	7 suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
8 students	7 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	Lack of social and emotional behavioral support	Use Positive Behavioral Support System (PBS) to promote positive behaviors through the use of Paw Pats and other incentives.	Administration	Monitor number of office referrals	Office referrals entered in FOCUS
2	Time constraints for small group and individual guidance with guidance counselor	Small group and individual guidance and counseling.	Administration, Guidance Counselor	Monitor number of referral	Office referrals entered in FOCUS
3	Lack of qualified and available mentors	Provide at-risk students with adult volunteer mentors.	Administration, Guidance Counselor	Monitoring of referrals, mentor sign-in log	Office referrals entered in FOCUS

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Use Positive Behavioral Support system (PBS) to promote positive behaviors through the use of paw pats and other incentives.	PBS materials, implementation supplies and rewards	District and/or School Funds	\$1,000.00
			Subtotal: \$1,000.00
			<b>Grand Total: \$1,000.00</b>

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		In 2011-2012, 48% (285) of parents attended grade level parent nights. In 2012-2013, 50% (283) of parents will attend grade level parent nights.			
Parent Involvement Goal #1:		In 2011-2012 less than 5% of parents attended the Annual Title I Dinner. In 2012-2013, 10% of parents will attend the Annual Meeting.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.		In 2011-2012 approximately 20% of families attended BINGO for Books. In 2012-2013 approximately 30% of families will attend BINGO for Books.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
48% (285)		50% (283)			
Less than 5%		At least 10%			
At least 20%		At least 30%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Child care for parents attending; conflicting parental schedules ; extra-curricular activities	Multi-grade level parent nights will be held within the first 9 weeks of school to provide parents with	Administration and Grade Level Chairs	A sign-in sheet and agenda will be kept for each parent night.	Parent Night Sign-In Sheets

1	during evening hours	information relevant to curriculum and expectations. Dates for parents nights will be posted on the school website, electronic billboard and in newsletters.			
2	Technical Difficulties, Paper Cost	Math and Science Connection will be sent home for parents of students in grades 3-5 to promote understanding of curriculum expectations, and a Parent Science Night will be investigated for 2013-2014 school year.	Administration, Designated teachers	Sign-In sheet for 2013-2014 Science Parent Night	Parent Night Sign-In Sheets
3	Scheduling conflicts	A variety of activities pertaining to academic areas, including Book Fair, Art Fair, BINGO for Books, BINGO for Math, Winter Holiday Presentation, etc. will be held to encourage parental involvement and cougar postcards will be used to make positive contacts with parents.	Administration	Administration	Sign-In sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
A variety of activities pertaining to academic areas, including Book Fair, Art Fair, BINGO for Books, BINGO for Math, Winter Holiday Presentation, etc. will be held to encourage parental involvement and cougar postcards will be used to make positive contacts with parents. A Math and Science Connect Newsletter will be included as an insert flyer in the monthly school newsletter.	Post cards to inform parents of positive qualities of child and Math/Science monthly newsletter	Title I Parent Involvement Funds	\$600.00
A variety of activities pertaining to academic areas, including Book Fair, Art Fair, BINGO for Books, BINGO for Math, Winter Holiday Presentation, etc. will be held to encourage parental involvement and cougar postcards will be used to make positive contacts with parents.	Postage for positive post cards	Title I Parent Involvement Funds	\$50.00
A variety of activities pertaining to academic areas, including Book Fair, Art Fair, BINGO for Books, BINGO for Math, Winter Holiday Presentation, etc. will be held to encourage parental involvement and cougar postcards will be used to make positive contacts with parents. Fourth grade writing parent night will be held to orient parents on the grade level expectations for proficiency in writing.	Title One Dinner to inform parents of Title 1, area of needs/goal; supplies needed for food, supplies and refreshments for Writing Night	Title I Parent Involvement Funds	\$750.00
			Subtotal: \$1,400.00
			<b>Grand Total: \$1,400.00</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		To provide students with real world experiences that connect science, technology, engineering, and math.		
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

(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)

### Safety Goal 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. Safety Goal Goal Safety Goal Goal #1:	96% (160) of students, parents and faculty who completed the Climate Survey during the 2010-2011 school year feels that Crawfordville Elementary is a safe environment. On the 2011-2012 Climate Survey, 97% (162) of students, parents and faculty will feel that Crawfordville Elementary school is a safe environment.
2012 Current level:	2013 Expected level:
96% (160)	97% (162)

#### 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	Training Cougar Cadets	Cougar Cadets (Safety Patrol) participants in grades 4 and 5 will participate during morning and afternoon hallway monitoring. Teachers will monitor student transitions in the hallway during morning and afternoon transitions and designate a grade level member to escort out pickup students. Cameras will be strategically placed to monitor entrances and Rapture ID system will be installed in the front office to monitor visitors.	Administration, Safety Patrol Sponsors, Classroom Teachers	Administrative walkthrough	School Climate Survey
2	Scheduling conflicts and time constraints	The Safety Committee will meet quarterly to review accident reports and review data involving school safety and will report findings at faculty meetings.	Administration and Safety Committee	Safety Committee and faculty Meeting Minutes	School Climate Survey
3	Lack of funding	PBS (Positive Behavior Support) will be used as a proactive approach to discipline and behavior management to increase student safety.	Administration, Classroom teachers, PBS team	PBS meeting minutes, walkthrough, end-of-the-year PBS report.	School Climate Survey



(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
PBS will be used as a pro-active approach to discipline and behavior management to increase student safety.	Positive Behavior rewards and materials	District and/or School Funds	\$500.00
			Subtotal: \$500.00
			<b>Grand Total: \$500.00</b>

*End of Safety Goal Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Targeted Differentiated instruction using Harcourt intervention materials, PALS, REWARDS, SRA Kalediscope, Tune into Reading, Fast Forward and other approved curricular resources.	Rewards, PALS, Tune into Reading, Fast Forward	District and/or School Funds	\$350.00
Writing	Students in grades 3-5 will participate in Wakulla Writes Assessments as directed by the district administration schedule.	Wakulla Writes assessments	District and/or School Funds	\$1,000.00
				Subtotal: \$1,350.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Targeted Differentiated instruction using Harcourt intervention materials, PALS, REWARDS, SRA Kalediscope, Tune into Reading, Fast Forward and other approved curricular resources.	Tune into Reading and Fast Forward headsets/mouthpiece	Title I Funds	\$350.00
Reading	Develop and Implement Differentiated Instruction through the use of content area materials, leveled readers, REWARDS (4th grade) and available technology.	Computers, monitors, keyboards, and mice purchased for student use.	Title I Funds	\$6,380.00
Reading	Develop and Implement Differentiated Instruction through the use of content area materials, leveled readers, REWARDS (4th grade) and available technology.	Surround sound system for 4th grade classrooms.	Title I Funds	\$5,500.00
Mathematics	Develop and implement differentiated instruction through the use of hands on manipulatives and Harcourt Go Math Intervention components, and online programs such as FOCUS, sumdog.com, STAR Math, IXL, FCAT Explorer and other available programs. Build basic computation skills through repetition.	Surround Sound for 4th grade classrooms	District and/or School Funds	\$5,500.00
Mathematics	Develop and implement differentiated instruction through the use of hands on manipulatives and Harcourt Go Math components and online programs such as FOCUS and FCAT Explorer and other available programs,	Computers, monitors, keyboards and mice for student use.	District and/or School Funds	\$6,380.00

with direct instruction  
in real world problem  
solving applications.

Subtotal: \$24,110.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Lesson Study for 1st and 2nd grade teachers	All teachers in 1st/2nd grade and one trainer would need a sub in order to participate in a 2 day Lesson Study. Funds needed are for subs and materials.	Title I Funds	\$750.00
Reading	Daily 5 Training	K-5 teachers would need substitutes to attend training held in county.	Title I Funds	\$300.00
Mathematics	Develop and implement differentiated instruction through the use of hands on manipulatives and Harcourt Go Math Intervention components. Build basic computation skills through repetition.	Linda Walker	District funds	\$5,500.00

Subtotal: \$6,550.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Develop and Implement Differentiated Instruction through the use of content area materials, leveled readers and available technology.	Leveled readers, non-fiction consumable magazines, science enrichment activities, material for grade-level parent night education nights; Families Building Better Readers, BINGO for Books, Travel and Trade Truck program, nonfiction content AR books	District and/or School Funds	\$250.00
Reading	A variety of activities pertaining to academic areas, including Book Fair, Art Fair, BINGO for Books, BINGO for Math, Winter Holiday Presentation, etc. will be held to encourage parental involvement and cougar postcards will be used to make positive contacts with parents.	Title One Dinner to inform parents of Title 1, area of needs/goal; supplies needed for food	District and/or School Funds	\$600.00
Mathematics	A variety of activities pertaining to academic areas, including Book Fair, Art Fair, BINGO for Books, BINGO for Math, Winter Holiday Presentation, etc. will be held to encourage parental involvement and cougar postcards will be used to make positive contacts with parents.	Title One Dinner to inform parents of Title 1, area of needs/goal; supplies needed for food	District and/or School Funds	\$600.00
Mathematics	Students will participate in a variety of grade level appropriate required hands on activities to encourage using the Scientific process to discover questions relevant to the real world.	Math and Science Connect Newsletter sent home monthly for all students	District and/or School Funds	\$100.00
	A science parent night			

Science	to educate parents on science objectives and procedures will be investigated.	Materials for parent night	District and/or School Funds	\$150.00
Science	Students will participate in a variety of grade level appropriate required hands on activities to encourage using the Scientific process to discover questions relevant to the real world.	Math and Science Connect Newsletter sent home monthly for all students	District and/or School Funds	\$100.00
Science	A variety of activities pertaining to academic areas, including Book Fair, Art Fair, BINGO for Books, BINGO for Math, Winter Holiday Presentation, etc. will be held to encourage parental involvement and cougar postcards will be used to make positive contacts with parents.	Title One Dinner to inform parents of Title 1, area of needs/goal; supplies needed for food	District and/or School Funds	\$600.00
Writing	Students will be encourage to participate in a variety of opportunities for writing (journals, selected prompts, creative expression, word of the week sentences, Creative Writing Bowl, Cougar Tales Display board, and responses to text based questions).	Creative Writing Bowl materials, FCAT Writing Rewards	District and/or School Funds	\$2,000.00
Writing	Teachers will assess narrative and expository student writing using a variety of tools. Use data from assessments to identify and remediate students afterschool.	After School Remediation	District and/or School Funds	\$3,000.00
Writing	Teachers will assess narrative and expository student writing using a variety of tools.	Parent Writing Night for 4th grade students/parents; supplies needed will be postage for invitations, food	District and/or School Funds	\$150.00
Writing	A variety of activities pertaining to academic areas, including Book Fair, Art Fair, BINGO for Books, BINGO for Math, Winter Holiday Presentation, etc. will be held to encourage parental involvement and cougar postcards will be used to make positive contacts with parents.	Title One Dinner to inform parents of Title 1, area of needs/goal; supplies needed for food	District and/or School Funds	\$600.00
Attendance	Awards Assembly each quarter to recognize students with perfect attendance.	Attendance rewards	Title I School Improvement	\$500.00
Suspension	Use Positive Behavioral Support system (PBS) to promote positive behaviors through the use of paw pats and other incentives.	PBS materials, implementation supplies and rewards	District and/or School Funds	\$1,000.00
	A variety of activities pertaining to academic areas, including Book Fair, Art Fair, BINGO for Books, BINGO for Math, Winter Holiday			

Parent Involvement	Presentation, etc. will be held to encourage parental involvement and cougar postcards will be used to make positive contacts with parents. A Math and Science Connect Newsletter will be included as an insert flyer in the monthly school newsletter.	Post cards to inform parents of positive qualities of child and Math/Science monthly newsletter	Title I Parent Involvement Funds	\$600.00
Parent Involvement	A variety of activities pertaining to academic areas, including Book Fair, Art Fair, BINGO for Books, BINGO for Math, Winter Holiday Presentation, etc. will be held to encourage parental involvement and cougar postcards will be used to make positive contacts with parents.	Postage for positive post cards	Title I Parent Involvement Funds	\$50.00
Parent Involvement	A variety of activities pertaining to academic areas, including Book Fair, Art Fair, BINGO for Books, BINGO for Math, Winter Holiday Presentation, etc. will be held to encourage parental involvement and cougar postcards will be used to make positive contacts with parents. Fourth grade writing parent night will be held to orient parents on the grade level expectations for proficiency in writing.	Title One Dinner to inform parents of Title 1, area of needs/goal; supplies needed for food. supplies and refreshments for Writing Night	Title I Parent Involvement Funds	\$750.00
Safety Goal	PBS will be used as a pro-active approach to discipline and behavior management to increase student safety.	Positive Behavior rewards and materials	District and/or School Funds	\$500.00
				Subtotal: \$11,550.00
				Grand Total: \$43,560.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

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 9/14/2012)

## 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
Funds will be used to support the attainment of the School Improvement Plan.	\$9,656.21

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

The School Advisory Council will meet regularly following a predetermined timeline to be finalized at the initial SACS meeting. At each meeting minutes from the previous meeting are reviewed, committee chairs and administrators provide updates for each goal set forth in the plan.

# 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

Wakulla School District CRAWFORDVILLE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	82%	89%	67%	323	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%	68%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	65% (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					578	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Wakulla School District CRAWFORDVILLE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	81%	77%	62%	305	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	66%	69%			135	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	78% (YES)			128	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					568	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested