FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HECTOR A. CAFFERATA JR ELEMENTARY SCHOOL

District Name: Lee

Principal: James Moreland

SAC Chair: Connie Howard

Superintendent: Dr. Joseph P. Burke

Date of School Board Approval: Pending

Last Modified on: 9/21/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	James Moreland	BS in Science, William and Mary, 1993 MA, Ed Leadership,Old Dominion, 1998		8	First year Principal of Cafferata Elementary in 2012-2013. Assistant Principal of North Fort Myers Academy of the Arts., 7 years.
Assis Principal	Ashley LaMar	BS in Kinesiolgy, IU MED, ESE and Ed Leadership, FGCU	1	1	Assistant Principal of Cafferata Elementary from 2010-current year.

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, Math, Science, Language Arts	Janice Gergenti	BS in Elementary Ed K-5, ESE	1	6	2011-2012 Cafferata Elementary Grade: A, 75% students made learning gains in Reading, 79% of students made learning gains in Math, 85% students scored at Achievement Level 3.5 and higher in Writing, 52% of students scored Level 3 or high in Science.
Reading, Math, Writing	Katie Norris	BS in Elementary Education MS in Curriculum and Instruction with a Reading Endorsement K-12	3	3	2010-2011 Cafferata Elementary Grade: A, 77% AYP 2011-2012 Cafferata Elementary Grade: A, 75% students made learning gains in Reading, 79% of students made learning gains in Math, 85% students scored at Achievement Level 3.5 and higher in Writing, 52% of students scored Level 3 or high in Science.
Reading, Math, Language Arts, Writing	Kerri Weiner	BS in Elementary Education,ESOL Endorsement MS in Computer Education	5	2	2010-2011 Cafferata Elementary Grade: A, 77% AYP 2011-2012 Cafferata Elementary Grade: A, 75% students made learning gains in Reading, 79% of students made learning gains in Math, 85% students scored at Achievement Level 3.5 and higher in Writing, 52% of students scored Level 3 or high in Science.
Reading, Language Arts	Sue Wisner	MS in Tech Specialist Media, Elementary	3	1	2010-2011 Cafferata Elementary Grade: A, 77% AYP 2011-2012 Cafferata Elementary Grade: A, 75% students made learning gains in Reading, 79% of students made learning gains in Math, 85% students scored at Achievement Level 3.5 and higher in Writing, 52% of students scored Level 3 or high in Science.
Science	Britt Monroe	BS in Pre-Kindergarten Primary Ed Elementary K-6, ESOL Endorsement	2	1	2011-2012 Cafferata Elementary Grade: A, 75% students made learning gains in Reading, 79% of students made learning gains in Math, 85% students scored at Achievement Level 3.5 and higher in Writing, 52% of students scored Level 3 or high in 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	Regular meetings of new teachers with Administration	Principal and Assistant Principal	ongoing	
2	Partnering new teachers or teachers with less than three years experience with veteran staff members	APPLES coordinator	ongoing	
3	Once a month progress monitoring meetings with Administration	Administration	ongoing	
4	Continue the implementation of Kagan Cooperative Learning into instruction with Kagan Coaching and modeling.	Administration, Grade Level Chairs	ongoing	
5	Encouraging new teachers to participate in online curriculum training to increase knowledge of curriculum and teaching strategies.	Curriculum Specialist	ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2% (1) teaching out of field 11% (6) teaching out of field in ESOL 0% (0) teachers received less than effective rating	Administration is encouraging teachers who are not ESOL endorsed to take ESOL classes online to receive their ESOL endorsement. Administration is also encouraging teachers who are teaching "out of field" to complete the required coursework/testing in order to be properly certified.

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
56	5.4%(3)	17.9%(10)	58.9%(33)	17.9%(10)	30.4%(17)	96.4%(54)	7.1%(4)	3.6%(2)	78.6%(44)

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
Stephanie Metzger	Jeanette Edwards	both are ESE certified. Stephanie Metzger is the ESE Grade Level Chair and worked closely with Jeanette last year when Jeanette was an ESE para.	APPLES program, observations, collaborative lesson planning
Wendi Persechino	Lisa Burtz	both are 4th grade teachers, Wendi is the 4th grade level team leader.	APPLES program, observations, collaborative lesson planning
Trudi O'Grady	Hillary Ahlfeldt	Hillary is new to 4th grade and Truid is on the 4th grade team and teaches right next to her.	APPLES program, observations, collaborative lesson planning

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition

programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between school and departments. This coolaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making AYP. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Activities with Early Childhood include three blended VPK/Title I classrooms for four-year olds. This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. The benefits for students include readiness for Kindergarten and focusing on building literacy for early reading skills. The expected outcome is for the four-year old who participates in the programs to be able to perform at the readiness level in all areas of the kindergarten readiness screening. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academics.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS Problem Solving Team for Hector Cafferata consists of the following members:
Katie Norris, Curriculum Specialist
Ashley LaMar, ESOL Administrator & Assistant Principal
Jennifer Stiriz, Speech Pathologist
Linda Kraatz, Behavior Specialist
Suzanne Treichler, Staffing Specialist
Pat Nelson, Social Worker
Jennifer Fiefield, School Psychologist
Janine Johns, Guidance Counselor
Kerri Weiner, Resource Teacher
Janice Gergenti, Resource Teacher

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 Problem Solving team at Cafferata meets on an as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are as follows:

Classroom Teacher
• Keep ongoing progress monitoring notes in a RTI folder (DIBELS, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend RTI Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by RTI Team for students in Tier 2 & 3
• Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
• Attend RTI Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement Tier 2 & 3 interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend RTI Team meetings for some Tier 2 & Tier 3 students
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
• Incorporate RTI data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
• Facilitate implementation of RTI in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support RTI implementation when possible
• Attend RTI Team meetings to be active in the RTI change process
• Conduct classroom Walk-Throughs to monitor fidelity
School Psychologist
• Attend RTI Team meetings on some students in Tier 2 & on all students in Tier 3
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with RTI Team on effective instruction & specific interventions
• Incorporate RTI data when guiding a possible ESE referral & when making eligibility decisions
•
ESE Teacher/Staffing Specialist
• Consult with RTI Team regarding Tier 3 interventions
• Incorporate RTI data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
• Consult with RTI Team
• Provide staff trainings
Social Worker
• Attend RTI Team meetings when requested
• Conduct social-developmental history interviews and share with RTI Team
ESOL/ELL Representative
• Attend all RTI Team meetings for identified ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments
Provide ELL interventions at all tiers

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

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

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.

Cafferata Elementary utilizes the district adopted data management system, Pinnacle Analytics. This allows the school

comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Describe the plan to train staff on MTSS.

The Lee County School District has developed a comprehensive training and support plan for schools. District teams have been established to support schools in the implementation of the RtI process for all students. The teams provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs.

The teams are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies. All team members are provided on-going staff development training regarding the RtI process and research based practices to support the academic and behavioral needs of students.

Describe the plan to support MTSS.

Cafferata Elementary utilizes a series of Progress Monitoring meetings where teachers sit down once a month with the Administrative Team to discuss the academic progress of students in their classrooms. If a student has academic concerns and data shows that they would benefit from MTSS interventions the teacher is referred to the MTSS chairperson who then helps the teacher through the MTSS process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

James Moreland, Principal
Ashley LaMar, Assistant Principal
Katie Norris, Curriculum Specialist
Jennifer Hebert, Kindergarten Representative
Dawn Leepper, First Grade Representative
Jenna Moran, Second Grade Representative
Johanna Calello, Third Grade Representative
Wendi Persechino, Fourth Grade Representative
Kristin Lucas, Fifth Grade Representative
Stephanie Metzger, ESE Representative

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

The LLT meets once a month to discuss Literacy and how it is implemented in our school and district. Each grade level representative takes back the information discussed at the LLT meetings and shares it with their grade level.

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

For the 2012-2013 school year, the LLT will meet once a month with Administration to discuss and plan upcoming curriculum and monitor student progress. The LLT is also responsible for running our Accelerated Reading Program and encouraging literacy in our students.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/18/2012)

*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.

Screening data will be collected and aggregated for the first 30 days of school using the FLKRS assessment. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills. .

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

*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:	In 2013 the percentage of students testing FCAT 2.0 and scoring at Achievement Level 3 in Reading will increase from 26% (82) to 30% (94) as measured by FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 26% (82) of students testing FCAT 2.0 scored a Level 3 in Reading.	In 2013 the number of students scoring a level 3 on Reading FCAT 2.0 will increase from 26% (82) to 30% (94).

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	Insufficient amount of higher order thinking development.	Include higher-order questions in lesson plans.	Principal and Curriculum Specialist	Administration will be aware of WDoK and monitor implementation through classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
2	Ineffective management of Reading and Language Arts instructional time.	Develop an Instructional Focus Calendar for Reading and Language Arts classes.	Curriculum Specialist, Teacher, Resource Teachers	Administration will be aware of the 90 minute reading block structure and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through FCAT weekly assessment scores.
3	82% of our population qualifies for free and reduced lunch	To inform parents about the "Feed the Children" free and reduced lunch program, and free breakfast program	Parent Involvement Specialist, Administration, Kitchen manager	Administration will be responsible for making parents aware of lunch and breakfast programs.	Effectiveness will be based off of numbers of children eating school meals.
4	Insufficient amount of additional instructional support during the Reading Block.	Develop a new schedule incorporating a school wide Reading Block time and utilizing an "all hands on deck" approach to providing additional assistance in the classroom during Reading Block time.	Administration	Administration and Curriculum Specialist will be responsible for creating a Reading Block schedule and incorporating all additional paras, resource teachers, and special area teachers to work with kids in classrooms during the 90 minute Reading Block.	Effectiveness will be determined through FCAT 2.0 test scores, FCAT weekly assessment scores, teacher feedback, and administration observations.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	.

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	.
2012 Current Level of Performance:	2013 Expected Level of Performance:
.	.

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

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	.
2012 Current Level of Performance:	2013 Expected Level of Performance:
.	.

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

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	In 2013 the percentage of students testing Florida Alternate Assessment and making learning gains will increase from 67% (4)to 80% (5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 67% (4) of our students testing Alternate Assessment made learning gains.	In 2013 the percentage of students testing Florida Alternate Asessment and making learning gains, or maintaining current level, will increase from 67%(4)to 72% (5).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students will have a new teacher this year. Transitions can be difficult for some students.	All teachers will be trained using the same curriculum to make changing classrooms easier for students academically.	Administration	Weekly test scores, Baseline and Mid Year test scores.	FCAT weekly assessments, FAIR testing, fluency tests
2	Students aren't fed breakfast at home so they are coming to school hungry.	All students will receive a FREE breakfast this year.	Teachers, Administration	observation done by teacher to see if students are able to focus better when their stomachs are filled with breakfast.	Maintained FAA proficient scores.
3	Classroom teacher needs to feel supported.	ESE department will meet once a month for Grade Level meetings to make sure that all teachers feel supported and are able to share ideas with eachother.	Grade Level Chair, Administration.	Meeting notes, PM meetings with Admin	Lesson Plans, EOY test scores

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

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

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012 the percentage of students in the White subgroup scoring in levels 3-5 on the FCAT Reading test will increase from 72% to 75% as measured by the School Grades Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011 72% of students in the White subgroup scored in levels 3-5 on the Administration of the Reading FCAT as reported by the AYP report.	75% of students in the White subgroup will score a level 3-5 on the Reading FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students haven't been taught proper test taking skills.	The school will provide teachers with adequate trainings and resources to implement test taking strategies to increase scores on FCAT weekly assessments, thus	Principal, Curriculum Specialist	Classroom walk throughs, data binders	Achievement Series reports

		monitoring students test scores.			
2	Students are not fluent readers.	Teachers will monitor fluency through bi-weekly fluency checks.	Principal, Assistant Principal, and teachers	data binders, PLCs	Treasures Weekly Fluency Assessments
3	Students are learning on different levels and not having their needs met in the classroom.	Teachers will implement Literacy Centers during reading time to provide individualized differentiated instruction.	Principal, Assistant Principal, Curriculum Specialist	Classroom walk throughs, lesson plans	Oncourse, data binders, Achievement Series
4	Students are bored or uninterested in Reading instruction.	Teachers will implement Kagan Cooperative Learning strategies into Reading Curriculum	Grade Level Chairs, Administration	lesson plans, collaborative planning	Oncourse, FCAT weekly assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	.
2012 Current Level of Performance:	2013 Expected Level of Performance:
.	.

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012 the percentage of students in the Economically disadvantaged subgroup scoring in levels 3-5 on the FCAT Reading test will increase from 74% to 77% as measured by the School Grades Report per the Safe Harbor target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% of students in the Economically Disadvantaged subgroup scored in levels 3-5 on the Reading FCAT.	77% of students in the Economically Disadvantaged subgroup will score a level 3-5 on the Reading FCAT per the Safe Harbor target.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students haven't been taught proper test taking skills.	The school will provide teachers with adequate trainings and resources to implement test taking strategies to increase scores on FCAT weekly assessments, thus monitoring students test scores.	Principal, Curriculum Specialist	Classroom walk throughs, data binders	Achievement Series reports
2	Students are not fluent readers.	Teachers will monitor fluency through bi-weekly fluency checks.	Principal, Assistant Principal, and teachers	data binders, PLCs	Treasures Weekly Fluency Assessments
3	Students are learning on different levels and not having their needs met in the classroom.	Teachers will implement Literacy Centers during reading time to provide individualized differentiated instruction.	Principal, Assistant Principal, Curriculum Specialist	Classroom walk throughs, lesson plans	Oncourse, data binders, Achievement Series
4	82% of our population qualifies for free and reduced lunch	To inform parents about the "Feed the Children" free and reduced lunch program, and free breakfast program	Parent Involvement Specialist, Administration, Kitchen manager	Administration will be responsible for making parents aware of lunch and breakfast programs.	Effectiveness will be based off of numbers of children eating school meals.

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
CCSS Reading Training	K-5/Reading	Cara Plumley, Stephanie Metzger, Trudi O'Grady, Dawn Gonzalez	school-wide	SINI week	On-course lesson plans implimentation of new standards, Grade Level meetings to discuss CCSS	Administration, Grade Level Chairs
How CCSS correlate with the Treasures Curriculum	1-5/Reading	Polly Kiely	1st-5th grade levels	September, one 30 minute meeting	Grade Levels talk about the correlation and work through their Reading textbooks correlating standards.	GLCs
					Teachers will report back to Resource teachers on how	

Compass Learning	K-5/Reading	Kerri Weiner and Janice Gergenti	school-wide	Four-Five of our extra 30 minute PD times will be used to be trained to incorporate Compass Learning into our classrooms.	Compass learning is working in their classrooms. We will also have our Compass Learning contact come and train two teachers per grade level, so that they are the "Compass Learning Guru" of their team so that if anyone has questions they can help them.	Resource Team, Grade Level Representatives, Administration, Curriculum Specialist, Tech Specialist
Rally FCAT practice tests	3-5/Reading	Curriculum Specialist and Grade Level Chairs	3rd-5th grade levels	teachers will use RALLY FCAT practice tests to breakdown what areas of Reading students are proficient in and what areas they still need assistance in.	RALLY FCAT practice tests will be used to drive small group and whole group instruction measured through FCAT weekly test scores and oncourse lesson plans.	GLCs, Administration, Curriculum Specialist, and Resource Teachers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
RALLY FCAT 2.0 practice tests	These are practice Tests that model the FCAT 2.0 and can be used to determine what area students need extra support in.	Title I	$3,000.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Title I Resource Teachers	Resource teachers' salaries were paid for out of Title I funds to specifically focus on Reading and work with teachers during the Reading Block to help increase knowledge and test scores.	Title I	$218,828.69
			Subtotal: $218,828.69
			Grand Total: $221,828.69

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	In 2013 students scoring proficient in listening/speaking will increase from 44% (46) to 48% (50).

2012 Current Percent of Students Proficient in listening/speaking:

In 2012 44% (46) of students taking CELLA testing scored Proficient in listening/speaking.In the 2012-2013 school year we will improve to 48% (57) of students scoring proficient in listening/speaking as measured by the CELLA report.

	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	Language Barrier	ESOL paras will work closely with students on a specific schedule to increase language skills. Students will also have the opportunity to work on My Reading Coach or Rosetta Stone throughout the day to increase English Language skills.	Administration	increase in test scores, increase in communication skills	Rosetta Stone reports, My Reading Coach reports, data charts showing increase in test scores, proficiency on CELLA testing
2	Students are coming to school hungry and not ready to learn.	FREE breakfast for all students	Administration, classroom teacher, cafeteria staff	increase in ability to focus and work	teacher observation
3	Students have not been exposed to enough of the spoken English language because they are using other languages at home.	Teachers will expose students to more opportunities for students to hear academic language as well as use conversational language skills at school.	Administration, Teachers	oral communication skills	proficiency on CELLA testing, and observation of day to day classroom interactions

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:	In 2013 the number of students taking CELLA testing and scoring proficient in reading will increase from 30% (31) to 38% (39).

2012 Current Percent of Students Proficient in reading:

In 2012 30% (31) of students taking CELLA testing scored Proficient in reading.In the 2012-2013 school year we will improve to 38% (39) of students scoring proficient in reading as measured by the CELLA report.

	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	Language Barrier	ESOL paras will work closely with students on a specific schedule to increase language skills.	Administration	increase in test scores, increase in communication skills	Rosetta Stone reports, My Reading Coach reports, data charts showing increase in test scores, proficiency on CELLA testing
2	Students have not been exposed to enough grade level text.	Teachers will expose students to more grade level text in centers and small group	Administration, grade level chairs, Media Specialist	increase in AR level, increase in test scores	proficiency on CELLA testing, STAR Reading test scores

		activities.			

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	In 2013 the number of students scoring proficient in the writing portion of CELLA testing will increase from 27% (28) to 32% (33).

2012 Current Percent of Students Proficient in writing:

In 2012 27% (28) of students taking CELLA testing scored Proficient in writing.In the 2012-2013 school year we will improve to 32% (33) of students scoring proficient in writing as measured by the CELLA report.

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	Language Barrier	ESOL paras will work closely with students on a specific schedule to increase language skills. Students will also receive additional assistance working on My Reading Coach and Rosetta Stone.	Administration	increase in test scores, increase in communication skills	Rosetta Stone reports, My Reading Coach reports, data charts showing increase in test scores, proficiency on CELLA testing
2	Students aren't given enough time to practice writing.	As part of the new Common Core State Standards teachers will implement more opportunities for students to using writing to respond to text that they have read. Teachers will also create a Writing Plan in order to incorporate additional writing opportunities each quarter.	Classroom Teacher, Curriculum Specialist	increase in monthly Cafferata Writes writing scores.	increase in Cafferata Writes test scores, proficiency on CELLA testing

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
My Reading Coach	Computer Based program to help increase reading and English skills	General Fund/ Downtown purchased this	$0.00
Rosetta Stone	Computer Based program to help increase language skills	General Fund	$5,000.00

			Subtotal: $5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Salaries for two ESOL paraprofessionals	Paras are used to work with ESOL students in small groups or one on one.	General Fund	$29,000.00
			Subtotal: $29,000.00
			Grand Total: $34,000.00

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:	In 2012-2013 34% (107) of our students scored at Achievement Level 3 in Mathematics. In 2012-2013 we will improve to 40% (125) as measured by the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 34% (107) of our students scored at Achievement Level 3 in Math.	In 2012-2013 we will increase the number of students who score at Achievement Level 3 from 34% (107) to 40% (125) as measured by FCAT 2.0.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students don't know basic math facts.</td><td>Teachers will implement programs to increase knowledge of basic math facts.</td><td>Administration</td><td>Data binders, classroom walk throughs</td><td>Fastt Math, Daily time tests, Achievement Series, flash cards</td></tr>
<tr><td>2</td><td>Students are learning on different levels and not having their needs met in the classroom.</td><td>Teachers will use Math Centers during Math time to provide individualized differentiated instruction.</td><td>Principal, Assistant Principal, Curriculum Specialist</td><td>Classroom walk throughs, lesson plans</td><td>Oncourse, data binders, Achievement Series</td></tr>
<tr><td>3</td><td>Students learn using a variety of ways and their needs are not being met in the classroom.</td><td>Teachers will implement Kagan Cooperative learning Structures in Math lessons to provide students with different activities to ensure learning.</td><td>Administration</td><td>Classroom walk throughs, lesson plans, Kagan Coaching opportunities</td><td>Oncourse, Progress Monitoring meetings</td></tr>
<tr><td>4</td><td>Teachers have a variety of students learning on different levels in their classrooms.</td><td>Teachers in grades 3-5 will be given a Resource teacher to help work with their students one day a week to help increase math skills.</td><td>Administration, GLC, Resource teacher, classroom teacher</td><td>increase in test scores, data binders</td><td>data binders, Math Topic tests</td></tr>
</table>

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	In 2013 the number of students scoring at or above a Level 7 in Math will increase from 60% (3) to 80% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 60% (3) of students who were tested using Florida Alternate Assessment scored at or above a level 7 in Mathematics.	In 2013 the number of students who are tested using Florida Alternate Assessment and who score at or above a level 7 will increase from 60% (3) to 80% (4).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not exposed to daily math.	Teachers will implement "Every Day Counts Calendar Math" into their mathematics lessons.	Classroom teacher, Curriculum Specialist.	increase in daily math practice	Observation, increase in test scores
2	Students need extra math fact practice.	Teachers will use FASTTMATH as a math computer center to increase Math fact skills.	Classroom teacher	increase in daily math fact practice.	Observation, increase in test scores

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making learning gains will increase from 70% to 71% as measured by the AYP report per the Safe Harbor target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011 70% of students made learning gains in Math.	In 2012 71% of students will make learning gains.

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

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	.
2012 Current Level of Performance:	2013 Expected Level of Performance:
.	.

Problem-Solving Process to Increase Student Achievement

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

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2012 the percentage of students in the White subgroup scoring in levels 3-5 on the FCAT Math test will increase from 77% to 80% meeting the newly set goals for the AYP report. In 2012 the percentage of students in the Hispanic subgroup scoring in levels 3-5 on the FCAT Math test will increase from 75% to 78% meeting the newly set goals for the AYP report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% of students in the White subgroup scored in levels 3-5 on the Math FCAT. 75% of students in the Hispanic subgroup scored in levels 3-5 on the Math FCAT.	80% of students in the White subgroup will score a level 3-5 on the Math FCAT. 78% of students in the Hispanic subgroup will score a level 3-5 on the Math FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students don't know basic math facts.	Teachers will implement programs to increase knowledge of basic math facts.	Administration	Data binders, classroom walk throughs	Fastt Math, Daily time tests, Achievement Series, flash cards
2	Students are learning on different levels and not having their needs met in the classroom.	Teachers will use Math Centers during Math time to provide individualized differentiated instruction.	Principal, Assistant Principal, Curriculum Specialist	Classroom walk throughs, lesson plans	Oncourse, data binders, Achievement Series

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:	In 2011 the percentage of students in the HISPANIC subgroup scoring in levels 3-5 on the FCAT Math test will increase from 76% to 80% meeting the newly set goals for the AYP report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% of students in the Hispanic subgroup scored in levels 3-5 on the Math FCAT.	80% of students in the Hispanic subgroup will score a level 3-5 on the Math FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students don't know basic math facts.	Teachers will implement programs to increase knowledge of basic math facts.	Administration	Data binders, classroom walk throughs	Fastt Math, Daily time tests, Achievement Series, flash cards
2	Students are learning on different levels and not having their needs met in the classroom.	Teachers will use Math Centers during Math time to provide individualized differentiated instruction.	Principal, Assistant Principal, Curriculum Specialist	Classroom walk throughs, lesson plans	Oncourse, data binders, Achievement Series

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:	In 2012 the percentage of students in the SWD subgroup scoring in levels 3-5 on the FCAT Math test will increase from 67% to 71% as measured by the School Grades Report per the Safe Harbor target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011 67% of students in the SWD subgroup met high standards in Math as reported on the Florida School Grade and AYP Dashboard.	71% of students in the SWD subgroup will score a level 3-5 on the Math FCAT per Safe Harbor target

	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 Management: Inability to follow through with Math centers due to instructional time focused on whole group	to effectively incorporate math centers	Administration	Achievement Series, Comprehensive Data Sheet,	Level of proficiency on FCAT test
2	low level of Math Fact knowledge	to implement strategies to increase math fact knowledge	Administration, Grade Level Chair	Topic test scores, Oncourse lesson plans	Level of proficiency on FCAT test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2011 the percentage of students in the Economically Disadvantaged subgroup scoring in levels 3-5 on the FCAT Math test will increase from 70% to 73% meeting the newly set goals for the AYP report per the Safe Harbor target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% of students in the Economically Disadvantaged subgroup scored in levels 3-5 on the Math FCAT.	73% of students in the Economically Disadvantaged subgroup will score a level 3-5 on the Math FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are learning on	Teachers will use Math	Principal, Assistant	Classroom walk throughs,	Oncourse, data

1	different levels and not having their needs met in the classroom.	Centers during Math time to provide individualized differentiated instruction.	Principal, Curriculum Specialist	lesson plans	binders, Achievement Series
2	Students don't know basic math facts.	Teachers will implement programs to increase knowledge of basic math facts.	Administration	Data binders, classroom walk throughs	Fastt Math, Daily time tests, Achievement Series, flash cards
3	82% of our population qualifies for free and reduced lunch	To inform parents about the "Feed the Children" free and reduced lunch program, and free breakfast program	Parent Involvement Specialist, Administration, Kitchen manager	Administration will be responsible for making parents aware of lunch and breakfast programs.	Effectiveness will be based off of numbers of children eating school meals.

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
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Every Day Counts Calendar Math	daily on grade level and standards alligned Math practice	Previously paid for out of Title I funds	$0.00
		Subtotal: $0.00	

Technology

Strategy	Description of Resources	Funding Source	Available Amount
FASTTMATH	math computer center, practice of math facts	paid for by the district	$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 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:	In 2013 students scoring at Achievement Level 3 in Science will increase from 38%(43) to 49% (55) as measured by FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 38% (43) of our students scored at Achievement Level 3 in Science.	In 2012-2013 5th grade students scoring at Achievement Level 3 in Science will increase from 38% (43) to 49% (55) as measured by FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Classroom teachers don't feel that they have enough time to teach Science using as many hands on experiments as they would like.	Using Title I funds we will pay for a Science teacher who will be part of the "specials rotation" and will incorporate additional Science experiments.	Administration, Grade Level Chair	increase in test scores, increase in Science knowledge	FCAT 2.0, Baseline testing, Science unit test scores
2	Students are not coming to 5th grade knowing what they should have been taught in previous grade levels.	Teachers will be encouraged to follow the Science Academic plans more closely. The Science Resource teacher will work with all grade levels to help encourage Science knowledge.	Administration, Curriculum Specialist, Grade Level Chair	increase in test scores, increase in Baseline test scores	Baseline test scores, Science unit test scores, curriculum mapping, oncourse lesson plans
3	Students have insufficient Science background knowledge.	Improve the importance of Science in education and improve quality of Science instruction.	Administration, Grade Level Chair	Classroom walk through, lesson planning	Achievement Series, Hands on FOSS kits
4	Time management: Teachers don't have enough time to always fit Science in their schedule.	Provide teachers with options of different ways to include Science in everyday instruction. (ie: literacy centers, iii instruction using Science based curriculum)	Administration, 5th grade team	Classroom walk throughs	Achievement Series, 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	In 2013 our percentage of students testing Florida Alternate Assessment and scoring at or above Level 7 will increase from 50% (1) -60% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 50% (1) of our 5th grade students testing Florida Alternate Assessment scored at or above a Level 7.	In 2012-2013 our fifth grade students testing Florida Alternate Assessment scoring above a Level 7 will increase from 50% (1) to 60% (3).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have insufficient Science background knowledge.	Improve the importance of Science in education and improve quality of Science instruction.	Administration, Grade Level Chair	Classroom walk through, lesson planning	Achievement Series, Hands on FOSS kits
2	Exposure to Science outside of textbooks	Using Title I funds we will provide a Science Resource Teacher who will meet with classes every seven days to provide supplemental Science instruction.	Administration, Grade Level Chair	collabortative lesson planning between Science Resource Teacher and Grade Levels.	Achievement Series, FCAT scores, teacher evaluation

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
District Science Trainings	school-wide	District Representative	school-wide	Teachers will be encouraged to attend any Science PD that is put on by the District.	Administration, GLCs, Science Resource Teacher	Science Contact

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
Instant Science	Computer program used to supplement Science instruction	Paid for by District	$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
Science Resource Teacher	Science Resource teacher used to circulate among grade levels and teacher Science	Title I	$59,496.00
			Subtotal: $59,496.00
			Grand Total: $59,496.00

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:	In 2013 the percentage of students scoring in levels 3.5 or higher on the Writing FCAT test will increase from 85% (90) to 90% (95) or higher on the Writing FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	In 2012 85% (90) of students scored a level 3.5 or higher on the Writing FCAT.	In 2012-2013 90% (95) of students will achieve a level 3.5 or higher on the Writing FCAT.

	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	4th grade teachers are having to deal with the adjustment of the proficiency score each year. After receiving Kathryn Robinson training last year teachers would like some additional assitance in using rubrics to grade writing.	Teachers will be given Professional Development instruction	Administration	Monthly Cafferata Writes	Achievement Series, FCAT scores, data binders
2	Students are not coming to 4th grade knowing what they need to know to be good writers.	Teachers will be given a Professional Development inservice on Writing and how to incorporate it into other content areas.	Administration, GLCs	Monthly Cafferata Writes, Extended Response Questions on weekly FCAT tests	Achievement Series, Cafferata Writes scores, data binders

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

Inservice Training: how to incorporate Writing in different content areas	K-5	Wendi Persechino, Katie Norris, Liz Larose	school-wide	Pre-school	Teachers are to follow the quarterly map they created	Administration, Grade Level Chairs

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Kathy Robinson Training (2nd, 3rd, 4th grade)	Kathy Robinson Expository Writing Training	Title I	$1,200.00
			Subtotal: $1,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,200.00

End of 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:	In 2012 the attendance rate will increase from 94% to 95%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2011 the attendace rate was 94%.	The attendance rate in 2012 will be 95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
As of September 2011 the current number of students with excessive absences is 1%	The number of students with excessive absences will stay at 1% or below.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
As of September 2011 the current number of students	The number of students with excessive tardies will stay

	with excessive tardies is 2.5%			at 2.5% or below.	

	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	82% of our population qualifies for free and reduced lunch	To inform parents about the "Feed the Children" free and reduced lunch program, and free breakfast program	Parent Involvement Specialist, Administration, Kitchen manager	Administration will be responsible for making parents aware of lunch and breakfast programs.	Effectiveness will be based off of numbers of children eating school meals.
2	Parents not bringing their kids to school on time.	Parents will be called by the Parent Involvement Specialist if their child is starting down a path of excessive tardies or absences.	Parent Involvement Specialist	Administration will be responsible for monitoring absences	Pinnacle, SILK
3	Parents picking up students early.	The front office will impliment the school board rule or early pick ups.	Parent Involvement Specialist, Clerk Typist	Administration will be responsible for monitoring tardies and early pick ups.	Pinnacle, SILK

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

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

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

Attendance Budget:

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

Subtotal: $0.00

Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
.	.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
.	.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
.	.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
.	.

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

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	In 2013 we will increase the number of parents participating in school activities from 20%to 50% by offering a variety of activities for parents to come to school to be a part of their child's education. We will also remind them about volunteering at school and different ways they can get involved.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012 20% of our parents participated in school activities.	In 2013 we will increase the number of parents participating in school activities from 20% to 50%.
Problem-Solving Process to Increase Student Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Some parents are monolingual	Using Title I funds a bilingual Parent Involvement specialist will be hired to help with communicating to all parents	Principal, Asst. Principal	End of the Year Evaluation, observations, parent comments, parent survey	Final Performance Evaluation
2	People want to get something	Incentives will be offered (homework passes, food, tools, strategies) to increase participation in after school activities.	Parent Involvement Specialist	parent survey, log in sheets for night time activities	observation, cummulative counts for participation, Title I toolbox
3	Parents need help parenting	This year we will provide parents with the opportunity to participate in a "Partnering Parents" workshop where they can learn strategies for positive parenting.	Partnering Parents team	parent survey, sign up sheets	Title I toolbox, parental involvement surveys
4	People want to get involved but don't know how.	We will offer a variety of activities for parents and community members to volunteer and be involved in. Including Read Across America, Fall Festival, K-2 Reading Night, 3-5 Reading Night, and other after school activities. Our Parent Involvement Specialist and our Curriculum Specialist will be contacting community members and parents to get involved.	Curriculum Specialist, Parental Involvement Specialist, Administration	volunteer sign up sheets, Read Across America reader logs	Title I toolbox

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
Partnering Parents Workshop	Team goes Downtown to participate in Partnering Parents workshop	Paid for by Title I downtown	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement Specialist	Parent Involvement Specialist	Title I	$36,307.00
			Subtotal: $36,307.00
			Grand Total: $36,307.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

Evidence-based Program(s)/Material(s)			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

Bullying 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. Bullying Goal Bullying Goal #1:	In 2013 the percentage of office referrals completed for bullying issues will be maintained at 0%.
2012 Current level:	2013 Expected level:
In 2012 0% of office referrals completed were completed for bullying issues.	In 2013 the percentage of office referrals completed for bullying issues will be maintained at 0%.

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	Consistency	continued implementation of a Bullysafe curriculum, a part time guidance counselor, and a mentoring program.	Administration, Teachers, Guidance Counselor	number of office referrals completed for bullying.	Teacher Evaluation System

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
Bucket fillers	school-wide	A+ team	school-wide	beginning of the school year PD, reminders at faculty meetings	check at Admin meetings, GLC meetings	Teachers, Administration

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
Guidance Counselor	Guidance counselor to be used to teach Anti-bullying curriculum	General Fund	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Bullying Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	RALLY FCAT 2.0 practice tests	These are practice Tests that model the FCAT 2.0 and can be used to determine what area students need extra support in.	Title I	$3,000.00
Mathematics	Every Day Counts Calendar Math	daily on grade level and standards alligned Math practice	Previously paid for out of Title I funds	$0.00
				Subtotal: $3,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	My Reading Coach	Computer Based program to help increase reading and English skills	General Fund/ Downtown purchased this	$0.00
CELLA	Rosetta Stone	Computer Based program to help increase language skills	General Fund	$5,000.00
Mathematics	FASTTMATH	math computer center, practice of math facts	paid for by the district	$0.00
Science	Instant Science	Computer program used to supplement Science instruction	Paid for by District	$0.00
				Subtotal: $5,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Kathy Robinson Training (2nd, 3rd, 4th grade)	Kathy Robinson Expository Writing Training	Title I	$1,200.00
Parent Involvement	Partnering Parents Workshop	Team goes Downtown to participate in Partnering Parents workshop	Paid for by Title I downtown	$0.00
				Subtotal: $1,200.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Title I Resource Teachers	Resource teachers' salaries were paid for out of Title I funds to specifically focus on Reading and work with teachers during the Reading Block to help increase knowledge and test scores.	Title I	$218,828.69
CELLA	Salaries for two ESOL paraprofessionals	Paras are used to work with ESOL students in small groups or one on one.	General Fund	$29,000.00
Science	Science Resource Teacher	Science Resource teacher used to circulate among grade levels and teacher Science	Title I	$59,496.00
Parent Involvement	Parent Involvement Specialist	Parent Involvement Specialist	Title I	$36,307.00
Bullying	Guidance Counselor	Guidance counselor to be used to teach Anti-bullying curriculum	General Fund	$0.00
				Subtotal: $343,631.69
				Grand Total: $352,831.69

Differentiated Accountability

School-level Differentiated Accountability Compliance

◯ Priority	◯ Focus	◯ Prevent	◉ 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 9/21/2012)

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
	$0.00

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

The SAC will conduct 8 meetings during the 2012-2013 school year to review minutes from the DAC meetings. They will also meet to discuss the instructional academic programs, volunteer opportunities, program formating, and informational topics. SAC will vote to approve the SIP and the plan for disbursement of reward monies.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Lee School District
HECTOR A. CAFFERATA JR ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	74%	89%	54%	295	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	63%	70%			133	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?	52% (YES)	66% (YES)			118	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					546	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Lee School District
HECTOR A. CAFFERATA JR ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	76%	91%	51%	297	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	76%	75%			151	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?	57% (YES)	74% (YES)			131	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					579	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested