

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: STEINHATCHEE SCHOOL

District Name: Taylor

Principal: Sandy Hendry

SAC Chair: Jeannie Mathis

Superintendent: Paul Dyal

Date of School Board Approval: 10/16/2012

Last Modified on: 10/19/2012

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	Sandy Hendry	Bachelor's Degree in Social Science Education from Florida State University. Master's of Education Degree in Educational Leadership from Florida A&M University.	3	7	The Steinhatchee School grade for the 2011/12 school year fell to a D from the 2010/2011 grade of a C with 85% of AYP criteria met. The 2009/2010 school grade was also a D with 85% of AYP criteria met. This was a significant drop from an A with 92% of AYP criteria met the 2008/2009 school year. The school received a letter grade of B the two years prior to that with 85% and 90% of AYP criteria met respectively.

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)
NA	NA	NA			NA

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	All teachers at Steinhatchee School are highly qualified teachers. We will work to retain these teachers by providing quality professional development in best practices and new and innovative approaches to education. We will continue to have a family atmosphere with high teacher moral.	Principal	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
11	9.1%(1)	27.3%(3)	18.2%(2)	45.5%(5)	9.1%(1)	81.8%(9)	9.1%(1)	0.0%(0)	18.2%(2)

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
Carlena Hires	Danielle Schroeder	Mrs. Schroeder is in her second year of teaching in Florida. Mrs. Hires has ten years of experience teaching at the primary /elementary level.	Mrs. Hires and Mrs. Schroeder will meet bi-weekly to discuss/review FCAT specifications, best practices, intervention strategies, and any other questions/issues Mrs. Schroeder may encounter.
		Mrs. Hewett is	

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

The District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and instructional software will enhance literacy and math skills of struggling students. Funds are used to purchase educational software and Head Sprout licenses.

Title II has also been used to provide peer teachers, mentors, courses for the Reading Endorsement as well as travel for teachers to professional development activities held at the in town schools.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Steinhatchee School currently has no ELL students.

Title X- Homeless

Annually the District Homeless Coordinator provides inservice to all faculty and staff members on ways to identify and provide services for the homeless. In addition she provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) funds are used to help pay teacher salaries and provide funding for 3rd grade summer reading and math camp.

Violence Prevention Programs

Anti-bullying materials and character education materials are purchased from this fund.

Nutrition Programs

The Taylor County Health Department partners with the school to staff the school clinic with a full time Clinic Aide and a part time Registered Nurse. The clinic provides medical care for the students and presents health related programs to the students during the school year.

In addition to the school clinic, Steinhatchee School, being a full service school, partners with Doctors Memorial Hospital to house a clinic that is open four days a week to serve the residents of Steinhatchee.

Steinhatchee School participates in the free and reduced federal lunch program.

Steinhatchee School was awarded the FLDOE Fresh Fruits and Vegetables Grant. The grant enables us to provide a nutritional fresh fruit or vegetable snack to our students three days per week. In addition to the nutritional snack teachers provide

information and tips on healthy eating habits.

Housing Programs

NA

Head Start

A Head Start class is housed at the school that serves a targeted population of pre-school children.

Adult Education

Career and Technical Education

Eighth grade students are taught career preparation curriculum in accordance with the Department of Education standards, including the Career Choices Planner etool. Field trips to Taylor County High School and Taylor Technical Institute and various businesses and government entities will help students see real world experiences in preparation for the world of work.

Job Training

NA

Other

Steinhatchee School teachers implement the "Learning for Life" character education program with their homeroom students in grades K-5. Students in the middle school are taught character ed curriculum by the PE coach on a regular basis.

The Boys & Girls Club of North Central Florida and the Steinhatchee School have a history of collaboration to ensure the academic success of our students. BGCNCFL of Steinhatchee is located on our campus, the staff persons collaborate with teachers and students to align the afterschool program with the regular school day and have done so for several years. In addition, there is frequent communication in the form of letters and emails between the Club sites and the regular school day teachers to coordinate services for Steinhatchee School students.

Goals of the Program:

- 1) To improve students' mastery of academic skills enabling them to meet or exceed state academic standards through individualized and cooperative academic assistance.
- 2) To reduce juvenile risk taking behaviors and to promote healthy lifestyles through quality, fun afterschool and summer programs.
- 3) To strengthen families through increased parental participation in their child's academic and social success.
- 4) Decrease student drop out rate through the Boys & Girls Clubs of America youth development strategies, educational technology programs, family and community engagement as well as targeted outreach for youth at high risk of academic failure.

Activities and Programs that will be used to accomplish these goals:

- *Power Hour (Homework Help)
- *The Comic Book Project
- *LEGO Robotics
- *SMART (Skills Mastery And Resistance Training) Moves
- *LitART LEARN (Literature, Reading, Language Arts)
- *Litamatics (Math Skills)
- *Triple Play (Fitness for Mind, Body & Soul)
- *Leapfrog Manipulatives
- *Club Tech (Technology Program)
- *Healthy Habits (Nutrition and Wellness)
- *Open House for Open Minds Parent Night
- *Family Game Nights
- *KidzLit
- *KidzMath
- *STEMfinity (Science, Technology, Engineering and Math)

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Site Administrator:

Implement universal screenings, progress monitoring, and diagnostic assessment at each site; assist site in developing and provide support (personnel, time, materials, etc.) for multiple tiers of intervention; oversee progress monitoring, adjusting personnel as needs arise; oversee the use of scientific research-based interventions at each tier; integrate data collection/assessment system so that all flows together to enhance multi-tiered interventions; use the problem-solving and/or standard protocol approach as the underlying aspect of all instructional and evaluation approaches at each site; ensure staff agreement to implement the model through building commitment: (a) understanding need: (b) understanding model: (c) mutual outcomes: (d) development of expertise.

Reading Coaches (PP, TCE, TCMS), Staffing Specialists (District), School Psychologists (District), ESE Teacher and Elementary Teacher:

Support the team process; use data with all staff and ensure all staff is using data for decision making; assist teachers in defining problems, planning interventions, monitoring fidelity and integrity of implementation, help develop documentation of data, sit with other teams to ensure the consistent use of the problem-solving process across all areas of instruction and behavior; help manage paperwork documentation of the process; ensure parental involvement in the process; help define the role of each team member based on the needs of the individual child.

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?

During their initial meeting for the new school year the RTI Team will provide an overview of the RTI plan and procedures. The leadership team will ensure that the RtI language is included in the School Improvement Plan and the Parental Involvement Plan. They will produce an RTI Parent Brochure to include the school's Positive Behavior Support (PBS) Plan. There will be ongoing progress reporting to parents regarding student achievement and the sharing of data with School Advisory Council and the Parental Involvement Committee.

The leadership team will meet weekly to review data, identify students progress, or lack there of, problem solve, and make recommendations for instructional strategies and professional development.

- Quarterly Data meetings with District Administration

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 RtI Leadership Team will meet with the School Advisory Council (SAC) and provide data on: Tier I, II, III targets, academic and social/emotional student needs, and clarify expectations for instruction (Rigor, Relevance, Relationship) and the systematic approach to teaching.

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.

Tier I and II:

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR) Assessment, Discovery Education Assessment, School Wide Information System (SWIS), and Florida Comprehensive Assessment Test (FCAT).

Progress Monitoring: FAIR (through PMRN) and Discovery Ed. Assessment will analyze and graph data in a user friendly format which will be interpreted by the school data team and classroom teachers.

Midyear: FAIR and Discovery Education Assessments

End of Year: FAIR, Discovery Education Assessments, FCAT

Tier III (In addition to the above): Daily behavior forms and increased individualized progress monitoring in specific skill areas.

Describe the plan to train staff on MTSS.

The School based RtI Leadership teams will network with other schools within the district as well as schools outside the district.

The School based RtI Leadership team will continue to network with the District RtI Leadership team at the school level.

The RtI Team will continue to attend Regional RtI workshops.

Professional development will be provided by the RtI team to all teachers during their common planning time and teacher professional development days.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sandy Hendry, Principal
Pam Keller, Kindergarten Teacher
Lynn Reynolds, 5th & 6th Grade Reading Teacher
Carlana Hires, ESE Teacher
Leslie Meade, Special Area Teacher
Suzette Stephens, Title I Aide (Library Aide)
Debby Powers, Reading Coach TCES
Ann Joiner, Reading Coach TCMS

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

The LLT meets bi-monthly to look at data and determine areas of concern and ways to increase the level of Tier 1 instruction to ensure the core curriculum is meeting the needs of 80% of our students. They will also review and give input to the K-12 Reading Plan and ensure that Steinhatchee School is in full compliance with the implementation of the plan.

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

K-12 Reading Plan
Accelerated Reader (AR) Program
Updating library holdings

Special functions such as:
National Young Readers Day
National Education Week
Celebrate Literacy Week
Read Across America (Dr. Seuss' Birthday)

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

A PreK and Headstart class are located on the campus at Steinhatchee School. Transition activities include on-going inclusion of the two classes in the school-wide activities, including Parent Orientation, Open House, Parent Night Out activities, and special programs throughout the school year. These youngsters share the cafeteria and buses of the school age students, thus positioning them to observe behaviors and expectations of the school. Articulation between teachers of the pre-school programs and the school occurs during the year. During the spring of each year, the pre-school children visit the kindergarten classroom to share in planned activities with the current kindergarten students. Selected health related services and assembly programs are often combined with the current kindergarten class. Communication through monthly newsletters is provided to these families to give them an idea of the expectations of the kindergarten requirements and education standards. The School's Advisory Council includes a pre-school parent in its membership. The school office staff assists

parents with the application process for both the Headstart and Pre-K 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 grades K-2, 80% (40) will score at or above the 45 th ile on the reading portion of the Stanford 10. Students in grades 3 - 8 will increase the number of students scoring a level 3 on the reading portion of the FCAT from 43% to 53% (36).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
FCAT: 43% (29) Stanford: 75% (35)	FCAT: 53% (36) Stanford: 80% (40)

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	New version of the FCAT Reading Assessment and Reporting Categories. Online FCAT Reading Assessment for 6th & 7th graders. Incorporating the Comprehension Instructional Sequence and use of Complex Text across grades and content areas.	Utilize the CIS / Complex text school wide reading strategies / best practices that incorporate components of FCAT 2.0.	Principal and Reading Coaches	Lesson Plans and Classroom Walkthroughs. Professional Development Support and Implementation.	Progress Monitoring and FCAT
2	Time for thorough planning. Teacher reluctance to change. Time for review and feedback from the leadership team.	Incorporate new lesson plan templates for each subject.	Principal, reading coaches, leadership team.	Review lesson plans and provide feedback to teachers prior to teaching the lesson.	Progress monitoring, SAT 10 and FCAT.
3	None	Implement a new reward program for "good" attendance.	Teachers, PBS Team, Leadership Team.	Monitor monthly attendance. Improved attendance will result in improved student growth and achievement.	Nine week grades, SAT 10 and FCAT.
4	Time and resources.	Ramp up our Positive Behavior Support (PBS) Program. Provide more frequent rewards to include a PBS store monthly.	Principal, PBS Team, Leadership Team.	Monitor PBS data to track discipline issues. Improved student discipline will result in improved student growth and achievement.	PBS Data Binder. Grades, SAT 10, FCAT.
5	None	Increase the level of student engagement to 70% by implementing small group instruction in all Reading/English Language Arts classrooms.	Principal, Reading Coaches, DA Reading Specialist	Classroom walk-through observations, student work samples.	Observation Tool
6	None	Increase the level of rigor in reading classrooms by doing the following: a. Full implementation of the Core Reading Program to include the Workshop portion of Imagine It! in	Principal, Reading Coaches, DA Reading Specialist.	Classroom walk-through observations, student work samples.	Nine week grades, SAT 10 and FCAT.

		grades K-6. b. Researched-based literacy instruction in the secondary reading classes.			
7	Combined classes 7th & 8th grades.	Support (modeling and professional development of effective instructional strategies) from the district reading coaches at each grade level on a by-weekly basis.	Principal	Teacher feedback, reading coach feedback and progress monitoring of students.	FAIR, Discovery Education Assessment and curriculum assessments.
8	Understanding of the new Discovery Education Assessments.	Teachers will have FCAT Chats with all students following the FAIR and Discovery Ed. Assessments.	Principal and Reading Coach	Review of FCAT Chat logs maintained by the teacher.	Administrator will check teacher data binders to insure student signatures on FCAT Chat sheet.
9	Time	Teachers will meet quarterly for data discussions and review.	Principal	Review of data notebooks.	Data Notebooks
10	None	Identify the lowest quartile in each grade and ensure they are receiving appropriate tiered instruction.	Principal, Reading Coach	Check data binder for identification of lowest quartile students.	Check lesson plans for identification of these students for differentiated instruction.
11	Funding	Provide 3rd grade summer reading camp. Other grades if funding is available.	Principal and Reading Coach	Pre and post Stanford testing.	Stanford Test
12	Funding	Increase library holdings to encourage more reading. Purchase AR Enterprise so that we have access to all AR tests. Provide additional incentive for AR points.	Suzette Stephens	Increase AR points 10% from last year.	AR Reports

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:	Increase the number of students scoring at levels 4 & 5 on the reading portion of FCAT from 23% to 33% (29).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (15)	33% (29)

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	Meeting the needs of higher level students while providing intense instruction for lower level students.	Utilize the Inquiry portion of Imagine It! Provide meaningful enrichment activities for higher level students while lower level students are in iii. These activities will include novel studies, read alouds and projects in the library.	Reading Coach, Principal	Classroom walkthroughs and lesson plans.	FAIR, Discovery Education Assessment and teacher assessments
2	A continual increase of rigor and pacing for readers who are above proficiency level in reading.	Increase reading rigor within the curriculum. Implementing the Comprehension Instruction Sequence and use of challenging text throughout the reading and content areas.	Reading Coaches, Principal	Professional Development using NGCAR PD, Lesson Development and Collaboration.	FAIR, Discovery Education Assessment and teacher 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
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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:	Increase the number of students making learning gains on the reading portion of the FCAT from 65% (28) to 80% (40).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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65% (28)		80% (40)			
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	Reading is not a high priority at home. Steinhatchee students are very isolated in a small rural community with a high socio-economic population and have little background knowledge to pull from.	Provide a 120 minute reading block grades K-6 and a 90 minute block for grades 7 & 8. Provide an additional 30 minutes of reading instruction or reading enrichment.	Principal	Classroom walkthroughs and data analysis of progress monitoring reports.	FAIR, Discovery Education Assessment and teacher 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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading 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 reading. Reading Goal #4:	Increase the number of students making learning gains in the lowest quartile to 80% (12) on the reading portion of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (9)	80% (12)

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	Reading is not a high priority at home. Steinhatchee students are very isolated in a small rural community with a high socio-economic population and have little back ground knowledge to pull from.	Ensure that all students in the lowest quartile are enrolled in one of the three after school tutoring programs available at Steinhatchee School (SES, Bulldog Tutoring, Boys and Girls Club Tutoring)	Principal	Progress monitoring	FAIR, Discovery Education Assessment and curriculum based assessments.
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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 # 2011/12 SWD = 7% Eco. Dis. = 44% 5A : White = 43%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45%	50%	55%	60%	65%	

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:	Increase the number of white students scoring a level 3 or above on the reading portion of the FCAT to 66% (48).
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(32)white students did not make AYP.	66% (48) white students will make AYP.

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	Reading is not a high priority at home. Steinhatchee students are very isolated in a small rural community with a high socio-economic population and have little back ground knowledge to pull from.	Provide a 120 minute reading block grades K-6 and a 90 minute block for grades 7 & 8. Provide an additional 30 minutes of iii or reading enrichment.	Principal	Classroom walkthroughs and data analysis of progress monitoring reports.	FAIR, Discovery Education Assessment and teacher 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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

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

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Decrease of 10% (7) Economically Disadvantaged students not making AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (48) of our 3rd - 8th student population were Economically Disadvantaged. 46% (25) of Economically Disadvantaged students did not make AYP.	92% (67) of our 3rd - 8th student population are Economically Disadvantaged(43) Economically Disadvantaged students making AYP. Decrease to 36% (26) of our Economically Disadvantaged not making AYP.

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	Same as above.	Same as above.	Same as above.	Same as above.	Same as above.

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
Lesson Study / Text Complexity / Content Area Strategies	K - 8	Debby Powers and Ann Joiner	School-wide	Second Wednesday of each Month during Early Release.	Lesson Plans	Principal
Core Reading Professional Development (Imagine It!)	K - 6	Julie Daniels	Reading Teachers	Three times throughout the school year.	Lesson Plans; Classroom Walkthroughs.	Principal

Reading 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 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:	
2012 Current Percent of Students Proficient in listening/speaking:	
Problem-Solving Process to Increase Student Achievement	

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

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

2. Students scoring proficient in reading.
CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.
CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Increase the number of students scoring a level 3 or above on the math portion of the FCAT from 39% (24) to 49% (44).
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (24) of students scored 3 or above on the math portion of the FCAT.	49% (44) students will score 3 or above on the math portion of the 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	Time for thorough planning. Teacher reluctance to change. Time for review and feedback from the leadership team.	Incorporate new lesson plan templates for each subject.	Principal, reading coaches, leadership team.	Review lesson plans and provide feedback to teachers prior to teaching the lesson.	Progress monitoring, SAT 10 and FCAT.
2	None	Implement a new reward program for "good" attendance.	Teachers, PBS Team, Leadership Team.	Monitor monthly attendance. Improved attendance will result in improved student growth and achievement.	Nine week grades, SAT 10 and FCAT.
3	Time and resources.	Ramp up our Positive Behavior Support (PBS) Program. Provide more frequent rewards to include a PBS store monthly.	Principal, PBS Team, Leadership Team.	Monitor PBS data to track discipline issues. Improved student discipline will result in improved student growth and achievement.	PBS Data Binder. Grades, SAT 10, FCAT.
4	Combined classes: 7th & 8th.	Additional iii time.	Principal	Teacher input and surveys. Data meetings.	Progress monitoring reports. Math FCAT scores.
5	New version of FCAT.	Try to familiarize our students and staff with the new FCAT 2.0.	Principal	Professional Development Support and Implementation. Discovery Ed. Assessment.	Progress monitoring reports. Math FCAT scores.
6	Students lack the math skills essential to achieve on grade level.	Targeted interventions for students not responding to core supplemental instruction using the problem solving process.	Principal	Lesson Plans and Classroom Walkthroughs. Professional Development Support and Implementation.	Progress Monitoring, Stanford and FCAT
7					
8	Lack of resources.	Increase the use of foldables, graphic organizers, and journals in math.	Principal, coaches.	Classroom walkthroughs.	Observation Sheets; 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:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	Increase of 5% from 20% (13) to 25% (17) of students scoring a level 4 or 5 on the math portion of the FCAT.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
20% (13) students scored a level 4 or 5 on the math portion of the FCAT.	25% (17) students will score a level 4 or 5 on the math portion of the 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	Time for thorough planning.	Implement new lesson plan template to include differentiated instruction, hands on program and Study Island.	Principal, Coaches	Classroom walkthroughs. Lesson plans.	FCAT 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics 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 mathematics. Mathematics Goal #3a:	80% (40) students will make learning gains on the math portion of the 2011 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (24) students made learning gains in math on the 2011 FCAT.	80% (40) students will make learning gains on the math portion of the 2012 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	None	Provide an additional 30 minutes per day for math iii (in addition to the 90 block) in grades 6th - 8th. Provide after school tutoring in the area of math one day per week.	Principal	Classroom walk throughs. Lesson plans. Progress monitoring.	Discovery Ed. Assessment, Teacher made assessments and the FCAT.
2	Student attendance.	Provide after school tutoring in the area of math one day per week.	Principal	Attendance logs, progress monitoring.	Progress monitoring assessments.
3	Students lack the math skills essential to achieve on grade level.	Targeted interventions for students not responding to core supplemental instruction using the problem solving process.	Principal	Lesson plans, classroom walkthroughs.	Progress monitoring; Stanford and FCAT test scores.
4	None	Increase hands on activities and use of math journal.	Principal	Lesson plans, classroom walkthroughs	Progress monitoring; FCAT 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:

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:	80% (12) of the lowest quartile in math will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (10) of the lowest quartile in math made learning gains.	80% (12) of the lowest quartile in math 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
1	Same as above.	Same as above.	Same as above.	Same as above.	Same as above.

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 # 2011/12 SWD = 20% Eco. Dis. = 40% White = 38%					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44%	49%	54%	59%	64%	

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:	White 96% (55)
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (24) white students did not make AYP on the 2011 math portion of the FCAT	Decrease of 10% (3) of white students not making AYP on the 2012 math portion of the FCAT.

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	87% (48) students economically disadvantaged.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (24) economically disadvantaged students did not make AYP on the math portion of the 2011 FCAT.	A decrease of 10% (3) economically disadvantaged students making AYP on the math portion of the 2012 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	NA	NA	NA	NA	NA

End of Elementary School Mathematics Goals

Middle 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:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for thorough planning. Teacher reluctance to change. Time for review and feedback from the leadership team.	Incorporate new lesson plan templates for each subject.	Principal, reading coaches, leadership team.	Review lesson plans and provide feedback to teachers prior to teaching the lesson.	Progress monitoring, SAT 10 and FCAT.
2	None	Implement a new reward program for "good" attendance.	Teachers, PBS Team, Leadership Team.	Monitor monthly attendance. Improved attendance will result in improved student growth and achievement.	Nine week grades, SAT 10 and FCAT.
3	Time and resources.	Ramp up our Positive Behavior Support (PBS) Program. Provide more frequent rewards to include a PBS store monthly.	Principal, PBS Team, Leadership Team.	Monitor PBS data to track discipline issues. Improved student discipline will result in improved student growth and achievement.	PBS Data Binder. Grades, SAT 10, FCAT.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.

Mathematics 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 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:	
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 mathematics. Mathematics 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 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%.		Middle School Mathematics Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
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 mathematics. Mathematics Goal #5E:	
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				

Algebra End-of-Course (EOC) 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:

1. Students scoring at Achievement Level 3 in Algebra.

Algebra Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Combined math classes.	TCMS Alg. 1 teachers will provide lesson plans and guidance to Mr. Currie.	Principal		EOC

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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.

Algebra Goal #2:

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Algebra Goal #

3A :

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making

satisfactory progress in Algebra. Algebra 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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:				
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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:				
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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
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				

Geometry End-of-Course (EOC) 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:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
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:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.

Geometry Goal #2:

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Geometry Goal #

3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.

Geometry 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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:				
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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:				
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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:				
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				

End of Geometry EOC 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
Training to increase rigorous questions strategies in daily classroom activities.	K-8	DA Team	School-wide	December 20, 2012		DA Team; Coaches; Principal
Training on What does Literacy look like in the Math Classroom?	K-8	DA Team	School-wide	January 15, 2013		DA Team; Coaches; Principal
Professional development on lesson planning with increased hands-on activities, differentiated instruction, and math centers.	K-8	DA Team	School-wide	December 20, 2012		DA Team; Coaches; Principal
Standards based training in both NGSS and CCSS.	K-8	DA Team	School-wide	December 20, 2012		DA Team; Coaches; Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:		Increase of 16% (8) of students scoring a level 3 on the science portion of the FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
16% (4) students scored a level 3 on the science portion of the 2012 FCAT.		32% (8) of 5th and 8th grade students will score a level 3 on the science portion of the 2013 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	Time for thorough planning. Teacher reluctance to change. Time for review and feedback from the leadership team.	Incorporate new lesson plan templates for each subject.	Principal, reading coaches, leadership team.	Review lesson plans and provide feedback to teachers prior to teaching the lesson.	Progress monitoring, SAT 10 and FCAT.
2	None	Implement a new reward program for "good" attendance.	Teachers, PBS Team, Leadership Team.	Monitor monthly attendance. Improved attendance will result in improved student growth and achievement.	Nine week grades, SAT 10 and FCAT.
3	Time and resources.	Ramp up our Positive Behavior Support (PBS) Program. Provide more frequent rewards to include a PBS store monthly.	Principal, PBS Team, Leadership Team.	Monitor PBS data to track discipline issues. Improved student discipline will result in improved student growth and achievement.	PBS Data Binder. Grades, SAT 10, FCAT.
4	Lack of emphasis placed on science due to the struggles with math and reading in combined grades.	Provide more hands on activities for students. Use Discovery Streaming and new technology (smartboards) to have more interactive lessons.	Principal	Classroom walk throughs, lesson plans, progress monitoring.	Discovery Ed. Assessments, Teacher made assessments, and other assessments
5	Time and resources.	In addition to daily science instruction and activities, students will complete a lab each week in grades K-2 and two labs per week in grades 3-8. The new	Principal	Classroom walk throughs, lesson plans, progress monitoring.	Discovery Ed. Assessments, Teacher made assessments, and DOE mini assessments.

		special area teacher will be assigned a grade each week to help with the implementation of this plan.			
6	Time	Grades K - 8th grades will have a science fair.	Principal	Classroom walk throughs, lesson plans, progress monitoring.	Graded projects.
7	Time / Substitutes	Debby Powers will facilitate Lesson Study	Principal	Lesson Study notes; teacher feedback; lesson observation.	FCAT Science scores
8	Lack of emphasis placed on science due to the struggles with math and reading in combined grades.	Add a 45 minute science block (in addition to the science in our core reading program)grades 3 & 4 and a 60 minute block grades 5 - 8.	Principal	Classroom walk throughs, lesson plans, progress monitoring.	FCAT Science scores
9	None	Students K-8 will participate in a Science Fair. Projects will be completed in class during science time and/or special area time.	Carlena Hires	Student Project Evaluation	Out of school judges.

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:	Increase the number of students scoring a level 4 or 5 on the science portion of the FCAT by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (2) students scored a level 4 on the 2011 science portion of the FCAT. No students scored a level 5.	16% (5) students will score a level 4 or 5 on the science portion of the FCAT by 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	NA	NA	NA	NA	NA

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

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in science.
Science 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				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Inquiry	K - 8	Dr. Donna Spryka	School-wide	Ongoing	Lesson Plans, Classroom Walkthroughs	Principal
Provide teachers with training using the Science Inquiry for integration of 5E Model Lesson Planning using the course descriptions to determine benchmarks and cognitive complexity.	3-8	Kisha Jarrett, DA Team	Grades 3 - 5 teachers.	January 2013	Lesson Plans, Classroom Walkthroughs	Principal; Coaches
Training on a						

"How to Facilitate a Successful Science Fair"	K-8	Kisha Jarret, DA Team	Grade K-8 teachers.	April 2013	Science Fair Projects	Principal; Coaches.
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Science Budget:

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

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:	100% (25) students will score 3.0 or above up from 57% (12).
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (12) of 4th & 8th grade students were proficient on the FCAT writing assessment.	100% (25) of 4th and 8th grade students will score 3.0 or above. 78% (20) will score 4.0 or above. Up from 57% (12) and 27% (6) respectively.

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	None	Writing journals will be utilized to include classroom writing samples and writing lab samples. Quarterly mock writing assessments will be graded and provide feedback to students in	Principal	Journals will be reviewed/graded regularly to ensure progress in the process of writing.	Improved score on writing samples using the 6 point writing rubric. Progress monitoring using the LA/Writing portion of the Discovery Ed.

		a timely fashion.			Assessment.
2	None	Teachers will continue Writers in Control professional development.	Principal	Journals will be reviewed/graded regularly to ensure progress in the process of writing.	Improved score on writing samples using the 6 point writing rubric. Progress monitoring using the LA/Writing portion of the Discovery Ed. Assessment.
3	None	Provide additional competitions for students to participate in to encourage them to write such as a "Writing Bee."	Principal	Student Participation	Out of school judges.

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	3 - 8	Ann Joiner	Meredith Hewett, Danielle Schroeder, Lynne Reynolds and Gloria Parker	Early Release Day	Lesson Plans, Writing Portfolio	Principal

Writing Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
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 Writing Goals

Civics End-of-Course (EOC) 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:				
1. Students scoring at Achievement Level 3 in Civics.				
Civics Goal #1:				
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:				
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.				
Civics Goal #2:				
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
No Data Submitted						

Civics 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 Civics 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:	Increase average daily attendance by 3% to 94%. Reduce number of students absent 10 or more days by 50% Reduce number of students tardy 10 or more days by 20% from 25 students to 20 students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Average daily attendance for the 2011/2012 school year was 91%.	Expected average daily attendance for the 2012/2013 school year is 94%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
66% (70) students were absent 10 or more days.	A decrease of 50% to 32% (35) students with 10 or more absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Twenty five (25) students with 10+ tardies.	Twenty (20) students with 10+ tardies.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding of the importance of attendance everyday by parents and guardians.	Contact parent/guardian of every student absent to determine reason for each absence or tardy.	Parent Liaison	Nine week checks to determine if the attendance rate is improving.	Student System Attendance Report
2	Funding	Perfect Attendance Celebration each month. Provide an incentive for students to be at school everyday, on time, with no sign-outs. Grade level appropriate rewards such as "Game Cash."	PBS Team	Monthly checks to determine if the attendance rate is improving.	Student System Attendance Report
3	None	Post the names of students with perfect attendance on the data board for parents and students to see.	Principal	Nine week checks to determine if the attendance rate is improving.	Student System Attendance Report

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

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

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

No Data Submitted

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Reduce the number of out-of-school suspensions by 20% from 44 days to 35 days. Reduction of 20% of students serving out-of-school suspension from 14 students to 11 students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
Steinhatchee School does not have an In-School Suspension program.	Steinhatchee School does not have an In-School Suspension program.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
NA	NA
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
44 out of school suspension days.	35 out of school suspension days.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

14 of students serving out of school suspension.		11 of students serving out of school suspension.			
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	None	Positive Behavior Support (PBS) program.	PBS Team	Review quarterly discipline reports.	School-wide Information System (SWIS)
2	None	Learning for Life Character Education Program	Principal / PBS Team	Review quarterly discipline reports.	School-wide Information System (SWIS)

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Parent Involvement Budget:

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

Career and Technical Education (CTE) 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. CTE				
CTE 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						

CTE 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 CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/2/2012)

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
TBD	\$597.03

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

The SAC will meet monthly (or as needed) to:

- Thoroughly examine all aspects of their school when developing the school improvement plan.

- Determine and prioritize needs of the school.
- Develop strategies for improving the areas most important to their school.
- Decide how to measure the results of what they plan to do.
- Assist in the preparation and evaluation of the school improvement plan.
- Assist in preparing the school's annual budget.
- Assist in recruiting and retaining other school advisory council members.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Taylor School District STEINHATCHEE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	49%	63%	40%	208	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	43%			116	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?	71% (YES)	45% (NO)			116	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					440	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Taylor School District STEINHATCHEE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	56%	75%	23%	204	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	44%	72%			116	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?	40% (NO)	73% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					433	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested