FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SABAL PALM ELEMENTARY SCHOOL

District Name: Duval

Principal: Linda Graham

SAC Chair: Lori Hart

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/21/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Linda Graham	B.S. Degree: Elementary Education Master's Degree: 1. Educational Leadership 2. Elementary	3	16	Sabal Palm Elementary School Completed Year 1 of Principal Academy in the Leadership Institute Earned a school grade: "A" in 2012, Reading: 72% Math: 73% Writing: 88% Science: 62% Reading Gains: 79% Math Gains: 71% BQ Reading Gains: 75% BQ Math Gains: 76% Earned a school grade: "A" in 2011, but did not achieve AYP 2010-11 Reading: 87%, Math: 91%, Writing: 81%, Science-70% Rdg. Gains: 69%, Math gains: 71%, BQ Rdg. Gains: 59%, BQ Math Gains: 72% AYP- 87%, Blacks, Economically Disadvantaged, Students with Disabilities did not make AYP in Reading; Economically Disadvantaged, Students with Disabilities did not make AYP in Math

		Education			San Pablo Elementary School Earned a school grade: "A", 10 consecutive years AYP 2010- Yes AYP 2009- Yes AYP 2008- No AYP 2007-Yes 2010, 5th grade students demonstrated steady gains in meeting high standards in science, each year. (2007-49%, 2008-50%, 2009-67% 2010-73%) 2009, 97% of 4th grade students met high standards in writing, compared to only 56% in 2008. 2005, San Pablo was named as one of the top 100 schools (#75) in Florida based on the Florida School Accountability Report
Assis Principal	Kathleen Herlihy	Certificated: School Principal Master's Degree-Educational Leadership, K-12 Educable Mentally Handicapped, K-12 Specific Learning Disabilities, K-12 Elementary Education, K-6	2	4	Sabal Palm Elementary School: Earned a school grade: "A" in 2012, Reading: 72% Math: 73% Writing: 88% Science: 62% Reading Gains: 79% Math Gains: 71% BQ Reading Gains: 75% BQ Math Gains: 76% Brookview Elementary School: Earned a school grade: "A" while serving as Assistant Principal at Brookview. 2011 Grades: Reading 80%; Math 86%; Writing 85%; Science 49% Reading Gains 68% Math Gains 65% BQ Reading Gains 68% BQ Math Gains 68% AYP 82%

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)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Sabal Palm follows the district recruiting guidelines and Goals in the DCPS Strategic Plan	Principal, Linda Graham Asst. Principal, Kathleen Herlihy	ongoing	
2	2.Assign mentors to support new teachers in the classroom setting.	Principal, Linda Graham Asst. Principal, Kathleen Herlihy Academic Professional DevelopmentFacilitator, Leonore Gualano	August 2013	
3	3.Encourage participation in professional development opportunities that will enhance professional growth.	Principal, Linda Graham Asst. Principal, Kathleen Herlihy Professional Dev. Facilitator-Leonore Gualano	August 2012-June 2013	
		Principal, Linda		

| 4 | 4.Conduct informal observations to support classroom instruction. | Graham

Assistant Principal, Kathleen Herlihy | September 2012-June 2013 | |

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	N/A

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
72	4.2%(3)	8.3%(6)	30.6%(22)	51.4%(37)	27.8%(20)	100.0%(72)	1.4%(1)	11.1%(8)	52.8%(38)

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
Kimberly Rowe	Erica Swain	Varying Exceptionalities teachers who work cooperatively with students in grades 3, 4 and 5.	Planning, writing IEP's, collaborating with teachers about student work and performance, creating differentiated lessons to support academic instruction for students in an inclusion setting.
Rene Tomey	Amy O'Sullivan	CSS Site Coach is paried with CSS Teacher	Training, writing IEP's, developing lesson plans for the varying needs of students, attendance at parent conferences and providing behavioral support throughout the school day.
Rene Tomey	Kelly Siegel	CSS Site Coach is paired with CSS Teacher	Training, writing IEP's, developing lesson plans for the varying needs of students, attendance at parent conferences and providing behavioral support throughout the school day.
Vicki Scott	Jennifer Smith	Literacy Lead Teacher Experienced 1st grade teacher	Assist with planning, data analysis, curriculum development, behavioral and academic concerns.
Vicki Scott	Nicholas Nelson	Literacy Lead Teacher Experienced 1st grade teacher	Assist with planning, data analysis, curriculum development, behavioral and academic concerns.

Cynthia Albertson	Julie Mosser-Delgadillo	Team teaches together on the same grade level	Assist with planning, data analysis review, district and state assessment review, and curriculum development.

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction funds will be utilized to secure academic support materials for students who scored a level 1 or 2 on FCAT reading and math and to support any students who scored at the high-risk level on FAIR as well as for new students who are struggling to meet the state standards as outlined in NGSSS.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal/Assistant Principal: Linda Graham/Kathleen Herlihy-Implement a school-wide RtI plan to address the needs of all students using research-based data. In addition, provide support materials to supplement the instructional program and provide opportunities for collaboration and training to ensure continuous improvements in student performance.

RtI Facilitator: Sherrie Bell- Serves as a liaison for implementation of RtI at the school level; provides leadership to team members and conducts scheduled meetings with the RtI Team; communicates with administration on progress as reported by grade level representatives.

School Counselor: Christine Malewicki- Participates in the review of effective interventions; provides essential support to classroom teachers and individual students; leads the process on identifying students who are identified in tier 3 of RtI; establishes the communication link between community agencies to school and families that will support the child's academic, emotional, behavioral, and social success.

General Education Teacher (Grade Level Representatives)-Implements RtI in the classroom for Tier 1(core instruction), Tier 2 and Tier 3; provides timely feedback; participates in student data collection; collaborates with colleagues on a regular basis to discuss strategies and interventions.

Special Education Teacher: Kimberly Rowe- Participate in the implementation of RtI in an inclusion setting; collaborates with general education teacher on student performance; provide assistance in determining interventions that meet the needs of tier 2 and tier 3 students, serves as a liaison for ESE Department to ensure uniformity.

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

The team meets twice a month to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom levels to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 building Leadership Team leads the faculty in a review of the data and, with input from building instructional teams and School Advisory Team, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The plan will be finalized and shared with School Advisory Council, Shared Decision-making Team and other stakeholders.

The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team and School should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RtI to provide instruction and make mid-course adjustments as data are analyzed. The RtI process addresses the academic and behavior needs of students based on research-based assessment data. The data serve as indicators of areas needing improvements and are outlined in the School Improvement Plan for full implementation.

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.

• 2012 Florida Comprehensive Assessment 2.0 (FCAT) Results

- Diagnostic Reading Assessment (DRA2)
- Sunshine State Benchmark Assessment for reading and math (district-scored)
- National Common Core Standards
- Florida Assessment for Instruction in Reading (FAIR) via Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Florida Alternative Assessment (use Access Points identified for students with special needs from the Next Generation Sunshine State Standards)
- SESIR data from Genesis reports
- Results taken from strategies used via Foundations/Champs Programs
- Results taken from strategies used via Second Step Anti-Bullying Program
- Student work
- Promotion and Retention Tracking Form
- Progress report and Report card data

Describe the plan to train staff on MTSS.

Professional Development is conducted on Early Dismissal Days and at various times during grade level/faculty meetings. Release time for teachers will also be provided for Professional Learning Communities. These trainings will be facilitated by the principal and the RtI Team. Book Studies will be conducted, using various assigned titles as sources of information that will support RtI training.
Classroom observations and collaborative planning will be conducted to determine strategies for instructional support in the classroom.
Individual conferences will be conducted to provide support for interventions.
School Leadership Team and RtI Team will work together to develop effective strategies that will support the classroom teacher.
Appropriate accommodations will be determined to fit the behavior of a student who demonstrates an inability to comply with classroom expectations.

Describe the plan to support MTSS.

Administration will assist as needed with meetings and monitor the progress and needs of students. Program support will continue throughout the year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal - Linda Graham
Asst. Principal – Kathleen Herlihy
Kindergarten Representative: Laura Cochran
First Grade Representative: Vicki Scott
Second Grade Representative: Sandra Clark
Third Grade Representative: Victoria Nichols
Fourth Grade Representative: Mary Bryan
Fifth Grade Representative: Sherrie Bell

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

The team attends training and then meets to discuss implementation of district initiatives. The team is also responsible for training their grade level on these initiatives. Specific individual assistance is provided by administration or through teacher requests for specific support.

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

- Non-fiction reading strategies for Grades 3-5
- Data driven instruction using the DRA in grades K-2
- All grades will learn to disaggregate their data, analyze that data and plan for instruction using their data. (FAIR, Benchmark Assessments, etc.)
- Professional development and Professional book studies in reading
- Providing literacy activities to support the "Read It Forward" Reading Initiative.
- Guided Reading

- Implementation of the reader's and workshop models with fidelity

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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 44%(215) of the students achieved Level 3 on the 2012 FCAT 2.0 Reading Assessment. Our goal is to increase this to 30% (146) on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 44%(215) of the students achieved Level 3 on the 2012 FCAT Reading Assessment	In grades 3-5, 45% (220) of the students will achieve Level 3 on the 2013 FCAT Reading Assessment

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Timely access and analysis of student data to guide instruction.	1a.1. Analyze assessment data at various grade level meetings /professional development training (immediately after data collection information is available). Identify classroom and student instructional needs based on data results.	1a.1. Principal – Linda Graham, Asst. Principal – Kathleen Herlihy Professional Development Facilitator – Leonore Gualano Classroom Teachers	1a.1. Teacher-made data tools to assist in planning instruction that is based on data results. Small and whole group focus using current data	1a.1. Lesson plans (Differentiated Instruction) CAST observational tool Data collection instruments DRA2 F.A.I.R. FCAT 2.0 data Benchmark data
2	1a.2. Release time for teacher collaboration on grade level.	1a.2 Participation in data collection meetings Completion of an exit card to share a data implementation success or a data implementation challenge.	1a.2. Classroom Teachers	1a.2. Minutes of Teacher Collaboration Conferences Display exit cards in a designated location to increase implementation of effective classroom data strategies Data Collection and brainstorming ideas	1a.2. Data assessment portfolios that show the alignment of data Instructional plans with individual student growth Student work
3	1a.3. Use of student data to increase teacher knowledge of the essential learning components. Common planning time for peer observations	1a.3. Identify the key components of data instruments (DRA2, Benchmark Data) that are used to drive instructions.	1a.3. Classroom Teachers	1a.3. Data collection meetings	1a.3. Lesson Plans/RtI instruction

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:	To increase the percentage of students scoring at Levels 4,5 and 6 by .09% (3) on the Spring 2013 Florida Alternative Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (2) of our students scored at Level 4,5 or 6 on the Spring 2012 FAA.	20% (3) of our students will score at Level 4, 5 or 6 on the 2013 FAA.

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	1b.1. Use of student data to drive instruction.	1b.1. Analyze and compare students' FAA score results with the grade level access points to determine next steps.	1b.1. ESE Teachers Classroom Teachers	1b.1. Evidence of subject area knowledge will be observed during data collection meetings	1b.1. Lesson Plans/RtI Instruction
2	1b.2. Familiarity with Grade Level Access Point Item Specifications.	1b.2. Work independently or cooperatively in small groups to clarify the assess point objective for the participatory, supported and independent levels.	1b.2 Autistic Site Coach ESE Classroom Teachers	1b.2 Focus Walks Delivery of instruction Implementation of Curriculum	1b.2. Lesson Plans Informal and Formal Observations (CAST)

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:	In grades 3-5, 45%(220) of the students achieved Level 4 or higher on the 2012 FCAT Reading Assessment. Our goal is to increase this to 48% (234).
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (220)of the students) scored at a Level 4 or above	46% (225)of the student will score at a Level 4 or above

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Familiarity at developing higher order/higher complexity questions to use during instruction.	2a.1 Review of various question stems and content area questions to determine the thought process needed (low, high, moderate complexity). Enhance the use of these stems and higher cognitive complexity questions in the classroom.	2a.1. Principal – Linda Graham Asst. Principal – Kathleen Herlihy and Professional Development Facilitator – Leonore Gualano Classroom Teachers	2a.1. Focus Walks Delivery of instruction Administrator-Teacher Collaboration Conferences Peer Observations Implementation of Common Core Standards	2a.1. Lesson Plans Informal/Formal Observations (CAST) Student Work Benchmark Assessments FCAT 2.0 F.A.I.R data Teacher-made tests
	2a.2. Familiarity with FCAT 2.0 Test Item Specifications	2a.2. Work independently and/or cooperatively in	2a.2 Principal – Linda Graham Asst.	2a.2 Specialized Training (literacy, math, science,	2a.2. Lesson Plans

		small groups to clarify the benchmark; identify the content focus and limitations, and to know the text attributes and distracter attributes of each benchmark.	Principal – Kathleen Herlihy Professional Development Facilitator – Leonore Gualano Classroom Teachers	etc.)	Classroom observations Cast Rubric observations
3	2a.3 Student scheduling and time constraints interfere with providing quality instruction.	2a.3. Implement guided reading groups; provide differentiated reading instruction with activities of higher cognitive complexity; increase focus on non-fiction text.	2a.3. Principal – Linda Graham Classroom Teachers	2a.3. Observation of Guided Reading instruction using data (DRA2 etc.) that provide targeted instruction and an alignment with student needs.	2a.3. Lesson Plans Student Work F.A.I.R data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	To increase the percentage of students scoring at a Level 7 or above (4) by .09% on the FAA 2013 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (3) scored at Level 7 and above.	30% (4) will score at Level 7 and above.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1. Familiarity with access points attributes to define and enhance instruction for students at the supported and independent level.	2b.1. Teacher collaborative groups in which they identify the key elements and align instruction to match student data needs.	2b.1. CSS Site Coach-Rene Tomey ESE Teachers	2b.1. Focus Walks Specialized Training	2.b.1. Lesson Plans Student Portfolios Florida Alternate Assessment Data Informal/Formal Observations (CAST)
2	2b.2. Develop a profile sheet to disaggregate and analyze student data.	2b2. Teachers will collaboratively work together to generate a data gathering document in which they can drill down the data to identify the areas needed so students can progress into the independent level of functioning.	2b.2. CSS Site Coach-Rene Tomey ESE Teachers	2b.2 Data aligned to the Reading Access Points to assess student progress on a regular basis.	2b.2. Student data Student Portfolios
3	2b.3. Identify skills and activities that align with the access points in reading at the independent level.	2b.3. Teachers will work collaboratively at discussing and identifying key learning elements that will assist their students in making	2b.3. CSS Site Coach-Rene Tomey ESE Teachers	2b.3. Alignment of learning activities with independent level reading access points.	2b.3. Data Review Lesson Plans Student portfolios

					Teacher Data Logs

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:	In grades 4-5, 79% (183) of the students made learning gains on the 2012 FCAT Reading Assessment. Our goal is to increase this to 82% (190).
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(183)	82% (190)

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	3a.1. Time to develop monthly targets of focus.	3a.1. Provide intense RtI instruction to students in Tier 2 and Tier 3 Utilize the Florida Achieves website to provide practice in the FCAT content strands. Analyze Data (Benchmarks, DRA2, FAIR) etc. to identify areas of weakness and determine the instructional focus.	Principal, Linda Graham Assistant Principal, Kathleen Herlihy Classroom Teachers	3a.1. Observations of differentiated teaching during instructional block. Review of Data/Lesson plans for alignment/needs/progress.	3a.1. Data Review Lesson Plans Student portfolios FCAT 2.0 Data
2	3a.2. Teacher knowledge of decoding and comprehension strategies (non-fiction) to increase knowledge in the reading application and informational text/research process benchmarks.	3a.2. Professional Development training on the various strategies to enable teachers to plan instruction based on needs incorporating these strategies.	3a.2. Principal – Linda Graham Asst. Principal – Kathleen Herlihy and Professional Development Facilitator – Leonore Gualano Grade Level Literacy Leads	3a.2. Observations of strategies being used during mini-lesson and guided reading instruction. Lesson plans that denote appropriate reading strategies to promote student success.	3a.2. Classroom Observations Guided Reading Instruction Observations Lesson Plans/Guided Reading Plans
3	Common planning time for collaboration.	Provide collaboration time on grade levels for teachers to share strategies that are promoting student achievement.	Principal, Linda Graham AP, Kathleen Herlihy Classroom Teachers Resource Teachers	Collaboration meetings and Professional Learning Community discussions.	Meeting notes and exit cards
4	3a.3. Familiarity of the use of technology to assist and enhance targeted instruction.	3a.3. Technology leaders will lead sessions on various technology resources (Florida Achieves, Limelight, Study Island, etc.) to enhance teacher knowledge of how to use	3a.3. District technology instructors (as assigned by the district). School technology team (H. Smith, M. O'Donnell, A.	3a.3. Classroom Observations Peer Observations	3a.3. Student Portfolios Documentation Log of student-teacher conferences Teacher Log of

		the information these programs gather to enhance student performance and growth.	Woodman, P. Nix , J. Sharpe, L. Gualano, C. Albertson, A. Nelson, P. Stiles, D. Gillespie		individual student success on software programs Florida Alternate Assessment Data

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	2011 data, not available to determine learning gains on FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available to make comparison.	No data available to make comparison.

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	3b.1. Mobility rate of students Lack of time for teacher collaboration and planning	3b.1. Provide release time for training opportunities and teacher collaboration	3b.1. CSS Site Coach- Rene Tomey Principal- Linda Graham ESE Grade Chairman- Kimberly Rowe	3b.1. Classroom observations of instruction Student Participation in classroom activities	3b.1. CSS Quality Indicators Guide Teacher Data Logs Student Work Florida Alternate Assessment Data

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 4-5, 75% (249) of the lowest quartile students made learning gains on the 2012 Reading FCAT. Our goal is to increase the percentage of students in the lowest quartile making learning gains in reading to 77% (256).
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (249)	77% (256)

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
	4a.1. Student knowledge of the Informational Text and Research Process Content Standards	4a.1. Professional Development on non-fiction text strategies to enhance teacher knowledge and application of these reading strategies.	4a.1. Principal – Linda Graham Asst. Principal – Kathleen Herlihy	4a.1. Classroom observations of non-fiction text strategies being used during reading instruction.	4a.1. Lesson plans Student Reading Logs Student work

1			Professional Development Facilitator – Leonore Gualano Grade Level Literacy Leads	Students discuss non-fiction strategies used to gain knowledge and understanding of non-fiction text.	
2	4a.2. Student knowledge of Reading Application Content Standards	4a.2. Grade levels will meet to analyze, discuss, and plan lessons on Author's Purpose, Author's Perspective, Main Idea (stated or implied), Relevant Details, Conclusions/Inferences, Chronological Order/Cause and Effect, Text Structures Themes, Topics, and Compare and Contrast. Use knowledge to plan differentiated instruction based on student data needs.	4a.2. Classroom Teachers Literacy Leads	4a.2. Review of teacher data to ensure alignment with content areas	4a.2 Lesson Plans Student Portfolios Benchmark Assessment Data
3	4a.3. Student scheduling	4a.3. Provide Tier 2 Interventions for students not responding to the core instructional practices during the school day. Provide Tier 3 Intensive Interventions that are research based. Develop strategies to address the varying needs of students in Tier 2 andTier 3. Teachers will plan additional intervention blocks for instruction on early release days ("Power Up with RtI")	4a.3. Classroom Teachers RTI Team	4a.3. Observation of RTI interventions Small group instruction	4a.3. RtI Intervention Logs Lesson Plans Student Work Report Cards Progress Reports

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 # Increase the percentage of students who meet the Annual Measurable Objective (AMO) by 2%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77%	79%	81%	83%	85%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In grades 3-5, the percentage of student subgroups making satisfactory progress will increase by 2%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 72% (63) Black: 48% (14) Hispanic: 29% (5) Asian: 10% (1)	White: 74% Black: 50% Hispanic: 31% Asian: 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	5B.1. Excessive absences and tardies Implementation of RtI with fidelity Collaboration time for teachers	5B.1. Provide targeted assistance to students in these subgroups. Increase the amount of time dedicated to RtI instruction for students identified in Tier 2 and Tier 3. Provide professional development opportunities.	5B.1. Classroom teachers RtI Team	5B.1. Review Profile Data Tracking forms Provide collaboration time for teachers Conduct Focus Walks Conduct informal and formal observations Analyze student assessment data	5B.1. Student work Stuent portfolios Benchmark Assessment Data FCAT 2.0 CAST Evaluations

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:	In grades 3-5, ELL students will increase their satisfactory progress in reading by 2 %.

2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd grade- 80% (4) 4th grade-33% (1)	4th grade- 82% (5) 5th grade-35% (2)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Common planning time for grade levels Teacher knowledge of reading strategies to support FCAT 2.0 strands. RtI Instruction	5C.1. Provide grade-appropriate activites to support instruction. Increase Tier 2 and Tier 3 interventions for instruction. Increase professional development opportunities.	5C.1. Principal- Linda Graham Assistant Principal-Kathleen Herlihy RtI Team ELL Contact-Christine Malewicki	5C.1. Observe student participation in class Conduct informal and formal observations Implementation of Differentiated Instruction	5C.1. Student Portfolios Benchmark Assessment Data Report Cards Progress Reports FCAT 2.0 Lesson Plans

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In grades 3-5, Students with Disabilities will increase their satisfactory progress in reading by 2 %.

2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd grade- 45% (9) 4th grade-64% (16)	4th grade- 47% (10) 5th grade- 66% (17)

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	5D.1. Excessive absences and tardies Discipline problems Communication barriers with parents Mobility rate of students	5D.1. Provide grade-appropriate activites to support behavior. Increase Tier 2 and Tier 3 interventions for instruction. Establish Communication system with parents. (newsletter, notes, phone calls, etc.)	5D.1. Principal – Linda Graham Asst. Principal – Kathleen Herlihy Foundations Team Classroom Teachers	5D.1. Observe student behavior. Review teacher-parent communication logs. Collaborate with students and teachers. Attend Parent-teacher conferences	5D.1. Progress Reports Report Cards Student work

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In grades 3-5, the percent of Economically Disadvantaged students will make satisfactory progress and increase in reading by 2 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd grade- 64% (35) 4th grade- 65% (36)	4th grade- 66% (6) 5th grade- 67% (37)

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	5E.1. Excessive absences and tardies Increase in discipline problems Communication barriers with parents Mobility rate of students	5E.1. Provide grade-appropriate activites to support behavior. Increase Tier 2 and Tier 3 interventions for instruction. Establish Communication system with parents. (newsletter, notes, phone calls, etc.)	5E.1. Principal – Linda Graham Asst. Principal – Kathleen Herlihy Foundations Team Classroom Teachers	5E.1. Observe student behavior. Review teacher-parent communication logs. Collaborate with students and teachers. Attend Parent-teacher conferences	5E.1. Progress Reports Report Cards Student work

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
Reading Comprehension and Decoding Strategies	K-5	Literacy Leads	Classroom Teachers	Oct. 2012	Evidence of reading/decoding/non-fiction strategies observed in lesson/lesson plans.	Principal-Linda Graham Asst. Principal-Kathleen Herlihy
Data Analysis	Grade Level Teams: K-2, 3-5	Principal- Linda Graham Assistant Principal- Kathleen Herlihy Professional Development Facilitator- Leonore Gualano	Classroom teachers	Oct. 2012-March 2013, (Grades 3-5 Benchmark Data) Nov. 2012-May 2013 (K-2 DRA2/ F.A.I.R)	Classroom Observations Differentiated instruction evident in lessons/lesson plans	Principal-Linda Graham Asst. Principal-Kathleen Herlihy
Data collaboration grade/subject area groups	K-5	Principal- Linda Graham Asst. Principal- Kathleen Herlihy Professional Dev. Facilitator- Leonore Gualano Grade Level Leads	Classroom Teachers	October 2012-March 2013	Exit Cards/Challenges and Successes	Principal-Linda Graham Asst. Principal-Kathleen Herlihy
Higher order question stems and questions of multiple levels of cognitive complexity	Webb's Benchmark Item Specifications and Released Items to analyze components of highe-order thinking skills	Principal- Linda Graham Asst. Principal- Kathleen Herlihy Professional Dev. Facilitator- Leonore Gualano Grade Level Leads	Professional Development Break-out Sessions: Whole group or grade level/department level	Sept. 2012	Evidence of higher level questioning durng classroom observations. Use of guided questions in lessons that document questions of multiple levels of cognitive complexity.	Principal-Linda Graham Asst. Principal-Kathleen Herlihy
Analysis of FCAT 2.0 Test Specifications by subject area	Samples of Item Specifications	Principal- Linda Graham Asst. Principal- Kathleen Herlihy Professinal Dev. Facilitator- Leoore Gualano, Grade Level Leads	Professional Development Break-out Sessions: Whole group or grade level/department level	Sept. 2012	Evidence of instruction/lesson delivery that goes beyond the elements of the standard by defining critical attributes, distracters, and elements of the standards	Principal-Linda Graham Asst. Principal-Kathleen Herlihy
		Principal- Linda				

| Going deeper in Test Specifications using 2012 school data | Reading Application Item Specifications | Graham Asst. Principal-Kathleen Herlihy Professinal Dev. Facilitator-Leoore Gualano, Grade Level Leads | Professional Development Break-out Sessions: Whole group or grade level/department level | Feb. 2012 | Evidence of instruction/lesson delivery that goes beyond the elements of the standard by defining critical attributes, distracters, and elements of the Reading Application Benchmark | Principal-Linda Graham

Asst. Principal-Kathleen Herlihy |

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Accommodations and Research-based Strategies	RTI Strategies Flip Charts	none	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize educational websites and software programs that provide instructional materials that will support classroom instruction.	Computers, educational websites, software (Example: "Study Island" reading program)	PTA funds	$2,000.00
			Subtotal: $2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Analyze student data and design plans to address class and small group needs.	Release Time for teachers	none	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	none	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

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:	To increase the percentage of students scoring proficient in Listening/Speaking by 10% (2) on the 2013 Cella Test.
2012 Current Percent of Students Proficient in listening/speaking:	
On the 2012 Cella 40% (8) scored 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
1	1.1. Understanding oral listening strategies to grasp abstract learning concept	1.1. Teachers will incorporate ELL strategies into instruction.	1.1. Principal – Linda Graham Asst. Principal – Kathleen Herlihy	1.1 Observation of oral listening strategies being used during instruction Student Participation	1.1 CAST Rubric Student Work CELLA Test REFLEX Math Software Program Student Results IXL Math Software Program

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:	To increase the percentage of students scoring proficient in Reading by 10% (2) on the 2013 Cella Test.

2012 Current Percent of Students Proficient in reading:

On the 2012 Cella 55% (11) scored 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
1	2.1. Knowledge of effective vocabulary strategies	2.1. Teachers will meet on grade level to identify vocabulary strategies that would enhance reading instruction for our ELL learners.	2.1. Grade Level Leads ELL Liaison- Christine Malewicki	2.1. Observation of effective vocabulary strategies being used during instruction in the various content areas	2.1. CAST Evaluations Student Work CELLA Test
2	2.2. Knowledge of frontloading the lesson to enhance reading comprehension	2.2. Teachers will meet on grade level and use the various teachers' editions to identify the strategies that will help our ELL understand text (prior knowledge, cultural background, self-questioning, predicting, note-taking etc.)	2.2. Grade Level Chairs Classroom Teachers	.2 Observation of frontloading taking place during classroom instruction	2.2. CAST Evaluations Student Work CELLA Test
3	2.3 Knowledge of developing interactive lessons	.3 Teachers will meet on grade level and use the various teachers' editions to identify the interactive strategies that will help them develop hand's on/interactive lessons	2.3 Grade Level Chairs Classroom Teachers	2.3 Observation of interactive lessons during the various instructional lessons	2.3 CAST Evaluations Student Work CELLA Test

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

3. Students scoring proficient in writing.

CELLA Goal #3:

To increase the percentage of students scoring proficient in Writing by 10% (2) on the 2013 Cella Test.

2012 Current Percent of Students Proficient in writing:

On the 2012 Cella 50% (10) scored proficient in Reading.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Lack of quality text used to instruct lessons in writing.	3.1. Teachers will select appropriate books that model effective writing strategies.	3.1. Classroom Teachers	3.1. Classroom Observations in the use of grade-appropriate literature	3.1. CELLA Test Student Journals/Portfolios
2	3.2. Lack of practicing effective writing strategies	3.2. Reader's Theater will be used so that students' can orally state and use some of the strategies found in text that will enhance our ELL learners understanding of the elements of the writing standard.	3.2. Classroom Teachers	3.2. Classroom observations of Reader's Theater being used to develop oral language	3.2. CELLA Test Student and Journals and Portfolios
3	3.3. Conferencing and closing during writer's workshop	3.3. Peer conferencing will be used for students to share and discuss their writing. Teachers will conference with students, using the same format, which will give students multiple opportunities to incorporate various writing strategies.	3.3. Classroom Teachers	3.3. Classroom observations of conferencing	3.3. CELLA Test Student Journals/Portfolios

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize various research-based literature and support materials	ELL accommodations in the content areas	none	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Collaboration on grade levels/independent teacher work	Media Center Resources	none	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$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:	In grades 3-5, 31% (152) scored a Level 2 on the 2012 FCAT in Math. Our goal is to increase the percentage of students scoring at Level 3 to 33% (162).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31 %(152)	33% (162)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Timely access to data	1a.1. Create a timeline to analyze and compare 2012 FCAT 2.0 and district Benchmark data Plan and deliver differentiated instruction Analyze student work across grade levels Provide professional development opportunities	1a.1. Principal- Linda Graham Assistant principal- Kathleen Herlihy Classroom Teachers	1a.1. Classroom Observations Teacher instruction and student knowledge	1a.1. Math portfolios and Journals Lesson Plans Data Notebook (FCAT 2.0, etc.) REFLEX Math Software Program Student Results IXL Math Software Program
2	1a.2. Teacher understanding and familiarity with both the core and extension lessons found in the both Envisions and Math Investigations	1a.2. Implement core curriculum of Envisions and Math Investigations with fidelity Implement extended lessons found in both curriculums and differentiated instruction to meet the varying needs and challenge students	1a.2 Classroom Teachers	1a.2 Classroom Observations Implement Math Workshop Model with fidelity	1a.2 CAST Rurbric Lesson Plans Student Work 2012 Benchmark data REFLEX Math Student Results IXL Math Software Program
3	1a.3. Familiarity with FCAT 2.0 Test Item Specifications	1a.3. Teachers will work independently or in small groups to clarify the benchmark Identify the content focus and limitations, and to know the text attributes and distracter attributes of each benchmark	1a.3. Principal – Linda Graham Asst. Principal – Kathleen Herlihy Professional Dev. Facilitator – Leonore Gualano Classroom Teachers	1a.3. Collaborate with teachers about the various benchmarks Classroom observations of instruction	1a.3. Lesson Plans CAST Evaluations

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:	To increase the percentage of students scoring at Levels 4,5 and 6 by .08% (4)on the 2013 Math FAA Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (3)	33%(4)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. Enhancement of teacher knowledge of components of their data.	1b.1. Teachers will meet and discuss the components of a data instrument/ in regards to their students' FAA score result and the alignment of those scores with the grade level access points.	1b.1. ESE Classroom Teachers	1b.1. Evidence of subject area knowledge Review of Data Notebook	1b.1. Data Logs Student work Student Portfolios
2	1b.2. Familiarity with Grade Level Access Point Item Specifications	1b.2. Teachers will work independently or in small groups to clarify the assess point objective for the participatory, supported and independent levels.	1b.2. CSS Site Coach ESE Classroom Teachers	1b.2. Classroom Observations Teacher collaboration about the various levels within each access point	1b.2. Lesson Plans CAST Evaluations
3	1b.3. Teacher familiarity with supplemental activities to enhance student performance in the various components of math	1b.3. CSS Site Coach ESE teachers	1b.3. Observation of lessons using supplemental materials that are aligned with student data	1b.3. Instructional plans aligned with student needs /supplementary materials/ongoing classroom data aligned with specific progress as outlined by the grade level access points	1b.3. Principal – Linda Graham Asst. Principal – Kathleen Herlihy

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:	In grades 3-5, 42%(206) scored at a Level 4 or higher on the 2012 Math FCAT. Our goal is to increase the percentage of students scoring at Level 4 to 44% (215).
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(206)	44% (215)

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	2.a.1. Time to plan effective differentiated instruction lessons Timely access to review assessment data	2.a.1. Establish teacher collaborative groups to identify the key elements and align instruction to match student academic needs. Provide release time for teachers to plan and collaborate on grade levels and/or on vertical teams.	2.a.1. Classroom teachers Principal- Linda Graham Asst. Principal-Kathleen Herlihy	2.a.1. Observation of higher leveled instruction aligned with data during classroom observations	2.a.1. Student Portfolios Data Notebook Benchmark Assessment Data FCAT 2.0
2	2a.2. Teacher understanding of planning extended lessons to enhance instruction	2a.2. Implement small group and flexible group instruction to improve student performance	2a.2. Classroom Teachers Math Lead Teachers	2a.2. Classroom observations Incorporate Math Investigations and Envision curriculum	2a.2. CAST Evaluations Lesson plans with evidence of differentiated instruction Student work
3	2a.3. Familiarity with the use of technology to assist with targeted instruction	2a.3. Technology leaders will lead sessions on various technology resources (Florida Achieves, Limelight, Study Island, etc) to enhance teacher knowledge of the programs that will enhance student performance and growth	2a.3. District technology instructors(as assigned by the district) School Technology Grade Level Team School Technology Coaches: Michael O'Donnell and Andrew Nelson	2a.3. Classroom Observations Incoporation of the various software programs into the curriculum	2a.3. Student Portfolios with evidence of utilizing software programs

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:	To increase the percentage of students scoring at Level 7 or above(2) by .08% on the 2013 FAA Math Assessment..
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (2)	25% (4)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1. Familiarity with access points attributes to define and enhance instruction for students at the supported and independent level	2b.1. Create teacher collaborative groups to identify the key elements and align instruction to match student data needs	2b.1. CSS Site Coach-Rene Tomey ESE Teachers	2b.1. Observation of higher leveled instruction aligned with data during classroom observations. Implementation of Number Worlds curriculum	2b.1. Teacher Data Logs Student work/Portfolios 2012 Florida Alternate Assessment Data
2	2b.2. Create a Data Profile sheet to assist ESE teachers with disaggregating and	2b.2. Generate a data gathering document to identify the areas of focus and improve	2b.2. CSS Site Coach-Rene Tomey ESE Teachers	2b.2. Use of documented data that is aligned with the Access Points to show evidence of student	2b.2. Teacher Data Logs Student

analyzing student data.	student progress at the independent and functioning levels		progress throughout the school year	work/Portfolios

Florida Alternate Assessment Data |
| 3 | 2b.3.
Aligning Florida Alternate Assessment Access Points in math with student learning tasks | 2b.3.
Identification of skills and activities that align with the access points in math at the independent level | 2b.3.
CSS Site Coach-Rene Tomey

ESE Teachers | 2b.3.
Alignment of learning activities with independent level reading access points. | 2b.3.
Teacher Data Logs

Student work/Portfolios |

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:	71% (236)of our 4-5th grade students made Learning Gains on the 2012 Math FCAT. Our goal is to increase the percentage of students making learning gains in math to 73% on the 2013 Math FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (236)of students in grades 4-5	73% (243) of student in grades 4-5

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1.
Student knowledge of the Content Standards on number fractions in third grade and Student knowledge of the geometry and measurement content areas in grades 4 and 5. | 3a.1.
Provide training on unpacking the standards specific to each grade level (Common Core Standards will be addressed in grades K, 1, 2) | 3a.1.
Principal – Linda Graham Asst. Principal – Kathleen

Herlihy
Professional Dev. Facilitator – Leonore Gualano

Grade Level Math Leads | 3a.1.
Classroom Observations: 3rd grade Focus – Observe the implementatin of math strategies in

4th-5th grade Focus-Observe the imlementation of math strategies in geometry and measurements | 3a.1.
Lesson plans

Student Portfolios

Teacher-made tests

Student data results

Benchmark Assessment Data |
| 2 | 3a.2.
Scheduling time to disaggregate data by classroom needs and individual student needs | 3a.2.
Planning time/professional development time in which teachers take recent data and use that data to plan instruction Aligned with whole group, small group, and individual student needs | 3a.2.
Principal – Linda Graham, Asst. Principal – Kathleen Herlihy and Professional Development Facilitator – Leonore Gualano Grade Level Math Leads | 3a.2.
Classroom observation of instruction aligned with individual and group data | 3a.2.
Lesson plans

Teacher-made tests

Student data results

FCAT 2.0 Data Benchmark Assessment Data |
| 3 | 3a.3.
Student scheduling | 3a.3.
Provide Tier 2 Interventions for students not responding to the core instructional practices

Provide Tier 3 Intensive Interventions that are research- based Plan additional | 3a.3.
Classroom Teachers RTI Team ESE Teachers | 3a.3.
Observation of RTI interventions during small group instruction | 3a.3.
RtI Intervention logs

Lesson Plans

Conferencing Logs

Student work |

		intervention blocks on early release days			

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:	No data available to determine learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available to compare.	No data available to compare.

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	3b.1. Mobility rate of students Lack of time for teacher collaboration and planning	3b.1. Provide release time for training opportunities and teacher collaboration	3b.1. CSS Site Coach-Rene Tomey Principal- Linda Graham ESE Grade Chairman- Kimberly Rowe	3b.1. Classroom observations of instruction Student Participation	3b.1. CSS Quality Indicators Guide Teacher Data Logs Student Work Florida Alternate Assessment Data

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In grades 4-5, 71% (59) of our students in the lowest quartile on the 2012 Math FCAT 2.0. Our goal is to increase the percentage of students in the lowest quartile making learning gains to 73% on the 2013 Math FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (59)	73% (64)

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	4a.1. Time to collect disaggregate and analyze data	4a.1. Use of data documents to identify and align with students' needs	4a.1. Principal- Linda Graham Assistant Principal-Kathleen Herlihy Classroom Teachers	4a.1. Data documents which identify students by areas of need. Classroom Observations	4a.1. CAST Rubric Data Notebooks Lesson Plans FCAT 2.0 Data
	4a.2.	4a.2.	4a.2.	4a.2	4a.2.

2	Scheduling Student Mobility	Identify areas of weakness and group students based on the most recent test data.	Principal- Linda Graham Classroom Teachers	Focus Walks Use of Differentiation Instruction	CAST Rubric Data Notebooks Lesson Plans FCAT 2.0 Data Benchmark Data REFLEX Math Software Program Student Results IXL Math Software Program
3	4a.3 Collaboration time for the RtI Team	4a.3. Provide interventions within the framework of RtI Instruction Provide Tier 2 Interventions for students not responding to the core instructional practices Provide Tier 3 Intensive Interventions that are research- based	4a.3. Principal- Linda Graham Guidance Counselor- Chris Malewicki RtI Team	4a.3. Classroom Observations RtI Intervention Documentation with minutes and next steps	4a.3. CAST Rubric Data Notebooks Lesson Plans

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Increase the percentage of students who meet the Annual Measurable Objective (AMO) by 2% in math. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	81%	83%	84%	86%	88%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In grades 3-5, each subgroup will make satisfactory progress and increase in growth by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White- 82% (137) Black- 64% (41) Hispanic- 69% (22) Asians-96% (21)	White- 84% Black- 66% Hispanic- 71% Asians-98%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Excessive absences and tardies Implementation of RtI with fidelity Collaboration time for teachers	5B.1. Provide targeted assistance to students in these subgroups. Increase the amount of time dedicated to RtI instruction for students identified in Tier 2 and Tier 3. Provide professional development opportunities	5B.1. Principal- Linda Graham Asst. Principal-Kathleen Herlihy Classroom Teachers	5B.1. Review Profile Data Tracking forms Provide collaboration time for teachers Conduct Focus Walks Conduct informal and formal observations Analyze student assessment data	Report cards 5B.1. Student work Stuent portfolios Benchmark Assessment Data FCAT 2.0 CAST Evaluations REFLEX Math Software Program Student Results IXL Math Software Program

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In grades 3-5, the percent of ELL students will increase satisfactory progress in math 2% as compared to 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd grade- 60% (3) 4th grade- 33% (1)	4th grade- 62% (4) 5th grade- 35% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Common planning time for grade levels Teacher knowledge of math strategies to support FCAT 2.0 strands RtI instruction	5C.1. Provide grade-appropriate activites to support instruction. Increase Tier 2 and Tier 3 interventions for instruction. Increase professional development opportunities	5C.1. Principal- Linda Graham Asst. Principal-Kathleen Herlihy RtI Team ELL Contact-Christine Malewicki	5C.1. Observe student participation in class Conduct informal and formal observations Implementation of Differentiated Instruction	5C.1. Student Portfolios Benchmark Assessment Data Report Cards/Progress Reports FCAT 2.0 Lesson Plans REFLEX Math Software Program Student Results IXL Math Software Program

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.	In grades 3-5, the percent of students with disabilities will increase satisfactory progress in math by 2% as compared to

	Mathematics Goal #5D:	2012.

2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd grade- 55% (11) 4th grade- 68% (17)	4th grade- 57% (12) 5th grade- 70% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Excessive absences and tardies Discipline problems Communication barriers with parents Mobility rate of students	5D.1. Provide grade-appropriate activites to support behavior. Increase Tier 2 and Tier 3 interventions for instruction. Establish Communication system with parents. (newsletter, notes, phone calls, etc.)	5D.1. Principal – Linda Graham Asst. Principal – Kathleen Herlihy Foundations Team Classroom Teachers	5D.1. Observe student behavior. Review teacher-parent communication logs. Collaborate with students and teachers. Attend Parent-teacher conferences	5D.1. Progress Reports Report Cards Student work

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 3-5, the percent of economically disadvantaged students will increase satisfactory progress by 2% as compared to 2012.

2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd grade- 58% (32) 4th grade- 69% (38)	4th grade- 60% (33) 5th grade- 71% (39)

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	5E.1. Excessive absences and tardies Increase in discipline problems Communication barriers with parents Mobility rate of students	5E.1. Provide grade-appropriate activites to support behavior. Increase Tier 2 and Tier 3 interventions for instruction. Establish Communication system with parents. (newsletter, notes, phone calls, etc.) Provide incentives for positive student behavior.	5E.1. Principal – Linda Graham Asst. Principal – Kathleen Herlihy Foundations Team Classroom Teachers	5E.1. Observe student behavior. Review teacher-parent communication logs. Collaborate with students and teachers. Attend Parent-teacher conferences	5E.1. Progress Reports Report Cards Attendance Registers Student work REFLEX Math Program Data Results

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Going deeper with Test Specifications by focusing on 2012 school data content areas of need	Reading Application Item Specifications	Principal-Linda Graham Professional Development Facilitator-Leonore Gualano Grade Level Leads	Whole group professional development with grade level/department level break-out sessions	Feb. 2012- May 2013	Evidence of observable instruction that goes beyond the elements of the standard by defining critical attributes, distracters, and the content focus of the standards	Principal-Linda Graham Asst. Principal-Kathleen Herlihy
Data Analysis	K-5 classrooms	Principal-Linda Graham Asst. Principal-Kathleen Herlihy Professional Development Facilitator-Leonore Gualano Grade Level Leads	Data Analysis (K-2) & (3-5)	Oct. 3rd, 2012 & Jan. 9 2013 for Grades 3-5 Benchmark Analysis Nov. 7th 2012 and Feb. 6 2013 NCGG Formative Assessments.	Classroom Observations Differentiated instruction evident in lessons/lesson plans.	Principal-Linda Graham Asst. Principal-Kathleen Herlihy
Higher order question stems and questions of multiple levels of cognitive complexity	Webb's Benchmark Item Specifications and Released Tests to analyze components of higher thinking skills	Principal-Linda Graham Professional Development Facilitator-Leonore Gualano Grade Level Leads	Whole group professional development with grade level/department level break-out sessions	Sept. 2012-May 2013	Evidence of higher level questions being observed in the classroom along with lessons/plans/documents that show questions of multiple levels of cognitive complexity	Principal-Linda Graham Asst. Principal-Kathleen Herlihy
Analysis of FCAT 2.0 Test Specifications by subject area	Samples of Item Specifications utilized	Principal-Linda Graham Professional Development Facilitator-Leonore Gualano Grade Level Leads	Whole group professional development with grade level/department level break-out sessions	Sept.- Dec. 2012	Evidence of observable instruction that goes beyond the elements of the standard by defining critical attributes, distracters, and the content focus of the standards	Principal-Linda Graham Asst. Principal-Kathleen Herlihy
Data collaboration grade/subject area groups	K-5 classrooms	Principal-Linda Graham Professional Development Facilitator-Leonore Gualano Grade Level Leads	Teacher Collaboration on Grade Level or subject area	Dec. 12, 2012 & March 20th, 2013	Exit Cards/Challenges and Successes	Principal-Linda Graham Asst. Principal-Kathleen Herlihy
Math Strategies	K-5	Math Leads	Grades K-5 Grade Level Math Leads	Nov.- Dec. 2012	Evidence of effective math strategies observed in lessons/lesson plans	Principal-Linda Graham Asst. Principal-Kathleen Herlihy

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide extended learning activities using the core curriculums (Math Investigation and Envisions) provide differentiated instruction based on data needs.	Math Investigation materials	none	$0.00
Provide extended learning activities using a supplemental math software programs.	Software Programs: "REFLEX", "Study Island" "IXL"	PTA funds	$2,700.00

				Subtotal: $2,700.00

Technology				
Strategy	Description of Resources	Funding Source		Available Amount
none	N/A	none		$0.00
				Subtotal: $0.00

Professional Development				
Strategy	Description of Resources	Funding Source		Available Amount
School-based trainiong on Early Release days by in-house teachers	Software programs ("REFLEX" and "Study Island)	N/A		$0.00
				Subtotal: $0.00

Other				
Strategy	Description of Resources	Funding Source		Available Amount
None	N/A	none		$0.00
				Subtotal: $0.00
				Grand Total: $2,700.00

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:	To increase the percentage of fifth grade students scoring Level 3 or above on the 2013 Science FCAT 2.0 by 2 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 37% (60) scored at a Level 3 on the 2012 Science FCAT 2.0.	In grade 5, 39% (63) will score at a Level 3 on the 2013 FCAT 2.0.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Timely access and analysis of student data	1a.1. Analyze assessment data during grade level meetings (right after data collection information is available)	1a.1. Principal – Linda Graham, Asst. Principal – Kathleen Herlihy and Professional Development Facilitator – Leonore Gualano Classroom Teachers	1a.1. Teacher developed data tools to assist with instructional planning. Small and whole group focus using current data	1a.1. Lesson Plans CAST Evaluations Data collection instrument Student portfolios Student lab projects
	1a.2. Familiarity with core and extension lessons using the Science Curriculum Lesson Tools	1a.2. Identify and demonstrate use of effective science instruction emphasizing inquiry-based, hands	1a.2. Classroom Teachers	1a.2. Implement 5-E Science Clasroom Observations	1a.2. CAST Evaluations Lesson Plans Student work

		on learning/projects. Implement extended lessons from the curriculums that provide differentiated instruction for the varying ability levels of students. Incorporate leveled science readers into science instruction. Utilize Science Gizmos in classroom instruction.		Implementation of the Workshop Model (with fidelity)	
2					
3	1a.3. Clarification of science benchmarks, the distracters, attributes and critical elements	1a.3. Teachers work independently or in small groups to clarify the benchmarks Identify the content focus and limitations Become familiar with the text attributes and distracter attributes of each benchmark	1a.3. Principal – Linda Graham Asst. Principal – Kathleen Herlihy Professional Development Facilitator – Leonore Gualano Classroom Teachers	1a.3. Minutes from teacher collaboration meetings Informal/Formal Observations	1a.3. Lesson Plans CAST Evaluations

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:	To increase the percentage of students scoring at a Level 4,5 or 6 by 17% (3) on the FAA Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (2) students scored a Level 4,5 or 6 on the FAA Science Assessment.	50% (3) students will score at a Level 4, 5 or 6 on the FAA Science Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. Teacher knowledge of components of their data	1b.1. Teachers meet and discuss the components of a data instrument/ in regards to their students' FAA score results and the alignment with the grade level access points.	1b.1. CSS Site Coach-Rene Tomey ESE Classroom Teachers	1b.1. Evidence of knowledge in subject Data Collection Conferences	1b.1. Lesson Plans Student Work CAST Student Assessments CAST Evaluations
2	1b.2. Familiarity with Grade Level Access Point Item Specifications	1b.2. Teachers will work independently or in small groups to clarify the assess point objective for the participatory, supported and independent levels. Review and Implement	1b.2. CSS Site Coach-Rene Tomey ESE Classroom Teachers ESE Itinerate Support Team	1b.2. Observation of in-service teacher collaboration about the various levels within each access point. Informal/Formal Observations	1b.2. Teacher lesson plans Classroom observations CAST Evaluations CSS Quality

					Indicators Guide
					Student work
					CAST Student Assessments
3	1b.3. Familiarity with supplemental s activities aligned to student data to enhance student performance in the various components of science	1b.3. Teachers will meet in groups/independently and identify data needs and correlate these needs to specific learning materials that will assist with the development of lesson to support student growth.	1b.3. CSS Site Coach- Rene Tomey ESE Classroom Teachers ESE Itinerate Support Team	1b.3. Instructional plans aligned with student needs Supplementary materials Ongoing classroom data aligned with specific progress as outlined by the grade level reading access points	1b.3. Teacher lesson plans Classroom observations CAST Evaluations CSS Quality Indicators Guide Student work CAST Student 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In Grade 5, 24% (39) scored at a Level 4 or above on the 2012 Science FCAT 2.0. To increase the percentage of fifth grade students scoring Level 4 & Level 5 on the 2013 Science FCAT 2.0 by 2 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5 24% (39) scored at a Level 4 or above on the 2012 Science FCAT 2.0.	In grade 5, 26% (42) will score at a Level 4 or higher on the 2013 Science FCAT 2.0.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Familiarity with developing higher order/higher complexity questions during instruction. Understand the various question stems na d content area questions.	2a.1 School-based training	2a.1. Principal – Linda Graham Asst. Principal – Kathleen Herlihy and Professional Development Facilitator – Leonore Gualano Classroom Teachers	2a.1. Classrooom observations instruction/teacher made tests	2a.1 Lesson Plans CAST Evaluations 5th grade Benchmark Assessments Teacher-made tests Student portfolios Student lab projects
2	2a.2. Teacher understanding of how to plan extended lessons to enhance lessons based on data needs.	2a.2. Implement regular small group instruction and flexible group instruction to monitor and promote student performance and to meet the individual needs of students.	2a.2. Classroom Teachers Science Lead Teachers	2a.2. Implementation of the Science 5-E Workshop Model Classroom observations	2a.2. CAST Evaluations Lesson plans
	2a.3.	2a.3.	2a.3.	2a.3.	2a.3.

Note: The table header row spans the columns: Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool

3	Familiarity with the use of technology to assist with targeted instruction to address student needs.	Technology leaders will lead sessions on various technology resources (Florida Achieves, Limelight, Study Island, etc) to enhance teacher knowledge of how to use the information these programs gather to enhance student performance and growth.	District technology instructors(as assigned by the district). School technology team, School Technology Coaches: Michael O'Donnell and Andrew Nelson	Classroom Observations Computer lab observations Implementation of training materials	Student portfolios Teacher portfolios Benchmark Assessment Results

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:	To increase the percentage of students by 17% scoring at a Level 7 or above on the 2013 FAA Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (1) students scored at a Level 7 or above on the 2012 FAA Science Asssessment.	34% (2)students will core at a Level 7 or above on the 2013 FAA Science Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1. Familiarity with access points attributes to define and enhance instruction for students at the supported and independent level in reading.	2b.1. Teacher Collaboration Groups will identify the key elements of the standard and align instruction to match student data needs.	2b.1. CSS Site Coach- Rene Tomey ESE Teachers	2b.1. Classroom observations	2b.1. CAST Evaluations CAST Student Assessments
2	2b.2. ESE needs a profile sheet to assist them in disaggregating and analyzing student data.	2b.2. Teachers will collaboratively work together to generate a data gathering document in which they can drill down the data to identify the areas needed so students can progress into the independent level of functioning.	2b.2. CSS Site Coach- Rene Tomey ESE Teachers	2b.2. Data collection that is aligned with the Reading Access Points to assess student progress	2b.2. CAST Evaluations CAST Student Assessments Student Work
3	2b.3. Alignment of FAA Math Access Points with student learning tasks	2b.3. Identification of skills and activities that align with the access points in math at the independent level	2b.3. CSS Site Coach- Rene Tomey ESE Teachers	2b.3. Alignment of learning activities with independent level reading access points.	2b.3. CAST Evaluations CAST Student Assessments

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
Using the science data to enhance student growth.	K-5	Principal- Linda Graham Asst. Principal – Ms. Herlihy Grade Level Science Leads	Teachers will plan and implement science lessons geared toward the 5th grade science standards. 5th grade teachers will determine which students are to attend which session. Sessions will be held on Tuesday and Thursday's from 1:00 to 2:00 in various grade level classrooms.	March 2012-April 2013	Feeback cards from break-out sessions	Principal- Linda Graham Asst. Principal- Kathleen Herlihy
Participation in P-SELL Project	5th grade students	Principal- Linda Graham	5th grade science teachers will participate as a "control group" and will assist in determining ways to improve science education, especially for ELL students.	October 2012-May 2013	Teacher surveys Assessments	P-Sell Project Coordinator- Jake Ch-en Principal- Linda Graham

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement with fidelity the Scott Pearson Science Materials.	Teacher Planning Guides, test builder, strategy resources, leveled readers, activity cards and materials, CD's and DVD's to enhance lesson development.	none	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	none	none	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Participate as a control group for the P-Sell Project (new science curriculum and research project).	Materials for surveys and assessments	P-SELL	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	none	none	$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:	88% (150) 4th grade students scored at Level 3 and above on the 2012 Writing FCAT 2.0. To increase the percentage of fourth grade students scoring Level 3 to 91% (155) on the 2013 Writing FCAT 2.0 .
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (150) 4th grade students scored at Level 3 and above on the 2012 Writing FCAT 2.0.	91% (155) 4th grade students will score at Level 3 on the 2013 Writing FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Scheduling time for students to write daily	1a.1. Students will write daily following the procedures of Writer's Workshop. Students will identify writing strategies from various mini-lessons and incorporate those strategies into their writing pieces. Teacher-student and peer-to-peer conferences will be used to improve students' writing Skills Teacher-student and peer-to-peer conferences will be used to analyze student writing against the writing rubric and to determine strengths and areas of focus	1a.1. Classroom Teachers Principal – Linda Graham Asst. Principal – Kathleen Herlihy	1a.1. Observation of Writer's Workshop Model Implementation of Writer's Workshop with fidelity Observation of student writing journals with dated writing pieces and conference notes	1a.1. Lesson plans Conference logs Writing portfolios Student journals District Writing Prompts
2	1a.2. Teacher understanding of rubrics	1a.2. 1a.2. Provide opportunities for training and teacher collaboration to compare and discuss student work against the elements in the writing rubric	1a.2. Principal – Linda Graham Asst. Principal – Kathleen Herlihy Professional Dev. Facilitator- Leonore Gualano Fourth grade literacy teachers	1a.2. Observation of students and teachers using rubrics to assess their work and make improvements	1a.2 Student work FCAT 2.0 (Writing) District Writing Prompts
3	1a.3. Teacher knowledge of 2012 Anchor Papers	1a.3. Professional training and teacher collaboration on the strategies used and scoring of the Anchor Papers	1a.3. Principal – Linda Graham Asst. Principal – Kathleen Herlihy Lenora Gualano – Professional Development Facilitator	1a.3. Classroom Observations	1a.3. Student work Lesson Plans Writing portfolios

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:	To increase the percentage of students scoring at Level 4 or higher in writing by 25% on the 2013 FAA Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2) students scored at Level 4 or higher on the 2012 FAA Writing Assessment.	75% (3) students will score at Level 4 or higher on the 2013 FAA Writing Assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. Modeling and practicing of effective writing strategies	1b.1. Teachers will demonstrate specific writing strategies using the learning theory method of "I do, we do, you do". Students will use oral and written expressions to demonstrate their understanding of the strategies.	1b.1. ESE Teachers CSS Site Coach- Rene Tomey Principal- Linda Graham Asst. Principal- Kathleen Herlihy	1b.1. Classroom observations of the learning process Increase productivity of oral language during instruction Student Participation	1.b.1. CAST Evaluations Student work Teacher logs
2	1b.2. Enhance effective practices using writing strategies to enhance the reciprocal process of reading and writing	1b.2. Use of Reader's Theater will to enhance our ESE learners understanding of the elements of the writing standard	1b.2. . ESE Teachers CSS Site Coach- Rene Tomey Principal- Linda Graham Asst. Principal- Kathleen Herlihy	1b.2. Classroom observations of the implementation of Reader's Theater Student Participation	1b.2. CAST Evaluations Student work Teacher logs
3	1b.3. Conferencing with students	1b.3. Conduct teacher- student conferences to incorporate multiple opportuniteis to use various writing strategies	1b.3. ESE Teachers CSS Site Coach- Rene Tomey	1b.3. Classroom observations	1b.3. CAST Evaluations Student work Teacher logs

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

Rubric Analysis	K-5	Literacy Leads Principal & Assistant Principal	Classroom Teachers	Grade Level Mtg. 9/13/12 (Early Release Training)	Observation of rubrics being used in classroom instruction Teacher Data Logs	Principal-Linda Graham Asst. Principal-Kathleen Herlihy
Student Work Analysis	K-5	Literacy leads Principal & Assistant Priincipal	Classroom Teachers	Grade Level Mtg. 10/11/12 (Early Release Training)	Observation of commentary/conferencing regarding student work/journals/conference logs	Principal-Linda Graham Asst. Principal-Kathleen Herlihy
Analysis of Anchor Papers	K-5	Literacy leads Principal & Assistant Priincipal	Classroom Teachers	Grade Level Mtg. 11/8/12 (Early Release Training)	Grade Level and Vertical Team Collaboration Minutes Teacher Data Logs	Principal-Linda Graham Asst. Principal-Kathleen Herlihy

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
None	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
None	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
None	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
None	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Reduce the number of students in grade K-5 who are absent more than 20 or more days by 2% (62 students) compared to student absences in 2011-2012 of 28% (79 students) who missed 20 or more days. Reduce the number of 10 or more days by 2% compared to student absences in 2011-2012 of ??????
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92% of students (954)	94% or higher in attendance (975)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

28% (290)		26% (269)

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
3% (31)	2% (21)

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	1.1 Cultural Diversity: Vacations Religious Holidays Natural Causes: Illness Bereavement Inclement Weather Technical problems with Genesis and Oncourse (district related) Traffic problems Transportation	1.1 Monitor attendance Teacher to parent communication on a regular basis Principal to parent communication via phone or conferences Encourage regular attendance via parent meetings, school events, newsletters and during morning announcements Conduct Attendance Intervention Team meetings on a regular basis to develop and determine interventions to improve student attendance. Provide incentives to motivate regular school attendance	1.1. Guidance Counselor-Christine Malewicki Classroom Teachers CRT Operator-Wynell Badger	1.1. Electronic monitoring of attendance and grades using Oncourse Tardy Log Track student performance Collaborate with classroom teacher, regarding student attendance. Utilize the district communication system (School Messenger,electronic phone system).	1.1 Attendance Data Report Cards Parent Contact Logs

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
Attendance Intervention Workshop	K-5	Principal: Linda Graham Asst. Principal: Kathleen Herlihy CRT Operator Wynell Badger	Teachers (K-5)	Aug. 13, 2012	Using Oncourse to monitor attendance and timely completion of record keeping	Principal- Linda Graham Asst. Principal- Kathleen Herlihy CRT Operator- Wynell Badger

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide incentives to promote attendance.	Incentive-based: coupons, gift certificates, trinkets, positive notes home, recognition during morning announcements.	Business Partners and school-based internal funds account	$300.00
			Subtotal: $300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide ongoing monitoring to Oncourse Grade Portal to track attendance and academic performance.	Oncourse Attendance/Grading program	N/A	$0.00
Collaborate with teachers about student performance and attendance.	Oncourse Attendance/Grading Program	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Analyze student data and develop an action plan for next steps.	Oncourse attendance and grade portal	N/A	$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: $300.00

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:	Suspension Goal #1: To decrease the number of suspensions during the 2012-2013 school year from .
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2	2
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
4	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

2	1

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2	1

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>1.1.
Behavior in cafeteria escalates (out of seat, name calling, taking food, etc.)
during lunch period</td>
<td>1.1.
Reward System for appropriate behaviors:
•Bronze Medals
•Silver Medals
•Gold Medals
Office Store for individual winners! Classroom treats for classroom winners! Procedures & Interventions outlined for non-compliant behaviors.

Referrals only after all interventions have been in place.

Cafeteria behavior will be part of the students' citizenship grade.

Color coded system using cups for levels of conversations among students (silence or whisper/quiet conversation).</td>
<td>1.1.
Principal: Linda Graham
Asst. Principal: Kathleen Herlihy
Foundations Team Members</td>
<td>1.1.
Observation of behaviors in cafeteria Number of students', classes' that are receiving incentive awards</td>
<td>1.1.
Decrease in the number of in school and out of school suspensions</td>
</tr>
<tr>
<td>2</td>
<td>1.2.
Adequate adult supervision in the cafeteria during breakfast and lunch.</td>
<td>1.2.
Establish zones for each assigned monitor to supervise during lunch time.</td>
<td>1.2.
Principal- Linda Graham
Asst. Principal- Kathleen Herlihy
Foundations Team Members
Cafeteria Monitors</td>
<td>1.2.
Observations of student behavior in the cafeteria</td>
<td>1.2.
Decrease in the number of in-school and out -of -school suspensions</td>
</tr>
<tr>
<td>3</td>
<td>1.3.
Need intermittent reinforcement to reinforce appropriate behaviors</td>
<td>1.3.
Administration will become more visible in the cafeteria.

Administration will reward positive student behavior with a variety of incentives</td>
<td>1.3.
Principal- Linda Graham
Asst. Principal- Kathleen Herlihy
Foundations Team Members</td>
<td>1.3.
Number of classes who get courtyard lunches</td>
<td>1.3.
Decrease in the number of in-school and out-of- school suspensions</td>
</tr>
<tr>
<td>4</td>
<td>1.4.
Lack of student following and/or ignoring cafeteria rules</td>
<td>1.4.
Administration conducted an orientation for all classes during the first week of school.
Video will be created showing appropriate cafeteria behaviors.</td>
<td>1.4.
Principal- Linda Graham
Asst. Principal- Kathleen Herlihy
Foundations Team Members</td>
<td>1.4.
Observation of student behaviors in the cafeteria</td>
<td>1.4.
Decrease in the number of in-school and out -of -school suspensions</td>
</tr>
</table>

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
Provide educational videos on anti-bullyiny.	"Second Step" curriculum	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Revisit training for faculty and staff on anti-bullying curriculum.	"Second Step" curriculum	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To increase the number of volunteer hours for parents, families and the community.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

92% (954)	95% (985)

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	1.1. Consistent volunteers Scheduling with teachers	1.1. Establish community mentoring program for select students Match volunteers with students Encourage participation from Sandalwood High School AVID students	1.1. Principal – Linda Graham Asst. Principal/Volunteer Coordinator – Kathleen Herlihy Karolina Jarvis-Volunteer Liaison	1.1. Volunteer Log of Hours Participation in school events: Orientation, Open House, Fall Festival, Book Fair, PTA General Mtgs./Grade Level Programs, Boosterthon, School Spirit Night events, Anti-Bullying Assemblies, etc.	1.1. Golden School Award Student Participation in schoo-wide events Outstanding Volunteer Award Five Star School Award
2	1.2. Time constraints Transportation Economic hardships Personal conflicts	1.2. Establish continuous and effective communications via school events, newsletters, phone call, etc. Encourage carpools. Adjust time to fit parent's schedule	1.2. Volunteer Liaison – Kathleen Herlihy PTA President: Dawn Gay SAC Chair: Lori Hart Principal- Linda Graham	1.2. Volunteer Log of Hours Attendance Logs at various events	1.2. Golden School Award Five Star School Award 100% PTA Membership Award OutstandingVolunteer Award

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
Volunteers Orientation	K-5 (parents, community members, etc.)	PTA Volunteer Coordinator and Liaison	All current and new volunteers (Stakeholders)	August 2012	PTA Board and General Meetings Volunteer Sign-in Logs PTA Memberships	Asst. Principal/Volunteer Liaison- Kathleen Herlihy PTA President- Dawn Gay Karolina Jarvis- Volunteer Coordinator
Volunteer Coordinator Training	K-5 (parents, community members, etc.)	Community Involvement Office	Volunteer Coordinator	Aug.-Oct. 2012	PTA Meetings Volunteer Sign-in Logs	Volunteer Coordinator- Kathleen Herlihy PTA President- Dawn Gay

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Support the instructional program by purchasing adequate supplies, materials and equipment for use in the classroom setting and maintain ectastic beauty of school campus.	Boosterthon Pledges Scholastic Books Classroom supplies	PTA funds (Boosterthon fundraiser) Internal funds	$2,200.00
			Subtotal: $2,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide a safe and secure learning environment.	Maintain security check-in system Security system supplies	PTA funds	$225.00
			Subtotal: $225.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PTA Board members attend state training.	Workshops	PTA funds	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,925.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

SAFETY Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. SAFETY Goal SAFETY Goal #1:		Based on the results of a student and staff survey of cafeteria conditions, a plan will be developed and implemented to ensure a safe and civil environment that promotes safety for students and adults.		
2012 Current level:		2013 Expected level:		
96% (996)		97% (1006)		
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	1.1. Lack of supervision during absences of cafeteria monitors Motivational strategies	1.1. Work with team members to create a school-wide cafeteria plan. Conduct a school-wide orientation to introduce cafeteria plan. Assign cafeteria monitors to designated areas. Train cafeteria monitors for effective supervision.	1.1. Principal- Linda Graham Asst. Principal-Kathleen Herlihy Foundation Team Members	1.1. Discipline Referrals In-school suspension Out-of-school suspensions Parent Conferences Cafeteria Observations Anti-bullying Assembly ("Powers Unlimited")	1.1. Conduct grades Noise levels Montlhy reports from cafeteria monitors Feedback from visitors (parents, etc.) Decline in discipline problems
2	1.2. Lack of Funding	1.2. Enhance the cafeteria atmosphere, using ideas from the school theme: "Teaming Together to Achieve the Gold".	1.2. Principal- Linda Graham Asst. Principal-Kathleen Herlihy Extended Day Director- Michael O'Donnell	1.2. Display International flags in cafeteria to represent the Olympic Games and support school theme. Cafeteria expectations are posted in a central location and reviewed, frequently. Paperback trophies are posted on the cafeteria floor to identify the zones supervised by staff. Noise levels are monitored and reinforced using red and green paper cups as well as hand gestures of a "0" and a "1". 1.3. Paperback bronze, silver and gold medals	1.2. Staff and student feedback Interactions among students and staff Conduct grades

					are awarded to classes. Treats are awarded to students for classroom winners, monthly. Recognize winning classes on morning announcements, via closed circuit televisoins.	
3	1.3. Lack of Funding	1.3. Develop an incentive program that will provide opportunities for classes to be recognized for outstanding behavior.	1.3. Principal- Linda Graham Asst. Principal- Kathleen Herlihy PTA President- Dawn Gay	1.3. Paperback bronze, silver and gold medals are awarded to classes. Treats are awarded to students for classroom winners, monthly. Recognize winning classes on morning announcements, via closed circuit televisoins.	1.3. Cafeteria medals earned by each class, daily. Log of classes who eat lunch with the administrator, monthly	

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
Develop Cafeteria Action Plan	K-5	Principal- Linda Graham Asst. Principal- Kathleen Herlihy	School-wide	School-wide	Cafeteria observations of positive behavior Feedback forms Continuous training	Principal- Linda Graham Asst. Principal- Kathleen Herlihy
Cafeteria Incentive Program	K-5	Principal- Linda Graham PTA President- Dawn Gay Extended Day Director- Michael O'Donnell	School-wide	August 2012- June 2013	Cafeteria observations of positive beahviors Collaboration with cafeteria monitors, students, and teachers Outcome of motivational strategies	Principal- Linda Graham Asst. Principal- Kathleen Herlihy

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement an effective cafeteria program to promote safety in school.	Promotional posters Incentive-based awards Graphics	Internal and PTA funds	$1,725.00
		Subtotal:	$1,725.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Brainstorm ideas from web-based school programs.	Internet engine search Closed-circuit television promotions	Internal and PTA funds	$0.00
		Subtotal:	$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Conduct training for cafeteria monitors.	Facilitated by school administrators	none	$0.00
		Subtotal:	$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	none	$0.00
		Subtotal:	$0.00
		Grand Total:	$1,725.00

End of SAFETY Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement Accommodations and Research-based Strategies	RTI Strategies Flip Charts	none	$0.00
CELLA	Utilize various research-based literature and support materials	ELL accommodations in the content areas	none	$0.00
Mathematics	Provide extended learning activities using the core curriculums (Math Investigation and Envisions) provide differentiated instruction based on data needs.	Math Investigation materials	none	$0.00
Mathematics	Provide extended learning activities using a supplemental math software programs.	Software Programs: "REFLEX", "Study Island" "IXL"	PTA funds	$2,700.00
Science	Implement with fidelity the Scott Pearson Science Materials.	Teacher Planning Guides, test builder, strategy resources, leveled readers, activity cards and materials, CD's and DVD's to enhance lesson development.	none	$0.00
Writing	None	N/A	N/A	$0.00
Attendance	Provide incentives to promote attendance.	Incentive-based: coupons, gift certificates, trinkets, positive notes home, recognition during morning announcements.	Business Partners and school-based internal funds account	$300.00
Parent Involvement	Support the instructional program by purchasing adequate supplies, materials and equipment for use in the classroom setting and maintain ectastic beauty of school campus.	Boosterthon Pledges Scholastic Books Classroom supplies	PTA funds (Boosterthon fundraiser) Internal funds	$2,200.00
SAFETY	Implement an effective cafeteria program to promote safety in school.	Promotional posters Incentive-based awards Graphics	Internal and PTA funds	$1,725.00
				Subtotal: $6,925.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize educational websites and software programs that provide instructional materials that will support classroom instruction.	Computers, educational websites, software (Example: "Study Island" reading program)	PTA funds	$2,000.00
CELLA	N/A			$0.00
Mathematics	none	N/A	none	$0.00
Science	N/A	none	none	$0.00
Writing	None	N/A	N/A	$0.00
Attendance	Provide ongoing monitoring to Oncourse Grade Portal to track attendance and academic performance.	Oncourse Attendance/Grading program	N/A	$0.00

Attendance	Collaborate with teachers about student performance and attendance.	Oncourse Attendance/Grading Program	N/A	$0.00
Suspension	Provide educational videos on anti-bullyiny.	"Second Step" curriculum	N/A	$0.00
Parent Involvement	Provide a safe and secure learning environment.	Maintain security check-in system Security system supplies	PTA funds	$225.00
SAFETY	Brainstorm ideas from web-based school programs.	Internet engine search Closed-circuit television promotions	Internal and PTA funds	$0.00
				Subtotal: $2,225.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Analyze student data and design plans to address class and small group needs.	Release Time for teachers	none	$0.00
CELLA	Teacher Collaboration on grade levels/independent teacher work	Media Center Resources	none	$0.00
Mathematics	School-based trainiong on Early Release days by in-house teachers	Software programs ("REFLEX" and "Study Island)	N/A	$0.00
Science	Participate as a control group for the P-Sell Project (new science curriculum and research project).	Materials for surveys and assessments	P-SELL	$0.00
Writing	None	N/A	N/A	$0.00
Attendance	Analyze student data and develop an action plan for next steps.	Oncourse attendance and grade portal	N/A	$0.00
Suspension	Revisit training for faculty and staff on anti-bullying curriculum.	"Second Step" curriculum	N/A	$0.00
Parent Involvement	PTA Board members attend state training.	Workshops	PTA funds	$500.00
SAFETY	Conduct training for cafeteria monitors.	Facilitated by school administrators	none	$0.00
				Subtotal: $500.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	none	$0.00
CELLA				$0.00
Mathematics	None	N/A	none	$0.00
Science	N/A	none	none	$0.00
Writing	None	N/A	N/A	$0.00
SAFETY	N/A	N/A	none	$0.00
				Subtotal: $0.00
				Grand Total: $9,650.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ʝn Priority	ʝn Focus	ʝn Prevent	ʝn NA

Are you a reward school: ʝn Yes   ʝn No

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

No Attachment (Uploaded on 10/20/2012)

School Advisory Council

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
Due to increased budget cuts, there would be a need to assign teachers to supervise students during lunchtime, on a rotating basis To avoid thisproblem, SAC approved to use the funds to supplement support personnel in the cafeteria to supervise students, during lunchtime and/or to purchase classroom supplies for students.	$0.00

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

The School Advisory Council is an active organization who provides ongoing feedback and insight on improving the school's facilities and instructional program. After a review of the traffic pattern at Sabal Palm, SAC provided guidance and ideas on ways to improve the parent parking lot in front of the school ("Flamingo Forest") that would ensure the safety of students. Additional safety procedures and materials were installed at the entrance and exit of the parking lot. It is still a work in progress. SAC and PTA continue to work with the Duval County Public Schools Facilities Department to address the parking issues and identify solutions.

The School Advisory Council is actively involved in community events to keep other stakeholders well-informed via SAC and PTA Meetings, PTA website/newsletter and the school newsletter.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
SABAL PALM ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	91%	81%	70%	329	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	71%			140	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?	59% (YES)	72% (YES)			131	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					600	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District
SABAL PALM ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	87%	90%	65%	327	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	72%	74%			146	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?	60% (YES)	73% (YES)			133	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					606	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested