

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street  
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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: PELICAN ISLAND ELEMENTARY SCHOOL

District Name: Indian River

Principal: Kevin E. Browning

SAC Chair: Cynthia Douglas

Superintendent: Dr. Francis J. Adams

Date of School Board Approval: September 26, 2012

Last Modified on: 9/26/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Deborah Berg	BS Elementary Ed. Certifications in Special Education; K-12 M.S. Ed. Leadership	2	7	At Treasure Coast Elementary 2 years as an 'A' school. 09-10 A 10-11 A Pelican Island 11-12 B
Principal	Kevin E. Browning	B.A. Business M.S. Ed. Leadership	3	11	Served as AP at VBHS as it was a grade C school. 2010 -2011 A First year serving as Principal 2011 -2012 B 2012 - 2013

### INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest

25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Debora Taylor	B.A.	3	7	A School 2009-2011 A School 2010-2011 B School 2011-2012
Title 1 Resource	Leslie Connely	BA – elementary ed. Reading Endorsement ESOL Endorsement	1	1	Vero Beach elementary Teacher VBE 11-12 A, 10-11 B, 09-10 C, 08-09 B
Math Coach	Dee Hall	B.A. – Elementary Ed.	10	1	

### 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	Pelican Island Elementary provides peer/mentor teachers to all first and second year teachers	Principal, AP, District Mentor Teacher, Nationally Cert. Teachers	Year Round	
2	Provide all new teachers with training in the implementation of the Harcourt Reading Series, Scott Foresman Math, SF Social Studies and Harcourt Science.	Principal, AP, Dept. Chairs	Aug. 2012	
3	Provide initial technology training and data analysis.	School Tech, Assistant Principal	Aug. 2012	
4	Provide curriculum meetings and staff development.	Principal, AP, Dept. Chairs	Year Round	

### Non-Highly Effective Instructors

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

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

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

### Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
34	0.0%(0)	29.4%(10)	29.4%(10)	41.2%(14)	8.8%(3)	97.1%(33)	2.9%(1)	5.9%(2)	76.5%(26)

### 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
Lori Ford	(As Needed)	ESE Certified / Expertise	
Dee Hall	(As Needed)		
Colleen Fobes	Christine Logan	Teacher in Need	National Board Cert. Teacher - Action Research
Kim Weese	(As needed)	Teacher in Need	National Board Cert. Teacher- Action Research
Jeff Ferguson	Audestine Hudson	Have an experienced teacher in the same grade level.	Lesson Planning, Modeling lessons, collaboration, providing support.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

Title I, Part A  
 Pelican Island Elementary School coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by local and federal funds
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I, Title II Title III, and Migrant and programs
- School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities
- Input from the Pre K programs is obtained by the school and district and is included in the transition plan
- Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Migrant and English Language Learner programs
- Partnerships are established with outside agencies (i.e. with FDLERS, Education Foundation of Indian River County)
- Coordination and scheduling of instructional programs (i.e. RtI)
- Implementation of parent information/training programs i.e. Families Building Better Readers, Parent Involvement Conference)
- Brochures and referrals for parent and student support services

#### 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)

N/A

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RtI team is comprised of the Principal, Assistant Principal, Reading Coach, Resource Specialist, School Psychologist, Speech language Pathologist and Student Support Specialist.

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 school-based RtI Team meets every other week to analyze reading, math, and behavioral data. The core team identifies strengths as well as areas of concern, and then formulates goals to address these areas. The team uses a problem solving approach. The data is reviewed to address changes at all three Tiers of instruction. Leadership Team representatives meet with grade level groups to problem solve implementation of interventions at each Tier of instruction

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 role of the school based RtI Leadership team in the development and implementation of the School Improvement Plan is tied to data, achievement and behavior. The team determines, based on data, strengths and weaknesses and then formulates the needs assessment for the school improvement plan. The team then develops methods to achieve the goals to strengthen areas of concern. These plans are shared and reviewed with grade level personnel. A procedure is developed on how the improvement plan will be implemented to foster academic and behavioral growth with all students.

MTSS Implementation

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

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.  
The data management system used to summarize the tiered data is performance Matters (PM2), Progress monitoring and Reporting Network (PMRN) and School Wide Information System (SWIS). These data management systems are used district

wide and show patterns, trends, strengths and weaknesses. The data can be generated and viewed by school, class and individual student criteria. Providing data in multiple formats allows schools to meet the needs at each of the three Tiers of instruction.

Describe the plan to train staff on MTSS.

Staff trainings will be ongoing throughout the year. The core team was trained first, and the rest of the staff is being trained over the course of the year during curriculum meetings and Problem Solving / Response to Intervention meetings. These trainings will start with a broad overview of requirements at each Tier of Instruction. Trainings will become more focused on specific issues (i.e. Progress Monitoring, Data analysis, Intervention Development) over the course of the year. As specific issues arise in the year, they will be addressed with additional training to meet those needs.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Kevin Browning - Principal, Deborah Berg – Assistant Principal, Debra Taylor – (Reading Coach), Gwenda lee Loy – (K Grade Level Chair), Sandra Sarus (1 Grade level chair), Joanne Shearer, Donna Wentz (3rd Grade Chair), Jodie Snapp (4th Grade Chair), Jeanmarie O'Shea , Andrea Judisch (5th Grade Chair)

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

The team meets once a month on the last Tuesday of the month to discuss issues and review assessment data. Grade chair leaders then meet with their teams to implement ideas.

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

Major initiatives this year will be improving lowest 25%ile students in reading and math. Implementing research-based interventions and increasing student science skills. We will also be working on meeting the needs of our highest achieving students through theme-based projects and science infused lessons. The team will lead the transition to Accelerated Reader as well as assist in the broader use of technology in instruction with Compass Odyssey.

## 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.

An invitation for all students who are in the Pelican Island attendance zone, being serviced by providers, will receive an invitation to visit the campus in the spring for a student orientation activity. Every head start and Pre-Kindergarten facility will be invited to the school.

### \*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:	Students achieving proficiency in this area will increase 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 3 17% (14) + Grade 4 34% (26) + Grade 5 23% (17) +	Grade 3 20% (17) + Grade 4 37% (26) + Grade 5 26% (20) +

#### 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	High mobility rate among students which can cause gaps in instruction. Students lack prior background knowledge and experiences. Parental Involvement	Continue the Harcourt Storytown core reading curriculum. Administer weekly assessments and quarterly benchmark assessments. Provide Intervention program to	Principal, Assistant Principal, Reading Coach, Teacher	Analyze assessment data from weekly tests and benchmark data to gauge students' progress.	Harcourt assessment tests, PM2 benchmark data Bi-weekly ORF and MAZE data on students in intervention.
2	Students lack fluency	Daily Peer Fluency will be implemented in grades 2-5.	Principal Assistant Principal Reading Coach Classroom Teachers	weekly monitoring	lesson plan checks
3	Students performing below grade level in basic curriculum.	Implementation of PS/RTI school-wide for Tier 2 and 3 students.  Using diagnostic data, students will be placed into appropriate intensive interventions.	PS/RTI Team	Team Meetings	Weekly Progress Monitoring Data
4	Students need individualized enrichment.	Literacy Centers will be enhanced with FCRR activities. Students will be held accountable for productivity.	Principal Assistant Principal	Weekly Monitoring	Lesson Plans and Classroom Observations
5	Parental Involvement.	Teachers will hold frequent parent conferences regarding progress of those students not meeting promotion criteria.	Classroom Teachers	Data Monitoring Meetings	Benchmark 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:

1b. Florida Alternate Assessment:	
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Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	No alternative assessments done this past year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need background knowledge.	Students will receive daily small group intervention or enrichment based upon regular mini-assessments.	Principal Assistant Principal Classroom Teachers ESE Teacher	Classroom Walkthroughs and Observation	Marzano Teacher Observation Form

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:	Students achieving above proficiency (levels 4 &5) in reading will increase 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 3 29% (23)+ Grade 4 30% (23) + Grade 5 35% (26) +	Grade 3 32% (28)+ Grade 4 33% (23) + Grade 5 38% (29) +

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students performing below grade level in basic curriculum	Use Harcourt Storytown as core curriculum with emphasis on challenge activities. Implement project based activities integrating science and social studies into the reading block. Use technology such as Compass Odyssey, powerpoint, and publisher programs to enhance curriculum.	Principal, Assistant Principal, Reading Coach, Teacher	Analyze assessment data from weekly tests and benchmark data to gauge students' progress.	Harcourt assessment tests, PM2 benchmark data
2	High student mobility. Weak Classroom Management/Behavior. Students lack background knowledge. Students lack social skills. Parent Involvement. Inefficient Instructional	Literacy Centers will be enhanced with FCRR activities. Students will be held accountable for productivity. Advanced classroom grouping. The Wilson Foundations phonics program will be implemented in Tier 1 and Tier 2 instruction in kindergarten and first grade.	Principal, Assistant Principal, Reading Coach, Teacher	Analyze assessment data from weekly tests and benchmark data to gauge students' progress.	Harcourt assessment tests, PM2 benchmark data Parent Surveys and meetings Evaluations



Practices.	Marzano Model strategies of instruction.		
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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:	No Alternative Assessments given
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need test taking strategies.	Marzano Model of Instruction.	Principal Assistant Principal Reading Coach Classroom Teachers ESE Teachers	Progress Monitoring Meetings.	Assessments in class

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:	The percentage of students making learning gains in math will increase 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(97)+	68% (99)+

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	Parent Involvement, Poverty	1. Students receive daily small group intervention or enrichment - based upon regular mini-assessments. 2. Classroom math instruction is 70 minutes daily.	Principal, Assistant Principal Math Teacher	1. District Data Monitoring using PM2 2. Fidelity Checks 3. Monitor reports with computer programs (FASTT Math, Compass Odyssey, FCAT Explorer)	Mini-assessments District Benchmarks FCAT results School Report Card AYP Report School Accountability Report
	Lack of Student Motivation.  High student mobility.	The Wilson Foundations phonics program will be implemented in Tier 1 and Tier 2 instruction in kindergarten and first	Principal, Assistant Principal, REading Coach, math Coach, Title 1 Coach	Classroom Walk throughs and observations.  Monthly Lesson Plan checks.	FAIR  Benchmark Assessments

2	Weak Classroom Management/Behavior.	grade.	Fidelity Checks.	District weekly monitoring assessment data
	Students lack background knowledge.	Marzano Model strategies of instruction and Marzano study group implemented.		
	Parent Involvement.	Literacy Centers will be enhanced with FCRR activities. Students will be held accountable for productivity.		2012 FCAT scores
	Inefficient Instructional Practices.	The Accelerated Reader program will be implemented in grades K - 5 to promote independent reading and to strengthen comprehension and increase vocabulary.		Marzano Teacher Observation Form
	Poor test taking skills.	Supplemental technology will be implemented in grades 3-5: FCAT Explorer and Compass Odyssey enrichment.		

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:	No alternative Assessments Given
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Students in the lowest 25% making learning gains will increase 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% +	67% +

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	High mobility rate among students which causes gaps in instruction.	Continue the Harcourt Storytown core reading curriculum. Administer weekly assessments and quarterly benchmark assessments. Provide Intervention program to intensify instruction. Utilize technology such as Compass Odyssey, Earobics, and AR to enhance curriculum. Monitor through PS/RTI process students not making gains with interventions. Alter as needed.	Principal, Assistant Principal, Reading Coach, Teacher	Analyze assessment data from weekly tests and benchmark data to gauge students' progress. Meet every 6 weeks to analyze assessment data and intensify or alter intervention as needed.	Harcourt assessment tests, PM2 benchmark data Bi-weekly ORF and MAZE data on students in intervention. AR and Compass Odyssey 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 # In 2012 the achievement gap was 45%. By 2017, the achievement gap will be 23%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45%	41%	37%	33%	28%	

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:	Proficiency in subgroups will increase 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 66% (81) Black: 41% (23) Hispanic: 39% (12) Asian: N/A American Indian: N/A	White: 69% (83) Black: 44% (26) Hispanic: 42% (14) Asian: N/A American Indian: N/A

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High mobility rate among students which causes gaps in instruction.	Continue the Harcourt Storytown core reading curriculum. Administer weekly assessments and quarterly benchmark assessments. Provide Intervention program to intensify instruction.	Principal, Assistant Principal, Reading Coach, Teacher	Analyze assessment data from weekly tests and benchmark data to gauge students' progress. Meet every 6 weeks to analyze assessment data and intensify or alter intervention as needed. Review struggling students through PS/RTI.	Harcourt assessment tests, PM2 benchmark data Bi-weekly ORF and MAZE data on students in intervention. AR and Compass Odyssey reports

		Utilize technology such as Compass Odyssey, Earobics, and AR to enhance curriculum. Monitor through PS/RTI process students not making gains with interventions. Alter as needed.		Bi-weekly data monitoring.	
2	Students lack background knowledge.	Literacy Centers will be enhanced with FCRR activities. Students will be held accountable for productivity.	Principal, AP, Reading Coach	Ongoing progress monitoring	Benchmark Assessments
3	Poor test taking skills.	Marzano model strategies of instruction.	Principal Assistant Principal	Classroom Walkthroughs and Observations	Benchmark tests, FCAT scores

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Proficiency of English Language Learners will increase 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (3)+	26% (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	Vocabulary and reading skill development, Language Barriers	Use Harcourt Storytown Core curriculum, leveled readers, and Strategic Intervention. Implement SRA, Wilson, or Foundations with teacher to enhance reading skills and vocabulary. Provide three opportunities with small group instruction to ensure acquisition of skills. Utilize technology such as Compass Odyssey, Earobics, and AR to enhance instruction.	Principal, Assistant Principal, Reading Coach	We will monitor benchmark tests for progress.	PM2, Benchmark tests
2	Students need additional practice using technology based programs.	Utilize FCAT Explorer, FCAT Focus, Think Central, and Compass Odyssey to provide students with additional exposure to reading content based on individual student needs.	Principal Assistant Principal Reading Coach	We will monitor benchmark tests for progress.	PM2, Benchmark tests
3	Students lack background knowledge.	Rosetta Stone Vocab development	AP, ESOL Assistant	Ongoing progress monitoring	FAIR Benchmark Assessments
	Poor phonics skills.	The Wilson Foundations phonics program will be	Reading Coach	Ongoing progress monitoring	Foundations Unit Assessments

4	implemented in Tier 1 and Tier 2 instruction in kindergarten through second grade.		
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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:	Proficiency in students with disabilities will increase 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (12)+	42% (19)+

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	Vocabulary and reading skill development	Use Harcourt Storytown Core curriculum, leveled readers, and Strategic Intervention. Implement SRA, Wilson, or Foundations with ESE assistant or ESE resource teacher to enhance reading skills and vocabulary. Provide three opportunities with small group instruction to ensure acquisition of skills. Utilize technology such as Compass Odyssey, Earobics, and AR to enhance instruction.	Principal, Assistant Principal, Reading Coach, Classroom Teacher, ESE resource teacher, ESE teacher assistant	Analyze assessment data from weekly tests and benchmark data to gauge students' progress. Review AimsWeb ORF and MAZE data quarterly. Review individual student IEP goals to ensure steps toward mastery. Review Compass and AR reports to see if modifications need to take place.	Harcourt assessment tests, PM2 benchmark data Bi-weekly ORF and MAZE data. Compass Odyssey and AR reports.
2	Poor comprehension strategies.	Students identified as having poor comprehension strategies will be placed into a standard treatment protocol intervention to address their needs.	Principal, AP, Reading Coach, ESOL Assistant	Ongoing progress monitoring	Benchmark Assessment data
3	High student mobility.	AP and teacher works to ensure new students are acclimated and placed in proper instructional groups.	Assistant Principal, Teacher	Ongoing progress monitoring	Benchmark 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Proficiency of ED students will increase 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (100 )+	61% (113)+

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	Instructional Practices.	Monthly grade level meetings to cover the six components of a science based reading curriculum, lesson planning, and effective best teaching practices in differentiated instruction.	Principal Assistant Principal Reading Coach	Classroom Walkthroughs and Observations.	Benchmark Assessments
2	Students need more independent reading practice.	Utilize Accelerated Reader program in grades 1-5 to promote independent reading and to strengthen comprehension and increase vocabulary.	Principal Assistant Principal Reading Coach	AR Assessments	Benchmark tests
3	Vocabulary and reading skill development	Use Harcourt Storytown Core curriculum, leveled readers, and Strategic Intervention. Provide two to three opportunities with small group instruction to ensure acquisition of skills. Utilize technology such as Compass Odyssey, Earobics and AR to enhance instruction. Monitor through PS/RTI process students not making gains with interventions. Alter as needed.	Principal, Assistant Principal, Reading Coach, Classroom Teacher,	Analyze assessment data from weekly tests and benchmark data to gauge students' progress. Review AimsWeb ORF and MAZE data quarterly. Review Compass and AR reports to see if modifications need to take place.	Harcourt assessment tests, PM2 benchmark data Bi-weekly ORF and MAZE data. Compass Odyssey and AR reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Wilson / Foundations Training	K-1	Learning Alliance		August 2012	Monthly Monitoring	Learning Alliance, Marsha VanArman, Assistant Principal, Principal

Reading Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Improve reading with technology using compass Odyssey	Compass Odyssey	Tech Budget	\$3,500.00
			Subtotal: \$3,500.00
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: \$3,500.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.					
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Bilingual Resources in multiple languages. Lack of use of effective ESOL instructional strategies.	Implementation and documentation of ESOL strategies used on a daily basis.	Site based administrator District ESOL/Title I/ Migrant Staff	Compare and Analyze 2012 CELLA Results with 2013 CELLA Results.	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading.					
CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
Problem-Solving Process to Increase Student Achievement					

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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





# 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:	Students achieving proficiency in math will increase 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 3 26% (21)+ Grade 4 29% (22) + Grade 5 23% (17) +	Grade 3 29% (25)+ Grade 4 32% (22) + Grade 5 26% (20) +

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough math practice at home.	Students receive 1 hour of math daily, Students utilize Fastt math for fluency, and Compass Learning for additional Training. 21st Century Grant program tutoring	Principal, Assistant Principal, Math Dept. Head	PM2 Data Monitoring, Fastt Math, Compass Odyssey	Benchmarks, AYP Report, data monitoring
2	Lack of familiarity with math concepts	Morning Math tutor program	Principal, Assistant Principal	PM2 Data Monitoring, Fastt Math, Compass Odyssey	Benchmarks, AYP Report, data monitoring
3	Students need additional practice mastering fact fluency.	FASTT Math fluency computer program will be implemented in 2nd through 5th grade.	Principal Assistant Principal Math Coach Classroom Teachers	Monthly Monitoring	FASTT Math Classroom Reports

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	No Alternative Assessment given
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

### Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students achieving above proficiency in math will increase 3 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 3 26% (21) + Grade 4 20% (15) + Grade 5 22% (16) +	Grade 3 29% (25) + Grade 4 23% (16) + Grade 5 25% (19) +

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	Parent inability to help student	Students utilize FASTT math for fluency	Principal, Assistant Principal	Benchmark test, PM2 Data Monitoring, FCAT test	PM2, AYP report, Accountability report, FCAT test
2	Students need strategies that provide higher level thinking skills.	Mighty Mu Math Competition Team and Academic Games (Equations Competition)	Math Coach, Mighty Mu club member	Schedule/Lesson Plans	District Competition
3	Students need additional time for math instruction.	Increase the amount of Math instructional minutes daily.	Principal Assistant Principal	Lesson Plans After school Program	Marzano Teacher Observation Form, post tests in after school 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	No Alternative assessments given
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making learning gains in math will increase 3 percentage points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (83)	59% (86)

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	Parent Involvement, Poverty	1. Students receive daily small group intervention or enrichment - based upon regular mini-assessments.  2. Classroom math instruction is 70 minutes daily.	Principal, Assistant Principal	1. District Data Monitoring using PM2  2. Fidelity Checks  3. Monitor reports with computer programs (FASTT Math, Compass Odyssey, FCAT Explorer)	Mini-assessments  District Benchmarks  FCAT results  School Report Card  AYP Report  School Accountability Report

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 alternative assessments
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2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The percentage of students in the lowest 25% making learning gains in math will increase 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	67%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Parent involvement	1. Students receive daily small group intervention or enrichment - based upon regular mini-assessments. 2. Classroom math instruction is 70 minutes daily. 3. Students are enrolled in FASTT Math, a computer program that develops math fluency through daily practice. 4. Compass Odyssey is used to provide students with additional exposure to mathematical content based on individual student needs.	Principal, Asst. Principal	1. District Data Monitoring using PM2 2. Fidelity Checks 3. Monitor reports with computer programs (FASTT Math, Compass Odyssey, FCAT Explorer) 4. Classroom Walkthroughs	Mini-assessments District Benchmarks FCAT results School Report Card AYP Report School Accountability Report

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 # In 2012 the achievement gap was 51%. By 2017, the achievement gap will be 26%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51%	46%	41%	36%	31%	

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:	Proficiency in subgroups will increase 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 64% (81)+ Black: 13% () Hispanic: 32% (10) Asian: N/A, American Indian: N/A	White: 67% (80)+ Black: 16% (9) Hispanic: 35% (12 ) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Ability to get familiar with and conquer math series	1. Before and afterschool computer club will provide FCAT Math Explorer practice.	Principal, Assistant Principal	Data meetings with teachers to discuss progress of students  Classroom walkthroughs	FCAT Scores, PM2, Benchmark Tests

1		2. RTI math groups for students needing math intervention.  3. FASTT Math will be used daily in centers with students.		by administration FCAT scores, PM2, Benchmark Tests	
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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:	Proficiency in ELL students will increase 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (2)+	18%(3)+

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New math series, Language barriers	1. Before and afterschool computer club will provide FCAT Math Explorer practice.  2. RTI math groups for students needing math intervention.  3. FASTT Math will be used daily in centers with students.  4. Math coordinator will model for teachers and work with teachers on the implementation of the new math series.	Principal, Assistant Principal	Monthly meetings with teachers to discuss the progress of students.  Classroom walkthroughs by administration	FCAT Data, PM2, Benchmark tests

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	Proficiency in ELL students will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (14)+	38% (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
	Adaptation to the new math series. Some may	1. Before school math tutoring afterschool	Principal, Assistant Principal	Monthly meetings with teachers to discuss the	District progress monitoring results

1	be missing basic concepts.	tutoring with 21st century.  2. RTI math groups for students needing math intervention.  3. FASTT Math will be used daily in centers with students.  4. Math coordinator will model for teachers and work with teachers on the implementation of the new math series	progress of students.  Classroom walkthroughs by administration	FCAT 2010-2011 Results  PM2 Results
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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:	Students who are economically disadvantaged and not making ayp in math will decrease 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(69) +	43% (79) +

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	Instructional Practices.	Monthly grade level meetings to cover the six components of a science based reading curriculum, lesson planning, and effective best teaching practices in differentiated instruction.	Principal Assistant Principal Reading Coach	Classroom Walkthroughs and Observations.	Benchmark Assessments
2	Students need more independent reading practice.	Utilize Accelerated Reader program in grades 1-5 to promote independent reading and to strengthen comprehension and increase vocabulary.	Principal Assistant Principal Reading Coach	AR Assessments	Benchmark tests
3	Lack of materials at home to support efforts, lack of parental help at home.	1. Before school and after school tutoring for math.  2. RTI math groups for students needing math intervention.  3. FASTT Math will be used daily in centers with students.  4. Math coordinator will model for teachers and work with teachers on the implementation of the new math series.	Principal, Assistant Principal	Principal, Assistant Principal	FCAT data, PM2, Benchmark tests

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

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

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

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Training	Marzano Handbook	Title One dollars	\$800.00
			Subtotal: \$800.00
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: \$800.00

## 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:	The percentage of students achieving proficiency in science will increase 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (21)+	31% (24) +



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	Background knowledge Parent Involvement Language	1. Students use the Harcourt School FL Edition for science classroom instruction.  2. Students use Harcourt grade level reading curriculum for science instruction to improve comprehension.  3. Students have access to Safari Montage for science instruction. Pay extra for a science tutor	principal, Assistant Principal	Classroom walkthroughs  Data monitoring  Lesson Plan review	District Benchmark Tests  FCAT results  School Report Card  AYP Report

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The percentage of students achieving above proficiency in science will increase 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (15) +	17%(13) +

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	Background Knowledge Family Involvement	Increase use of science informational text in reading block. Implement hands on science activities using teacher resource materials from Harcourt Brace.  After school science lab to enhance and reinforce science skills.  Science Tutor Use of FCAT Explorer	Principal, Assistant Principal	Data Monitoring  Lesson Plan Review	Benchmark Tests quarterly  FCAT 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:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Science Budget:

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

End of Science Goals

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		Percentage of students achieving 3.5 in writing will increase 3 percentage points.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
88% (68) +		91% (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	Poverty Parent involvement Background knowledge	1. Pull small groups for intensive writing; model. 2. Writing coach will work with students whole and small group; conference with students and teacher	Principal, Assistant Principal, Teachers	Data monitoring meetings - evaluate writing obtained from district prompts. Lesson plan review. Participate in grade level meetings.	State Rubric is used for writing pieces. district Rubric used for practice.
2	Lack of PD for teachers teaching writing	Purchase six traits writing training books	Assistant Principal, Guest Presenter	Monitor teachers' understanding of the writing process.	writing Rubrics

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:	No alternative assessments			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
n/a	n/a			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Six Traits Writing	k-5 / Writing	Guest Presenter, Ap	All teachers	October 2012	monitoring benchmarks	Principal, AP

Writing Budget:

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

## 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 days students miss that are with in school control.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
17 4%		9 2%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
0		0			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
16 = 3.8%		8 = 1.9%			
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	High Mobility	Reduce suspensions	Principal, Student Support Specialist, PBS Team	Evaluate attendance as of same time last year.	terms to monitor attendance
2	Illnesses Suspension Family Issues	Parent referral to proper medical care  Intervention and reward system for students at risk.  Provide parent guidance showing the importance of school.	Principal, Student Support Specialist, PBS Team	Evaluate attendance as of same time last year.	terms to monitor attendance

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

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

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

Attendance Budget:

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

*End of Attendance Goal(s)*

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Reduce the number of in school and out of school suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
13	10
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
12 (2.8%)	6 (1.42%)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

10 (2.8%)	10 (2.38%)				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
20 (4%)	15 (3%)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient involvement of parent in discipline process.	Better communication via email, phone, planners and hardcopy ODR notification. Utilize Rtl and PBS more.	Principal, Assistant Principal	Evaluate to see if the number of suspensions have gone down.	Terms attendance tool
2	Inadequate parenting, Student failure to manage conduct	Positive Behavior Support and Respons to Intervention	Principal, Assistant Principal, Behavior Specialist	Analyze the number of Suspensions	Office Discipline Referrals, Terms

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase parent involvement by 6&
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
59% +	65% +

### 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	Parent Involvement	Hold parent nights for 3rd grade FCAT and 4th grade FCAT Writing.	Principal, Assistant Principal, Teacher	Review attendance from parent nights as well as read over comments from surveys and comment cards.	Survey sheets and Comment cards
2	Parent fear of upcoming testing for their children, working parents.	Have parent nights for Project Child and "reading Strategies".	Principal, Assistant Principal, Reading Coach, Teacher	Review attendance from parent nights as well as read over comments from surveys and comment cards.	Survey sheets and Comment cards
3	Parent fear of starting a relationship with the school.	Have several family nights to help parents feel more comfortable at school and with teachers and administrators.	Principal, Assistant Principal	Review attendance from parent nights as well as read over comments from surveys and comment cards.	Survey sheets and Comment cards
4	Working parent(s) who aren't able to make it, or grandparents raising students	Make available events like "Grandparents Day Breakfast".	Principal, Assistant Principal	Review attendance from parent nights as well as read over comments from surveys and comment cards.	Survey sheets and Comment cards

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
Family /School Partnership						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM					
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student lack of background. Teacher need of PR	District providing teacher PD on STEM on October 19, 2012	District Curriculum	Teacher Feedback	Surveys

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)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Teacher Training	Marzano Handbook	Title One dollars	\$800.00
				Subtotal: \$800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Improve reading with technology using compass Odyssey	Compass Odyssey	Tech Budget	\$3,500.00
				Subtotal: \$3,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$4,300.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/26/2012)

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

The school is actively recruiting mor parents to join the SAC team through the newsletter and website.

Describe projected use of SAC funds	Amount
No data submitted	

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

Approve the School Improvement Plan  
Provide extra funding for materials and other needed items  
Develop business partner relationships

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Indian River School District PELICAN ISLAND ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	76%	88%	65%	309	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	73%			141	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	58% (YES)	73% (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					581	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Indian River School District PELICAN ISLAND ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	69%	81%	54%	283	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	64%	65%			129	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	61% (YES)	65% (YES)			126	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					538	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested