

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: GLEN SPRINGS ELEMENTARY SCHOOL

District Name: Alachua

Principal: Nannette Dell

SAC Chair: Nina Spencer

Superintendent: Dr. W. Daniel Boyd, Jr.

Date of School Board Approval:

Last Modified on: 11/5/2012

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	Nannette Dell	Bachelor of Arts in Education (University of Florida) Master of Education (University of Florida) Educational Leadership Certification, ESOL Endorsement, Reading Certification (K-12)	2	2	2011-2012 Glen Springs Elementary School School Grade - B 2010-2011 - Glen Springs Elementary School School Grade: A AYP: 97% of criteria met 2009-2010 - Oak View Middle School School Grade: B AYP: 90% of criteria met 2009-2010-Littlewood Elementary School Grade: A AYP: 92% of criteria met

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.

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)
No data submitted				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	All teachers new to Glen Springs have an orientation at the beginning of the year to familiarize them with the school	Principal, CRT, Team Leaders	August 2012 for orientation. Ongoing support provided throughout the year	
2	All teachers meet weekly for team planning and data analysis. Team Leaders share information from Team Leader meetings.	Principal, CRT, Team Leaders, Teachers	Ongoing	
3	The district holds a job fair each Spring to recruit high quality teachers.	District Office	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
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
37	10.8%(4)	21.6%(8)	32.4%(12)	35.1%(13)	56.8%(21)	100.0%(37)	5.4%(2)	0.0%(0)	35.1%(13)

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
		The District mentoring	

Amber Purser	Amy Brock Ashley Lee Mayra Sasso Audra Sowden	program pairs a district mentor with a beginning teacher based on the experience of the mentor	Weekly meetings, observations and conferences. Additional training is provided by the district.
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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

Supplemental reading and math services are provided by Title 1 teachers to targeted students during the school day and in after-school tutoring programs if available. The FCIM coordinator assists teachers with data collection and analysis, and in the development of effective instructional strategies.

Title I, Part C- Migrant

A migrant liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other school and district programs to meet the needs of the students and families.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach Program. Services are coordinated with the district drop-out prevention programs.

Title II

The district receives supplemental funds for improving basic educational programs through the purchase of technology. The school utilizes these funds through the purchase of technology such as new SmartBoards, Smart Response systems and document cameras. The school also utilizes the expertise of district technology coaches.

Title III

The school works with the district ESOL representative to coordinate services to improve the education of immigrants and English-language learners. Services that are provided include educational materials such as dictionaries, home-school communication in native languages and instructional services (tutors).

Title X- Homeless

The school works with the district Homeless Coordinator to provide needed services for student identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be combined with district funds to provide third grade teachers.

Violence Prevention Programs

The school offers non-violence and anti-drug programs, such as Steps to Respect Anti-bullying and violence prevention program, too Good for Drugs and Peace Scholars the students. In addition, the school participates in Red Ribbon Week in October with school-wide activities. The counselor also offers the Speak Up and Be Safe program.

Nutrition Programs

The school follows the district's nutrition program.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

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 Leadership Team includes:
Nannette Dell-Principal
Marie Valero-Curriculum Resource Teacher
Amanda Armstrong-Guidance Counselor
Vicki McAlhany-Behavior Resource Teacher
Colleen Croft-FCIM Coordinator and Title 1 Lead Teacher

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

The school-based RtI Leadership Team meets regularly to review school-level data. The team meets with teachers to analyze FCAT, FAIR, Benchmark Assessment and classroom assessment data to address individual and small group needs.

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

The RtI Leadership Team works with grade level teams to collect information and ideas for strategies to be included in the School Improvement Plan. Grade level teams meet weekly to share data and make instructional decisions based on information culled from the School Improvement Plan.

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.

Data is collected using FAIR (K-5), District On-Track Math Assessments (3-5), District On-Track Science Assessments (5) and Macmillan Benchmark Reading Assessments (K-5), as well as school level expository and narrative writing prompts (4). The data is entered into Infinite Campus, the district database, and data is analyzed by benchmark, and subgroups. Additionally, Google doc templates allow teachers to enter, and share, the results of students' Tier 2 and Tier 3 ongoing progress monitoring data.
Behavior and attendance data reports are regularly generated through Infinite Campus to analyze trends in behavior.

Describe the plan to train staff on MTSS.

The RtI Leadership Team will meet with a district representative to receive additional training in The RtI process. The RtI Team will then provide training to the entire faculty. The team will develop a comprehensive school-wide RtI plan. This plan will address specific instructional programs and strategies for targeted interventions, as well as appropriate tools for progress monitoring.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team (LLT) is made up of the the Principal, Curriculum Resource Teacher, FCIM Coordinator and Title 1 teachers

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

The school-based LLT serves as a resource for teachers. The LLT meets regularly with teachers to analyze and discuss data, and to review students' progress toward mastery of benchmarks. The team also meets with teachers to discuss interventions for targeted students.

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

Regular meetings to review and discuss the reading progress of students receiving additional support through Title 1 and RtI interventions.

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.

The district, through the Voluntary Pre-K (VPK) program, provides an opportunity for every four year old to participate in pre-kindergarten classes to become better prepared for kindergarten.

In April of each year, the school holds "Kindergarten Round-Up". This is an informational session, where parents can complete necessary enrollment paperwork, ask questions and take a tour of the kindergarten classrooms.

Parents may contact the Principal, Curriculum Resource Teacher or the Guidance Counselor for additional information and a tour of the kindergarten classrooms.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The number of students proficient in reading as measured by the FCAT 2.0 will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(44) of the students scored a level 3 in reading on the FCAT 2.0.	At least 29% (54)of the students will score a level 3 in reading on the 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	Scheduling groups for differentiated instruction	Work with teachers to plan for weekly small group instruction based on student needs Weekly additional intervention and enrichment groups utilizing the special area teachers to provide time for small group intervention(Art, Music, PE)	Principal, CRT, Reading teachers	Teachers will use data from formal and informal assessments to make instructional decisions regarding opportunities for additional practice, remediation or enrichment	Lesson plans, formal and informal assessments, Classroom Walkthroughs
2	Attendance and tardies	Monitor attendance/tardies utilizing assistance of classroom teachers, BRT, truancy officer Implement the Positive Behavior Support (PBS) program Utilize attendance incentives through the PBS program Continue to inform parents about the district attendance policies through newsletters, notes and home visits, and phone home calls	Teachers, BRT, Principal	Decrease in the number of absences and tardies	Attendance and tardy reports
3	Limited exposure to higher order questions	Incorporate questions and activities at all levels of Webb's Depth of Knowledge	Principal, CRT, Teachers	Lesson plans and classroom walkthroughs	On Track benchmark assessments, FCAT, basal assessments, FAIR data
	Limited student interest in independent reading	Promote increased independent reading through use of Accelerated Reader,	Principal, CRT, Media Specialist, teachers	Increased scores on weekly reading assessments, Macmillan Benchmark Assessments,	Data from Macmillan Benchmark Assessments,

4		<p>Ticket to Read, and Sunshine State Readers.</p> <p>Provide incentives for participation in Accelerated Reader (AR) program</p> <p>Utilize school-wide programs to highlight reading success.</p> <p>Hold student/parent reading night each nine weeks where students can check out books, read with family and take AR tests.</p>		monitor students' progress toward AR goals and time logged on Ticket to Read	Accelerated Reader, Ticket to Read, STAR Reading
5	Need for increased student engagement	Use of Kagan structures in reading lessons	Principal	Walkthroughs, lesson plans	Lesson plans, formal and informal assessments, Classroom Walkthroughs
6	Limited outside exposure to expository text	<p>Integrate social studies and science nonfiction materials into reading</p> <p>Use Time for Kids, Studies and level science readers weekly for supplemental reading</p>	Teachers, Principal	Walkthroughs, observations	Classroom 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: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The number of students scoring at levels 4, 5, and 6 in reading as measured by the Florida Alternate Assessment will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(1) of the students scored a level 4, 5, or 6 on the Florida Alternate Assessment.	38%(2) students will score a level 4, 5, or 6 on the Florida Alternate 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	Attendance	Differentiated small group instruction	ESE self-contained teacher, Principal	Walk-throughs, observations	Florida Alternate Assessment, classroom assessments
2	Students varied levels	Use of the Unique program to address specific reading needs	ESE self-contained teacher, Principal	Walk-throughs, observations, lesson plans	Florida Alternate Assessment, classroom assessments
3	No Barrier	Use of district-wide technology (Ticket to Read, Brain Pop, Discovery Education)	ESE Self-contained teacher, Principal, CRT	Walk-throughs, observations, lesson plans	Florida Alternate Assessment, classroom 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 reading.	The number of students scoring a level 4 in reading as
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Reading Goal #2a:	measured by the FCAT 2.0 will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(77) of the students scored a level 4 or above in reading on the FCAT 2.0.	At least 46%(86)of the students will score a level 4 or above in reading on the 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	Limited time and materials for explicit instruction of higher order thinking skills	Incorporate QAR, Kagan, and CRISS strategies in all instructional areas Provide training to teachers about Webb's Depth of Knowledge and higher order questioning strategies Teachers will increase frequency of higher order questioning Provide teachers with class sets of supplemental reading materials for comprehension strategy instruction	Reading teachers, FCIM Team, CRT, Principal	Classroom Walkthroughs, peer observations, lesson plans	Lesson plans and Classroom Walkthrough data
2	Limited student interest in recreational reading in and outside of school	Promote increased independent reading through use of Accelerated Reader, Ticket to Read, STAR Reading and Sunshine State Readers Provide incentives for participation in Accelerated Reader program Utilize school-wide recognition programs to highlight reading success Hold student/parent reading night each nine weeks where students can check out books, read with family and take AR tests	Reading teachers, CRT, Media Specialist	Increased scores on weekly reading assessments, Macmillan Benchmark Assessments, monitor students' progress toward AR goals and time logged on Ticket to Read	Data from Macmillan Benchmark Assessments, Accelerated Reader, Ticket to Read, STAR Reading
3	Need for increased student engagement	Use of Kagan structures in reading lessons	Principal	Lesson plans, Walkthroughs	Lesson plans, formal and informal assessments, Classroom Walkthroughs

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:	The number of students scoring at level 7 or above in reading as measured by the Florida Alternate Assessment will increase by at least 5%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(1) of the students scored a level 7 or above in reading on the Florida Alternate Assessment.	38%(2) students will score a level 7 or above in reading on the Florida Alternate 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	Attendance	Differentiated small group instruction	ESE self-contained teacher, Principal	Walk-throughs, observations	Florida Alternate Assessment, classroom assessments
2	No Barrier	Use of district-wide technology (Ticket to Read, Brain Pop, Discovery Education)	ESE Self-contained teacher, Principal, CRT	Walk-throughs, observations, lesson plans	Florida Alternate Assessment, classroom assessments
3	Varied level of students	Use of the Unique program to address specific needs	ESE Self-contained teacher, Principal, CRT	Walk-throughs, observations, lesson plans	Florida Alternate Assessment, classroom 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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making a year's learning gain in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(84) of the students made learning gains in reading on the FCAT 2.0.	72%(90) of the students will make learning gains in reading on the 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	Attendance and Tardies	Monitor attendance/tardies with assistance provided by the district truancy officer, classroom teachers and BRT Educational Planning Team meetings to develop and monitor interventions Contact parents through notes, phone calls and home visits Provide incentives for attendance through the PBS program	Teachers, BRT, Principal	Decrease in absences and tardies	Attendance and tardy reports
	Learning gaps created because of student mobility	Use FCIM meetings and RtI data to monitor student growth and mastery of benchmarks	Teachers, FCIM and RtI Leadership Teams	Increased student mastery of reading benchmarks	FAIR, Benchmark Assessments

2		Daily and weekly intervention groups utilizing the special area teachers (Art, Music, PE) and Title 1 teachers			
3	Limited time for teachers to administer one-on-one assessments and analyze data	Provide substitutes for K-2 teachers to administer FAIR assessment Provide teachers with time for weekly planning and informal FCIM data analysis	Principal, CRT, FCIM Facilitator	Teacher surveys and RtI progress monitoring data	FAIR assessment data
4	Need for increased student engagement	Incorporate Kagan strategies in reading lessons	Principal	Walkthroughs and lesson plans	Walkthroughs, lesson plans
5	Limited vocabulary	Increase exposure to nonfiction text Integrating science materials into reading groups Use on-going progress monitoring vocabulary probes to inform vocabulary instruction Use Building Vocabulary materials for vocabulary instruction	Principal	Walkthroughs, Vocabulary probes	Walkthroughs, On-going progress monitoring 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:	The percentage of students making a learning gain reading on the Florida Alternative assessment will increase at least 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(1)of the students made a learning gain in reading.	100%(2)of the students will make a learning gain 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	Varied reading levels	Use of the Unique program to address reading concerns at different level	ESE self-contained teacher, Principal	Walkthroughs, observations	Florida Alternate Assessment

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:	The percentage of students in the lowest 25% making a year's learning gain in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

73%(22) of the lowest 25% made learning gains in reading.

78%(24) of the lowest 25% of students will make learning gains 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	Attendance and tardies	Monitor attendance utilizing the district truancy officer, classroom teachers and BRT Provide incentives through the PBS program	Teachers, Principal, BRT	Data meetings	Attendance and tardy reports
2	Inconsistent level of instructional support outside of school	Grade level and school newsletters highlighting parent involvement activities School web-site with parent information and curriculum links Provide instructional materials for at-home activities	Principal, CRT, FCIM Coordinator	Increase the number of parents participating in activities by 10%	Title 1 Parent sign-in sheets, Parent Climate Surveys
3	Learning gaps created by student mobility	Use FCIM meetings and RTI data to monitor student growth and mastery of benchmarks Weekly intervention groups utilizing the special area teachers (Art, Music, PE)	Teachers, FCIM and RtI Leadership Teams	Increased student mastery of benchmarks	FAIR and Benchmark Assessments
4	Scheduling supplemental instruction	Utilize Title 1 teachers to provide daily supplemental instruction in reading Provide time for weekly intervention groups Provide after-school tutoring to targeted students Coordinate times for students in the afterschool program to utilize instructional technology programs in the school's Computer Lab	Principal, CRT, FCIM Team, Title 1 teachers	Data analysis	FAIR and Benchmark Assessment data
5	Limited time and resources to develop frequent classroom assessments	Use Smart Response systems in conjunction with county developed Treasures' Smart Response assessments Provide weekly protected planning time for team planning and collaboration Have teachers share ideas and strategies at monthly faculty meetings	Principal, CRT, Teachers	Review lesson plans for use of Smart Response systems, Classroom Walkthroughs	Lesson plans, Classroom Walkthrough data
6	Need for increased student engagement	Incorporate Kagan strategies in reading	Principal, CRT	Walkthroughs and lesson plans	Walkthroughs, lesson plans

		lessons			
7	Limited vocabulary	Increase exposure to nonfiction text Integrate science materials into reading groups Use on-going progress monitoring vocabulary probes to inform vocabulary instruction Use Building Vocabulary materials for vocabulary instruction	Principal, CRT	Walkthroughs, vocabulary probes	Walkthroughs, progress monitoring data

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 six years, the school will reduce the achievement gap by 50% 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	71%	74%	77%	80%	

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:	The percentage of students in each subgroup making satisfactory progress will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentage of students NOT making satisfactory progress in each subgroup: White - 25%(26) Black - 50% (26) Hispanic - 33%(4) Asian - 40%(2) American Indian - 0%(0)	All students in each subgroup will make satisfactory progress 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	Attendance	Monitor attendance Provide incentives through PBS program	Teachers, BRT, Principal	Data meetings, attendance reports	Attendance data
2	Inconsistent level of instructional support outside of school	Grade level and school newsletters highlighting parent involvement activities School website with curriculum links Provide instructional materials for at-home use	Teachers, FCIM and Rtl leadership teams	Increased student mastery of benchmarks	FAIR and Benchmark data
3	Need for increased student engagement	Incorporate Kagan strategies in reading	Principal, CRT	Walkthroughs, lesson plans, observations	Walkthroughs and lesson plans

		lessons			
4	Limited vocabulary	Explicit vocabulary instruction Integrate science materials in to reading lessons Use of on-going vocabulary probes to inform vocabulary instruction Use of interactive word walls	Teachers, Principal, CRT	Walkthroughs, observations, vocabulary probes	Google document monitoring progress with vocabulary probes
5	No Barrier	Differentiated small group reading instruction	Principal, Teachers, CRT	Walkthroughs, observations	FAIR, benchmark data
6	Student organization of materials and school work	Provide student academic planners for students to record assignments	Teachers, Principal	Walkthroughs	

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:	The percentage of ELL students NOT making satisfactory progress in reading will decrease by at least 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1) of the ELL students did not make satisfactory progress in reading.	100%(1) of the ELL students will make satisfactory progress 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	No Barrier	Differentiated small group reading instruction	Teachers, Principal, CRT	Walkthroughs, observations, lesson plans	FAIR and benchmark data
2	Limited vocabulary	Explicit vocabulary instruction Interactive word walls	Teachers, Principal, CRT	Walkthroughs, observations	FAIR and benchmark 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The percentage of students with disabilities making satisfactory progress in reading will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(17) of the students with disabilities did not make satisfactory progress in reading. 48%(16) of the students with disabilities did make satisfactory progress in reading.	58%(19) of the students with disabilities will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited vocabulary	Explicit vocabulary instruction Interactive word walls	Principal, Teachers, CRT	Walkthroughs, observations	FAIR and benchmark data
2	Limited student engagement	Use of Kagan structures	Principal, Teachers, CRT	Walkthroughs, observations	FAIR and benchmark data
3	No Barrier	Differentiated small group reading instruction	Teachers, Principal, CRT	Walkthroughs, observations	FAIR and benchmark 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:	The percentage of economically disadvantaged students making satisfactory progress in reading will increase by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%(42) of the economically disadvantaged students did NOT make satisfactory progress in reading.	60%(48) of the economically disadvantaged students will make satisfactory progress 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	Attendance and tardies	Monitor attendance utilizing the district truancy officer, classroom teachers and BRT Provide incentives through the PBS program	Teachers, Principal, BRT	Data meetings Attendance and tardy reports	Attendance data
2	Inconsistent level of instructional support outside of school	Grade level and school newsletters highlighting parent involvement activities School web-site with parent information and curriculum links Provide instructional materials for at-home activities	Principal, CRT, FCIM Coordinator	Increase in the number of parents participating in activities by 10%	Title 1 sign-in sheets, parent Climate Survey
3	Learning gaps created by student mobility	Use FCIM meetings and RtI data to monitor student growth and mastery of benchmarks Weekly intervention groups utilizing the special area teachers	Teachers, FCIM and RtI Leadership Teams	Increased student mastery of benchmarks	FAIR and benchmark assessments
	Scheduling supplemental instruction	Utilize Title 1 teachers to provide daily supplemental instruction in reading Provide time for weekly intervention groups	Principal, CRT, FCIM team, Title 1 teachers	Data analysis	FAIR and benchmark assessment data

4		Provide after-school tutoring to targeted groups Coordinate times for students in the afterschool program to utilize instructional technology programs in the school's computer lab			
5	Need for increased student engagement	Incorporate Kagan strategies in reading lessons	Principal	Walkthroughs and lesson plans	Walkthroughs and lesson plans
6	Limited vocabulary	Increase exposure to nonfiction text Integrate science materials into reading groups Use on-going progress monitoring vocabulary probes to inform vocabulary instruction Use Building Vocabulary materials for vocabulary instruction	Principal, CRT, Teachers	Walkthroughs, vocabulary probes	Walkthroughs, progress monitoring data

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
Kagan Structures	K-5	CRT, Principals	School-wide	Monthly	Lesson plans, classroom walk-through	Principal, CRT
Literacy Work Station training and follow-up	K-5	District	School-wide	Ongoing	Classroom walk-throughs	Principal
FCIM meetings to discuss data	K-5	FCIM and leadership team	School-wide	Monthly	FCIM data review, classroom walk-throughs, peer coaching	Principal, RtI leadership team
QAR	K-5	CRT	School-wide	June 2013	Lesson plans, classroom walk-throughs	Principal, CRT
Reading Strategies	K-5	CRT and BRT	School-wide	On-going	Lesson plans, classroom walk-throughs	Principal, CRT
90 Minute Reading Block and Guided Reading	K-5	District	School-wide	November 2012	Lesson plans, classroom walk-throughs	Principal, CRT

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Use Accelerated Reader to increase independent reading	AR program	Lottery, ADV	\$2,500.00
Use STAR reading assessments to monitor students' reading level	START Reading assessment	Lottery, ADV	\$500.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of document cameras to support instruction	Document cameras	PTA, FRE	\$2,700.00
			Subtotal: \$2,700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize PD 360 to provide on-going professional development in all areas	PD 360	CREATE	\$0.00
Utilize literacy work stations to supplement instruction	Literacy Work station books	ADV	\$200.00
90 Minute reading block and Guided reading training	District representative to present		\$0.00
Provide substitutes for K-2 teachers to administer FAIR assessments	Substitutes	ADV, Lottery	\$3,000.00
Provide incentives for student participation in AR program	Books and bookmarks	PTA	\$500.00
Conduct family reading nights each nine weeks	Resource materials for parents	Title 1	\$1,000.00
			Subtotal: \$4,700.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement after-school tutoring program for targeted students	Teacher tutors	Title 1, Lottery, ADV	\$6,000.00
Provide substitutes for K-2 teachers to administer FAIR assessments	Substitutes	Lottery, ADV	\$3,900.00
Provide incentives for student participation in Accelerated Reader	Books and bookmarks	PTA	\$500.00
Conduct family reading nights 4 times a year	Resources for parents	Title 1	\$1,000.00
			Subtotal: \$11,400.00
			Grand Total: \$21,800.00

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:	The percentage of students scoring proficient in listening/speaking will be maintained at the current level.
2012 Current Percent of Students Proficient in listening/speaking:	
100%(2) of the students scored proficient in listening/speaking.	
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Vocabulary	Explicit vocabulary instruction with the Building vocabulary materials	Teachers, Principal, CRT	Lesson Plans, walkthroughs, observations, Vocabulary probes	Classroom assessments, benchmark reading assessments
2	Varied level of students	Differentiated small group reading instruction	Teachers, Principal, CRT	Lesson Plans, walkthroughs, observations, Vocabulary probes	Classroom assessments, benchmark reading assessments

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:

The percentage of students scoring proficient in reading will be maintained at the current level.

2012 Current Percent of Students Proficient in reading:

100%(2) of the students 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	Vocabulary	Explicit vocabulary instruction with the Building vocabulary materials	Teachers, Principal, CRT	Lesson Plans, walkthroughs, observations, Vocabulary probes	Classroom assessments, benchmark reading assessments
2	Varied level of students	Differentiated small group reading instruction	Teachers, Principal, CRT	Lesson Plans, walkthroughs, observations, Vocabulary probes	Classroom assessments, benchmark reading assessments

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The percentage of students scoring proficient in writing will be maintained at the current level.

2012 Current Percent of Students Proficient in writing:

100%(2) of the students scored 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
1	Vocabulary	Explicit vocabulary instruction with the Building vocabulary materials	Teachers, Principal, CRT	Lesson Plans, walkthroughs, observations, Vocabulary probes	Classroom assessments, benchmark reading assessments

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
Writing scoring training for teachers			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The percentage of students scoring a Level 3 in math on the FCAT 2.0 will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(56) of the students scored a level 3 in math on the FCAT 2.0.	40%(75) of the students will score a level 3 in math on 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	Students have limited problem solving skills	<p>Implement new GO Math Series with fidelity</p> <p>Utilize additional math resources such as AIMS, GEMS, VMath, FCAT Explorer, and Calendar Math</p> <p>Assess mastery of the benchmarks, analyze data and identify/implement strategies for intervention during FCIM meetings</p> <p>Provide math teachers with word-wall posters that define and illustrate the meanings of essential math terms</p> <p>Provide training for the teachers in Webb's Depth of Knowledge</p> <p>Incorporate questions at all levels of Webb's Depth of Knowledge in lessons</p> <p>Highlight critical thinking problem on the school news each week</p>	Teachers, CRT, Principal	<p>Analyze Chapter, Big Idea, and On-Track Benchmark Assessment data</p> <p>Review lesson plans</p>	Chapter tests, Big Idea tests, and On-Track Benchmark Assessment data, lesson plans, Classroom Walkthroughs
2	Inconsistent level of academic support outside of school	<p>Conduct a school-wide "Math Night" for parents and students</p> <p>Provide online resources through links on the school website</p>	Teachers, CRT, Principal	Conduct parent surveys, review the usage of online resources	Parent surveys, Parent Involvement sign-in sheets, usage reports from online resources
	Low level of math vocabulary	<p>Use of Go Math intervention series and Calendar Math</p> <p>Provide math teachers</p>	Principal, CRT, teachers	Review of Go math assessments and On Track	On Track and Go Math assessments

3		with word-wall posters that define and illustrate the meanings of essential math terms Use school hallways to display math facts and terms Highlight math terms on school news each week			
4	Low level of engagement	Use of technology such as Smart Boards, VMath, Smart Response systems to enhance instruction. Utilize math learning stations, Kagan structures, GEMS and AIMS activities	Principal, CRT, teachers	Classroom Walkthroughs, lesson plans	On Track, Go Math assessments, Walkthroughs, lesson plans
5	No Barrier	Use Calendar Math with fidelity for spiral review	Teachers, Principal, CRT	Lesson plans, walkthroughs, observations	On Track and Go Math 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: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	The number of students scoring at levels 4, 5, and 6 in math as measured by the Florida Alternate Assessment will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(2) of the students scored at a level 4, 5, or 6.	At least 75% will score at a level 4, 5, or 6.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students varied levels	Differentiated small group	ESE self-contained teacher, Principal, CRT	Walkthroughs, observations, lesson plans	Florida Alternate Assessment and class assessment data
2	No barrier	Use of the district-wide technology	ESE self-contained teacher ! Principal, CRT	Walkthroughs, observations	Florida Alternate Assessment and class assessment data
3	Limited math vocabulary	Explicit vocabulary instruction	ESE self-contained teacher, Principal,	Walkthroughs, observations	Florida Alternate Assessment and class 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students scoring a level 4 above in math will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

25%(47) of the students scored a level 4 or above in math on FCAT 2.0.	30%(56) of the students will score a level 4 or above in math on FCAT 2.0
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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 may have limited problem-solving skills	Implement new GO Math series with fidelity Utilize supplemental math programs such as AIMS, GEMS, FCAT Explorer, VMath Implement Calendar Math with fidelity Assess mastery of benchmarks, analyze data and develop/implement strategies for enrichment during FCIM meeting Provide math teachers with word-wall posters that define/illustrate the meaning of essential math terms Form SECME club to enrich students' experiences in Math and Science Provide opportunity for participation in Chess Club	Principal, CRT, FCIM	Review lesson plans, analyze assessment data during FCIM meetings, review usage reports from online math resources	Lesson plans, Chapter, Big Idea, and On-Track Benchmark Assessments
2	Inconsistent academic support outside of school	Conduct a school-wide "Math Night" for parents and students Provide online resources through links on the school website	Teachers, CRT, Principal	Conduct parent surveys, review the usage of the online math resources	Parent survey, Parent Involvement sign-in sheets, usage reports from online resources

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:	The number of students scoring at or above level 7 in math as measured by the Florida Alternate Assessment will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0) students scored at or above a level 7.	At least 33%(1) of the students will score at a level 7 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
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1	Students varied levels	Differentiated small group instruction	ESE self-contained teacher, Principal, CRT	Walkthroughs, observations, lesson plans	Florida Alternate Assessment and class assessment data
2	No barrier	Use of the district-wide technology	ESE self-contained teacher, Principal, CRT	Walkthroughs, observations	Florida Alternate Assessment and class assessment data
3	Limited math vocabulary	Explicit vocabulary instruction	ESE self-contained teacher, Principal	Walkthroughs, observations	Florida Alternate Assessment and class 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase the percentage of students making a year's gain in Math by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (96) of all students in grades 4 and 5 made a year's gain in Math.	79%(103) or more of all students in grades 4 and 5 will make a year's gain in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low level of math vocabulary	Use of GO Math intervention series and Calendar Math Provide math teachers with word-wall posters that define and illustrate the meanings of essential math terms Present math terms and brain teasers on school news	Principal, CRT, teachers	Review of GO Math assessments and On Track	On Track and GO math assessments
2	Attendance, tardies, limited academic support outside of school	Implement the new GO Math series with instructional fidelity Provide 60 minutes (minimum) of math instruction for all students Monitor On-Track Benchmark Assessment data at FCIM meetings and identify strategies for intervention. Provide supplemental math instruction for targeted students Provide after-school tutoring for targeted students. Utilize supplemental math programs such as AIMS, GEMS, Calendar Math,	Principal, CRT, BRT, Guidance Counselor, Teachers, FCIM Team	Review lesson plans, analyze data during FCIM Meetings, review usage of online resources	Chapter, Big Idea, and On-Track Benchmark Assessment data Lesson Plans Parent Involvement sign-in sheets Usage reports of online math resources Rtl progress monitoring data

		<p>VMath, FCAT Explorer and Number Worlds</p> <p>Conduct a school-wide "Math Night" for parents and students</p> <p>Provide links to additional math resources on school web-site</p> <p>Monitor attendance/tardies with assistance provided by the district truancy officer, classroom teachers and BRT</p>			
3	Scheduling supplemental instruction	<p>Weekly intervention groups utilizing the special area teachers (Art, Music, PE)</p> <p>Provide after-school tutoring to targeted students</p> <p>Coordinate times for students in the afterschool program to utilize instructional technology programs in the school's Computer Lab</p> <p>Provide supplemental math instruction to targeted students</p>	Principal, CRT, FCIM Team	Data analysis, increased mastery of benchmarks	Lesson plans Chapter, Big Idea and On-Track Benchmark Assessment data Rtl progress monitoring data
4	Low level of engagement	<p>Use of technology such as Smart Boards, VMath, Smart Response systems to enhance instruction</p> <p>Utilize math stations, Kagan structures, GEMS and AIMS activities</p>	Principal, CRT, Teachers	Classroom Walkthroughs, lesson plans	On Track and GO math assessments
5	Absence of spiral curriculum	Use Calendar Math with fidelity for daily skills review	Teachers, Principal, CRT	Classroom walkthroughs, lesson plans, observations	On Track and Go Math 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:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal #3b:</p>	<p>The percentage of students making a learning gain in math on Florida Alternate Assessment will increase by 50%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0) will make a learning gain in math.	At least 50%(1) of the students will make a learning gain in math.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students varied levels	Differentiated small group	ESE self-contained	Walkthroughs,	Florida Alternate

1			teacher, Principal, CRT	observations, lesson plans	Assessment and class assessment data
2	No barrier	Use of the district-wide technology	ESE self-contained teacher Principal, CRT	Walkthroughs, observations	Florida Alternate Assessment and class assessment data
3	Limited math vocabulary	Explicit vocabulary instruction	ESE self-contained teacher, Principal, CRT	Walkthroughs, observations	Florida Alternate Assessment and class 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:	Increase the percentage of students in the lowest 25% making a year's gain in Math by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(23) of the lowest 25% made a year's gain in Math	At least 75%(25) of the lowest 25% will make a year's gain in Math

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance, tardies, inconsistent level of academic support outside of school	<p>Implement the new GO Math series with instructional fidelity.</p> <p>Provide 60 minutes (minimum) of math instruction for all students</p> <p>Monitor benchmark assessment data at FCIM meetings and develop/implement strategies for intervention</p> <p>Provide supplemental math instruction for targeted students</p> <p>Provide after-school tutoring for targeted students</p> <p>Utilize supplemental math programs such as AIMS, GEMS, Calendar Math, FCAT Explorer, VMath</p> <p>Conduct a school-wide "Math Night" for parents and students</p> <p>Provide links to additional math resources on school web-site</p>	Principal, CRT, Teachers, FCIM Team	Review lesson plans, analyze data during FCIM Meetings, review usage of online resources	Lesson plans, On-Track Benchmark Assessment data, Parent Involvement sign-in sheets, usage reports of online math resources
	Scheduling supplemental instruction	Weekly intervention groups utilizing the special area teachers (Art, Music, PE)	Principal, CRT, FCIM Team	Data analysis, increased mastery of benchmarks	Lesson plans, Classroom Walkthroughs, Chapter, Big Idea

2		Provide after-school tutoring to targeted students Coordinate times for students in the afterschool program to utilize instructional technology in the school Computer Lab			and On- Track Benchmark Assessment data
3	Learning gaps created by student mobility	Use FCIM meetings and RtI data to monitor student growth and mastery of benchmarks Implement Calendar Math with fidelity for spiral review	FCIM and RtI Leadership Teams	Increased student mastery of benchmarks	Lesson plans, classroom and On Track Benchmark Assessment data
4	Limited time and resources to develop frequent, formative classroom assessments	Use Smart Response systems in conjunction with county developed Treasures' Smart Response assessments Provide weekly protected planning time for team planning	Principal, CRT, Teachers	Review lesson plans for use of Smart Response systems, Classroom Walkthroughs	Lesson plans, Classroom Walkthrough data, RtI progress monitoring

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 six years, the school will reduce the achievement gap by 50% 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54%	68%	72%	75%	78%	

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:	Students in each subgroup will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentage of students in each subgroup NOT making satisfactory progress: White - 36% (38) Black - 60% (31) Hispanic - 42% (5) Asian - 20% (1) American Indian - 0% (0)	All students in each subgroup will make satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Differentiated small group instruction Provide supplemental	Teachers, Principal, CRT	Lesson plans, data analysis, observations	On Track and Go math assessments

		math instruction for targeted students			
2	Scheduling supplemental instruction	Weekly intervention groups utilizing the special area teachers Provide after-school tutoring for targeted students	Teachers, Principal, CRT	Review schedule, analyze assesment data	On Track and Go Math assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	All ELL students will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0) ELL students did NOT make satisfactory progress in math.	100% of ELL students will make satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Vocabulary	Use of interactive word walls Explicit math vocabulary instruction	Teachers, Principal, CRT	Lesson plan, observations, walkthroughs	On Track and Go Math assessment data
2	No Barrier	Use of district technology resources (VMath, Reflex Math)	Teachers, Pricipal, CRT	Wlakthroughs, observations	OnTrack and Go Math 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of students with disabilities making satisfactory progress will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(15) of the students with disabilities did NOT make satisfactory progress.	65%(21) of the students with disabilities will make satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Differentiated small group instruction Provide supplemental math instruction for targeted students	Teachers, Principal, CRT	Lesson plans, data analysis, observations	On Track and Go math assessments
	Scheduling	Schedule supplemental	Teachers,	Review schedule, analyze	On Track and Go

2	instruction Weekly intervention groups utilizing the special area teachers Provide after-school tutoring for targeted students	Principal, CRT	assesment data	Math assessments
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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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The percentage of economically disadvantaged students making satisfactory progress will increase by at least 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(47) of the economically disadvantaged students did NOT make satisfactory progress in math.	50%(41) of the economically disadvantaged students will make satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited higher order thinking skills	Explicit instruction with hands-on guided and independent practice	Teachers, Principal, CRT	Walkthroughs, observations, data meetings	On Track and Go Math assessments
2	Lack of basic math skills	Calendar Math with fidelity	Teachers, Principal, CRT	Walkthroughs, observations	On Track and Go Math assessments

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
Math Common Core Standards	K-5	CRT and Principal	Math teachers at each grade level	Wednesdays in November, December and/or January	Lesson plans, classroom walk-throughs	Principal
Math and Science	K-5	District	Math teachers at each grade level	On-going	Lesson plans, classroom walk-throughs	Principal
Calendar Math	K-5	District	Math teachers at each grade level	June 2013	Lesson plans, classroom walk-throughs	Principal
GEMS/AIMS trainings	K-5	District	Math teachers at all grade levels	On-going	Lesson plans, classroom walk-throughs	Principal

Mathematics Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Calendar MATH with fidelity	Calendar Math Training	District	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Conduct Math Night for all families	Materials	PTA, ADV	\$500.00
			Subtotal: \$500.00
Grand Total: \$500.00			

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:		The percentage of students scoring a Level 3 or above on FCAT Science by 5%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
66%(44) of the students scored a Level 3 or above on FCAT Science.		At least 69%(48) of the students will score a level 3 or higher on FCAT Science.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited knowledge of the Scientific Method and Science	Hands-on science activities utilizing the Scientific Method Utilize the science room and materials Utilize supplemental science materials and technology resources such as AIMS, GEMS, BrainPOP and Discovery Education Conduct a family science night	Teachers, CRT, Principal	Progress monitoring of On-Track Benchmark Science Assessments, Frequent formative assessments utilizing Smart Response systems Science room log	Classroom assessments, On-Track Benchmark Science Assessments, FCAT Science data
	No anticipated barrier	Continue to utilize National Geographic	Teachers, CRT, Principal	Classroom Walkthroughs, lesson	Classroom walkthroughs,

2		science series with fidelity Utilize science journals		plans	lesson plans, OnTrack data
3	Limited vocabulary	Explicit vocabulary instruction Use of interactive word walls	Teachers, CRT, Principal	Classroom walkthroughs and observations	Science Benchmark and On Track 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	All students will score a level 4,5, and 6 in science on the Florida Alternate Assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
No current data	100% of the students will score a level 4,5, or 6 in science on the Alternate 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	Limited vocabulary	Explicit vocabulary instruction Use of interactive word walls Differentiated small group instruction	ESE self-contained teacher, Principal	Walkthroughs and observation, lesson plans	Florida Alternate Assessment and classroom data
2	Understanding of nonfiction text	Use of science leveled readers (during science and reading)	ESE self-contained teacher, Principal	Walkthroughs and observations, lesson plans	Florida Alternate Assessment data and classroom 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percentage of students scoring a level 4 or above in science will increase by at least 5%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(21) of the students scored a level 4 or above in science on the FCAT	At least 35%(25)of the students will a level 4 or above in science on the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have limited knowledge of the Scientific Method and Science related vocabulary	Hands-on science activities utilizing the Scientific Method Utilize the science	Teachers, CRT, Principal	Progress monitoring of science benchmarks, Science room log	Classroom assessments, On-Track Benchmark Assessments,

1		<p>room and materials</p> <p>Utilize supplemental science materials and technology such as AIMS, GEMS, BrainPOP, FCAT Explorer, and Discovery Education</p> <p>Consider conducting Science Fair</p> <p>Form SECME Club to enrich students' experiences in Math and Science</p> <p>Conduct a family science night</p>			FCAT Science data
2	No anticipated barrier	<p>Continue use of National Geographic science series with fidelity</p> <p>Utilize science journals</p>	Teachers, CRT, Principal	Walkthroughs and lesson plans	Walkthroughs and lesson plans On Track 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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.</p> <p>Science Goal #2b:</p>	Students will make gains in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No current data	At least 50% (1) of the students will score at or above a level 7 in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited science vocabulary	<p>Explicit vocabulary instruction</p> <p>Use of interactive word walls</p> <p>Differentiated small group instruction</p>	ESE self-contained teacher, Principal	Walkthroughs, observations	Florida Alternate Assessment and classroom assessment data
2	Understanding of nonfiction text	Use of science leveled readers (during science and reading)	ESE self-contained teacher, Principal	Walkthroughs, observations	Florida Alternate Assessment and classroom assessment data

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
GEMS/AIMS trainings	K-5	District, CRT	All science teachers	Ongoing	Lesson plans, classroom walk-throughs	Principal
National Geographic training for new teachers	K-5	District	All new teachers	Ongoing	Lesson plans, classroom walk-throughs	Principal
Science journaling training	K-%	District	All science teachers	Ongoing	Lesson plans, classroom walk-throughs	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use AIMS materials to supplement science curriculum	AIMS materials	Title 1, ADV, Lottery	\$500.00
			Subtotal: \$500.00
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
National Geographic training		District	\$0.00
GEMS/AIMS Training	Stipend for trainer	ADV, Lottery	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Night for all families	Materials for science activities and games	PTA	\$500.00
			Subtotal: \$500.00
			Grand Total: \$1,500.00

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:	The percentage of students achieving a Level 3 or higher will increase by at least 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(39) of all students scored a Level 3 or higher on FCAT writing.	At Least 92% (50) of the students will score a Level 3 or higher on FCAT 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
1	Prior student instruction/preparation	Designate 45 minute writing block at each grade level for explicit writing instruction Progress monitoring of student achievement Increase understanding of writing skills by analyzing models/examples of actual student writing utilizing document cameras	Principal, CRT	Analyze students' scores from monthly prompts at FCIM meetings to monitor students' achievement in writing	Writing rubric scores from monthly writing prompts
2	Absence of a comprehensive, school-wide writing plan	Form a writing committee comprised of one member from each grade level team Develop a school-wide writing plan Implement new writing plan with grade level rubrics, anchor papers and consistent graphic organizers	Principal, CRT, Writing Committee	Increased student achievement in writing, completed school-wide writing plan	Classroom Walkthroughs, lesson plans, scored writing prompts at each grade level
3	Need for more communication across grade levels regarding writing curriculum	Provide time for cross grade level meetings to discuss writing process	Principal	Scheduling quarterly meeting time for grade levels to share and plan	School calendar
4	Differences in scoring	Provide a writing scoring training for teachers in grades 3 and 4 Have more than one person score each writing prompt	Principal, CRT, Teachers	Improvement in student scores	Scored writing prompts

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:	The percentage of student scoring a level 4 or higher will increase by 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of the students scored a level 4 or higher in writing on the Florida Alternate Assessment	100% (1) will score a level 4 or higher in writing on the Florida Alternate 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
	Vocabulary and conventions	Explicit vocabulary instruction Use of interactive word	ESE self-contained teacher, Principal	Walkthroughs, observations	Florida Alternate Assessment and classroom assessment data

1		walls Small group differentiated instruction			
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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
Scoring Training	Grades 3 and 4	CRT	All writing teachers in grades 3 and 4	On-going	Scored writing prompts	Principal, CRT

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
Utilize document cameras to share and analyze writing models	Document cameras	PTA, FRE, ADV, Lottery	\$2,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Scoring Training	Stipend for teachers, fee for consultant, materials	Title 1, ADV, Lottery	\$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: \$3,000.00

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:	The percentage of students with excessive absences and tardies will decrease by 3% from the previous year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

K-99.8% 1st-99.82% 2nd-96% 3rd-96% 4th-96% 5th-96% Overall K-5 - 96%	The overall attendance rate for students in grades K-5 will be 98%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
33(7.7%) students had 10 or more absences.	17(4%) students or less will have 10 or more absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
86(18%) students had excessive (10 or more) tardies.	85 or fewer students will have excessive (10 or more) tardies.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Communicating the impact of attendance on student achievement to families	Articles in the monthly newsletter highlighting the impact of attendance on student achievement Positive Behavior Support incentives for improving attendance Classroom teachers and BRT contacting parents Utilize Infinite Campus reports to identify students with excessive absences/tardies and academic difficulty to target for intervention Educational Planning Team meetings to develop and monitor effectiveness of attendance interventions Home visits, letters home, phone home calls	BRT, Principal	Review Infinite Campus attendance reports	Attendance reports Progress Monitoring data

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
Provide incentives through PBS program	Incentives for students	PTA, Grant	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

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:	The percentage of students suspended out of school will decrease by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

There were 36 out-of-school suspensions.	There will 33 or fewer out-of-school suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There were 17(4%) students suspended out-of-school.	There will be 15 (3%) or fewer students suspended out-of-school

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Weakness in the area of social skills development	Continue school-wide Positive Behavior Support program Continue Second Step program Provide instruction in decision-making strategies through classroom guidance visits Provide instruction in bullying prevention and conflict resolution through 6 week lesson with the BRT at each grade level Highlight character traits each month on school announcements Provide incentives for positive behavior with PAWS tickets and Breakfast with the Principal Hold school-wide PBS incentives each nine weeks Steps to Respect program Highlighting monthly character traits each week on morning announcements	Principal, BRT, Guidance Counselor, PBS Team	Review behavior data at FCIM meeting and correlate with achievement data Educational Planning Team	Infinite Campus behavior data reports RtI progress monitoring

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
Quarterly analysis of discipline data	K-5	Behavior Resource Teacher	All teachers	Ongoing	Review discipline data for trends in time of day, area, and repated discipline issues	Principal, BRT, Teachers

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:		Increase the percent of parent attending at least one Parent Involvement meeting by 3%.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
92% (450) of parents attended at least one Parent Involvement meeting.		95% (464) of parents will attend at least one Parent Involvement meeting.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Parent work schedules	Offer varied and flexible days and times for parent activities	Principal, CRT, FCIMS Coordinator, Title 1 Lead Teacher	Increase in the percentage of parents participating in activities	Sign-in sheets, parent surveys
2	Limited resources at home for parent use	Conduct student/parent reading and informational night 4 times a year Hold a school-wide Family Math Night in the fall Hold a Science Night in the Spring	Principal, CRT, Title 1 teachers, classroom teachers	Increase in percentage of parents attending activities	Sign-in sheets, parent 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						

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

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

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
Reading	Use Accelerated Reader to increase independent reading	AR program	Lottery, ADV	\$2,500.00
Reading	Use STAR reading assessments to monitor students' reading level	START Reading assessment	Lottery, ADV	\$500.00
Science	Use AIMS materials to supplement science curriculum	AIMS materials	Title 1, ADV, Lottery	\$500.00
				Subtotal: \$3,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of document cameras to support instruction	Document cameras	PTA, FRE	\$2,700.00
Writing	Utilize document cameras to share and analyze writing models	Document cameras	PTA, FRE, ADV, Lottery	\$2,500.00
				Subtotal: \$5,200.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize PD 360 to provide on-going professional development in all areas	PD 360	CREATE	\$0.00
Reading	Utilize literacy work stations to supplement instruction	Literacy Work station books	ADV	\$200.00
Reading	90 Minute reading block and Guided reading training	District representative to present		\$0.00
Reading	Provide substitutes for K-2 teachers to administer FAIR assessments	Substitutes	ADV, Lottery	\$3,000.00
Reading	Provide incentives for student participation in AR program	Books and bookmarks	PTA	\$500.00
Reading	Conduct family reading nights each nine weeks	Resource materials for parents	Title 1	\$1,000.00
CELLA	Writing scoring training for teachers			\$0.00
Mathematics	Utilize Calendar MATH with fidelity	Calendar Math Training	District	\$0.00
Science	National Geographic training		District	\$0.00
Science	GEMS/AIMS Training	Stipend for trainer	ADV, Lottery	\$500.00
Writing	Scoring Training	Stipend for teachers, fee for consultant, materials	Title 1, ADV, Lottery	\$500.00
				Subtotal: \$5,700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement after-school tutoring program for targeted students	Teacher tutors	Title 1, Lottery, ADV	\$6,000.00
Reading	Provide substitutes for K-2 teachers to administer FAIR assessments	Substitutes	Lottery, ADV	\$3,900.00
Reading	Provide incentives for student participation in	Books and bookmarks	PTA	\$500.00

	Accelerated Reader			
Reading	Conduct family reading nights 4 times a year	Resources for parents	Title 1	\$1,000.00
Mathematics	Conduct Math Night for all families	Materials	PTA, ADV	\$500.00
Science	Science Night for all families	Materials for science activities and games	PTA	\$500.00
Attendance	Provide incentives through PBS program	Incentives for students	PTA, Grant	\$200.00
				Subtotal: \$12,600.00
				Grand Total: \$27,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/31/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The SAC funds will be used to purchase materials such as Kagan resource, Time for Kids, Accelerated Reader, writing journals, and academic planner that such the goals of our School Improvement Plan.	\$6,700.00

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

The School Advisory Council will assist with the review and implementation of the 2012-2013 School Improvement Plan. Members will create and distribute the school's Climate Survey to parents for input. Through scheduled meetings, the SAC will contribute to the decision-making process of the school.

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

Alachua School District GLEN SPRINGS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	84%	98%	59%	321	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	74%			147	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?	67% (YES)	70% (YES)			137	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					605	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Alachua School District GLEN SPRINGS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	79%	92%	67%	323	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	61%			128	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?	47% (NO)	63% (YES)			110	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					561	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested