

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: TOLEDO BLADE ELEMENTARY SCHOOL

District Name: Sarasota

Principal: Jennifer F. Dolciotto

SAC Chair: Dianne Platt

Superintendent: Lori White

Date of School Board Approval: TBD

Last Modified on: 10/9/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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	Jennifer F. Dolciotto	Master's Degree in Educational Leadership from the University of South Florida; B.S. Degree in Biology from the University of South Florida; Certified in Biology 6-12, Middle Grades Endorsed.	7	10	Over the years serving as Assistant Principal at Toledo Blade Elementary, the school has achieved an "A" rating by the State Grading System for five of the six years and has successfully met 100% of AYP requirements for the last five years. In 2011, Toledo Blade earned the Title One Distinguished School award.
		Master's Degree in Educational Leadership from the University of			

Assis Principal	Michelle Giddens	South Florida; B.S. Degree in Elementary Education from the University of South Florida; Certified in Educational Leadership, Elementary Education K-6, ESOL Endorsed.	1	1	Toledo Blade Elementary School has achieved an "A" rating by the State Grading System for five of the six years and has successfully met 100% of AYP requirements for the last five years. In 2011, Toledo Blade earned the Title One Distinguished School award.
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Kathleen McCoy	Elementary Education(K-6), Reading(K-12) and ESOL endorsed	6	5	Toledo Blade Elementary has achieved an "A" rating by the State Grading System for five of the six years and has successfully met 100% of AYP requirements for the last five years.

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	PRIDE Mentor Program	Principal/Assistant Principal	On-going	
2	PRIDE Evaluation and Discussions	Principal/Assistant Principal	On-going	
3	Administration walk throughs to drive CPT discussions regarding best practices, instructional strategies and classroom management	Principal/Assistant Principal	On-going	
4	District Support (Professional Development Office) for teachers in need of assistance	Principal, Assistant Principal, District Personnel	As needed	

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
	Staff members considered out-of-field are enrolled in courses to fulfill certification/endorsement requirements.

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
50	24.0%(12)	18.0%(9)	42.0%(21)	16.0%(8)	60.0%(30)	0.0%(0)	8.0%(4)	2.0%(1)	74.0%(37)

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
Sylvia Irish	Lauren Parsons	Teach alike grade level	Assist category one teachers with routines and procedures. Familiarize teachers with the teacher performance appraisal system (PRIDE). Assist with the development of effective lesson plans, classroom rules/procedures, and parent communication. Meet and discuss best practices in the area of instruction and learning throughout the 12-13 school year.
Jennifer Runck	Valley Hayes	Teach alike grade level	Assist category one teachers with routines and procedures. Familiarize teachers with the teacher performance appraisal system (PRIDE). Assist with the development of effective lesson plans, classroom rules/procedures, and parent communication. Meet and discuss best practices in the area of instruction and learning throughout the 12-13 school year.
Kristen Kinkin	Liliya Dzhuga	Teach alike grade level	Assist category one teachers with routines and procedures. Familiarize teachers with the teacher performance appraisal system (PRIDE). Assist with the development of effective lesson plans, classroom rules/procedures, and parent communication. Meet and discuss best practices in the area of instruction and learning throughout the 12-13 school year.
April Panepinto	Kim Deeb	Teach alike grade level	Assist category one teachers with routines and procedures. Familiarize teachers with the teacher performance appraisal system (PRIDE). Assist with the development of effective lesson plans, classroom rules/procedures,

			and parent communication. Meet and discuss best practices in the area of instruction and learning throughout the 12-13 school year.
Jodi Austin	Samantha Ivey	Teach alike grade level	Assist category one teachers with routines and procedures. Familiarize teachers with the teacher performance appraisal system (PRIDE). Assist with the development of effective lesson plans, classroom rules/procedures, and parent communication. Meet and discuss best practices in the area of instruction and learning throughout the 12-13 school year.
Lisa Lewellyn	Melissa Rock Sarah McBride	Teach alike grade level	Assist category one teachers with routines and procedures. Familiarize teachers with the teacher performance appraisal system (PRIDE). Assist with the development of effective lesson plans, classroom rules/procedures, and parent communication. Meet and discuss best practices in the area of instruction and learning throughout the 12-13 school year.
David Ursel	Jessica Powers	ESE Team Leader paired with new Resource Teacher	Assist category one teachers with routines and procedures. Familiarize teachers with the teacher performance appraisal system (PRIDE). Assist with the development of effective lesson plans, classroom rules/procedures, and parent communication. Meet and discuss best practices in the area of instruction and learning throughout the 12-13 school year.
Kristi Wheat	Lindsey Flynn	Teach alike grade level	Assist category one teachers with routines and procedures. Familiarize teachers with the teacher performance appraisal system (PRIDE). Assist with the development of effective lesson plans, classroom rules/procedures, and parent communication. Meet and discuss best practices in the area of instruction and learning throughout the 12-13 school year.
			Assist category one teachers with routines and procedures. Familiarize teachers with the

Jennifer Slanger	Michelle Kante	Teach alike grade level	teacher performance appraisal system (PRIDE). Assist with the development of effective lesson plans, classroom rules/procedures, and parent communication. Meet and discuss best practices in the area of instruction and learning throughout the 12-13 school year.
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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

Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided and with Title IV 21st Century Community Learning Centers grants to provide after school programs.

Title I, Part C- Migrant

The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ID& R person coordinates with the Title I and other programs to ensure student and family needs are met.

Title I, Part D

The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

Title II

Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified.

Title III

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

Title X- Homeless

Homeless education case managers provide resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Program provides on-going outreach, training and tutoring.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students.

Violence Prevention Programs

The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided.

Nutrition Programs

Not Applicable

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Perkins funding is used to provide additional resources and professional development to CTE teachers in applicable schools.

Job Training

Not Applicable

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 is comprised of general education personnel that facilitate PBS/RtI as a related but distinct process from the CARE (Children At-Risk in Education) eligibility determination process. At Toledo Blade Elementary School the RtI Leadership Team is composed of:

- School Administration: Provides support in maintaining a general education focus for RTI, assembling/communicating available interventions to all instructional personnel, ensuring that the RTI process are not limited to a specific team/time but embedded as common practice, facilitate RTI related progress monitoring and accountability steps, be an available resource to staff and attend planning meetings and monitor the fidelity & integrity in implementation.
- Select General Education Teachers: Provides information about general education curriculum, serves as a liaison between general education staff and special education staff/support staff, works with all staff to implement and maintain the validity of RTI process, attends RTI discussions and appropriate meetings.
- Exceptional Student Education (ESE) Teachers: Provides information about ESE issues/concerns across all grade levels, offers input on strategies and/or resources as supports for general education staff, serves as an active participant at RTI discussions.
- Guidance Counselor: Provides information about social and emotional support strategies/resources, works with all staff to assist in the implementation of the RTI process, offers input on strategies and/or resources for general education staff and serves as an active participant at RTI discussions.

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

The team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade, team, and class level academic needs. Individual student information/data will be reviewed. Based on the data review, instructional support strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions. The RTI team collaborates with grade level teams, Teacher Support Team and the School Wide Support team to review and discuss grade level curriculum & behavior concerns as well as individual student concerns.

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 school-based RTI Leadership Team will employ a continuous improvement process to create the SIP as outlined in this document. Input will be gathered from the grade level teams, SAC and district teams composed of specialists in the areas of instructional need. On a monthly basis, various support staff will review the progress of the implementation of the SIP 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.

The school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing is utilized. Further, the school will participate in the FAIR Reading assessment, the Florida Achieves (Focus) Science assessment and the County Wide Math benchmark assessments to summarize data for students with interventions & additional supports for tier two and tier three.

Describe the plan to train staff on MTSS.

The school administrative team participated in RTI Positive Behavioral Support Model training provided by USF in the Spring and Summer of 2009. The school based RTI specialists have provided training to Toledo Blade Elementary School teachers and to date 80% of teachers have participated (due to new hires).

Describe the plan to support MTSS.

The school-based MTSS Leadership Team will focus on effective implementation of MTSS/RTI. On-going collaboration regarding data will be encouraged to help facilitate and support staff with regards to implementation of best practices relating to student performance.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The BLT (Building Leadership Team/Curriculum Coordinators) is used to review and discuss all areas of curriculum development, implementation and assessment.

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

Bi-weekly meetings are held that focus on curriculum, grading and accountability. The team reviews and discusses the curriculum alignment, curriculum resources, grading consistency both with vertical and horizontal teams and data trends/patterns.

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

The primary focus for the BLT this year will be developing common agreements & guidelines for homework expectations, connected learning through all content areas and reviewing instructional focus calendars for alignment and areas of need.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/3/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

At Toledo Blade Elementary School, all incoming Kindergarten students are assessed with the Florida Kindergarten Readiness Screener prior to or upon entering. The FLKRS includes an observational instrument that provides detailed information about the child in 19 social and academic areas. Kindergarten students also take the Florida Assessment of Instruction in Reading as part of the screening to ascertain individual student academic needs as early as possible. Based on screening results and ongoing progress monitoring, students participate in a challenging differentiated learning environment. The FAIR will be administered three times during Kindergarten to monitor student performance and transition.

***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:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 26%(80) Level 3,4,5 - 74%(227)	Level 3 - 30% Level 3,4,5 - 76%

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	Technology/network usage and support.	The school will implement the FAIR assessments to monitor student progress. Discussions will be held at CPT & SWST sessions to review data and create targeted interventions.	Principal and Assistant Principal	Review FAIR data reports & progress monitoring spreadsheets to ensure teachers are assessing students according to the created schedule.	Printout of FAIR Assessments & Progress Monitoring Spreadsheets.
2	Familiarity with the depth and complexity of the curriculum.	Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on lesson plans, IFC's and assessments.	Principal and Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the Principal/ Assistant Principal.	Focused classroom walkthroughs & CPT minutes/notes.
3	Time management	Utilize the Instructional Focus Calendars for Reading and Language Arts classes.	Curriculum Team Leader	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through FAIR & core reading standardized 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 48%(147) Level 3,4,5 - 74%(227)	Level 4,5 - 50% Level 3,4,5 - 76%

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	Technology/network usage and support.	The school will implement the FAIR assessments to monitor student progress. Discussions will be held at CPT & SWST sessions to review data and create targeted interventions.	Principal and Assistant Principal	Review FAIR data reports & progress monitoring spreadsheets to ensure teachers are assessing students according to the created schedule.	Printout of FAIR Assessments & Progress Monitoring Spreadsheets.
2	Familiarity with the depth and complexity of the curriculum.	Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on lesson plans, IFC's and assessments.	Principal and Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the Principal/ Assistant Principal.	Focused classroom walkthroughs & CPT minutes/notes.
3	Time management	Utilize the Instructional Focus Calendars for Reading and Language Arts classes.	Curriculum Team Leader	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through FAIR & core reading standardized assessments.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	
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Reading Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(126)	74%

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	Technology/network usage and support.	The school will implement the FAIR assessments to monitor student progress. Discussions will be held at CPT & SWST sessions to review data and create targeted interventions.	Principal and Assistant Principal	Review FAIR data reports & progress monitoring spreadsheets to ensure teachers are assessing students according to the created schedule.	Printout of FAIR Assessments & Progress Monitoring Spreadsheets.
2	Familiarity with the depth and complexity of the curriculum.	Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on lesson plans, IFC's and assessments.	Principal and Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the Principal/ Assistant Principal.	Focused classroom walkthroughs & CPT minutes/notes.
3	Time management	Utilize the Instructional Focus Calendars for Reading and Language Arts classes.	Curriculum Team Leader	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through FAIR & core reading standardized assessments.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	
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Reading Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(25)	60%

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	Technology/network usage and support.	The school will implement the FAIR assessments to monitor student progress. Discussions will be held at CPT & SWST sessions to review data and create targeted interventions.	Principal and Assistant Principal	Review FAIR data reports & progress monitoring spreadsheets to ensure teachers are assessing students according to the created schedule.	Printout of FAIR Assessments & Progress Monitoring Spreadsheets.
2	Familiarity with the depth and complexity of the curriculum.	Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on lesson plans, IFC's and assessments.	Principal and Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the Principal/ Assistant Principal.	Focused classroom walkthroughs & CPT minutes/notes.
3	Time management	Utilize the Instructional Focus Calendars for Reading and Language Arts classes.	Curriculum Team Leader	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through FAIR & core reading standardized assessments.

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

	Reading Goal #
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5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		5A : The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year projection (2016-2017) is				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72	74	77	79	82	

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 FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 82%(178) Hispanic 61%(19) Black 54%(18)	White 79% Exceeded AMO Target Hispanic 70% Black 58%

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	Technology/network usage and support.	The school will implement the FAIR assessments to monitor student progress. Discussions will be held at CPT & SWST sessions to review data and create targeted interventions.	Principal and Assistant Principal	Review FAIR data reports & progress monitoring spreadsheets to ensure teachers are assessing students according to the created schedule.	Printout of FAIR Assessments & Progress Monitoring Spreadsheets.
2	Familiarity with the depth and complexity of the curriculum.	Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on lesson plans, IFC's and assessments.	Principal and Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the Principal/ Assistant Principal.	Focused classroom walkthroughs & CPT minutes/notes.
3	Time management	Utilize the Instructional Focus Calendars for Reading and Language Arts classes.	Curriculum Team Leader	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through FAIR & core reading standardized assessments.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%	56%

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	Technology/network usage and support.	Utilize common assessments to monitor students in the core curriculum who need intervention and/or enrichment.	Principal and Assistant Principal	Review student progress monitoring data to ensure groups are redesigned to target student need.	Effectiveness will be determined through Math benchmark assessments & core Math standardized assessments.
2	Familiarity with the depth and complexity of the curriculum.	Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on lesson plans, IFC's and assessments.	Principal and Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the Principal/ Assistant Principal.	Focused classroom walkthroughs & CPT minutes/notes.
3	Time management	Utilize the Instructional Focus Calendars for Reading and Language Arts classes.	Curriculum Team Leader	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through FAIR & core reading standardized 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-2013 to 2016-2017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
39%	48%

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	Technology/network usage and support.	The school will implement the FAIR assessments to monitor student progress. Discussions will be held at CPT & SWST sessions to review data and create targeted interventions.	Principal and Assistant Principal	Review FAIR data reports & progress monitoring spreadsheets to ensure teachers are assessing students according to the created schedule.	Printout of FAIR Assessments & Progress Monitoring Spreadsheets.
2	Familiarity with the depth and complexity of the curriculum.	Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on lesson plans, IFC's and assessments.	Principal and Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the Principal/ Assistant Principal.	Focused classroom walkthroughs & CPT minutes/notes.
3	Time management	Utilize the Instructional Focus Calendars for Reading and Language Arts classes.	Curriculum Team Leader	Administration will be aware of the IFC's upcoming focus and monitor implementation	Effectiveness will be determined through FAIR & core reading

			through classroom walkthroughs.	standardized 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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%	70% Exceeded AMO Target

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The loss of 21st Century Grant Funds	Provide high quality instruction, in addition to supplemental support, to students not demonstrating proficiency in the classroom	BLT, Administration Leadership Team, TST, Classroom Teachers	An increase in the percentage of economically disadvantaged students	FCAT Data
2	Technology/network usage and support.	The school will implement the FAIR assessments to monitor student progress. Discussions will be held at CPT & SWST sessions to review data and create targeted interventions.	Principal and Assistant Principal	Review FAIR data reports & progress monitoring spreadsheets to ensure teachers are assessing students according to the created schedule.	Printout of FAIR Assessments & Progress Monitoring Spreadsheets.
3	Familiarity with the depth and complexity of the curriculum.	Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on lesson plans, IFC's and assessments.	Principal and Assistant Principal	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the Principal/ Assistant Principal.	Focused classroom walkthroughs & CPT minutes/notes.
4	Time management	Utilize the Instructional Focus Calendars for Reading and Language Arts classes.	Curriculum Team Leader	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through FAIR & core reading standardized assessments.

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

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

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

MTSS/RtI Principles: Ensure student success with aligned, effective classroom instruction and intervention	K-5	TB Resident Experts	Teacher Trainers, Support Staff, Classroom Teachers, Administration	Fall 2012 Spring 2013	Data, Progress Monitoring (TST), Formal & Informal Assessments, Standardized Test Results	Administration & Support Staff
Book Study: What Really Matters in Response to Intervention-Research-Based Designs	K-5	TB PD Staff	All Instructional Staff	Fall 2012	Data, Progress Monitoring (TST), Formal & Informal Assessments, Standardized Test Results	Administration
Progress Monitoring Tools & Data Sources = Soaring Scores	K-5	TB Resident Experts & TB PD Staff	Classroom Teachers	August, November, January, February, March & April	Standardized Assessment Results & Teacher Observations	Administration
Cross-Content Strategies: Relationships between "cross-content" objectives	K-5	TB Resident Experts	All Instructional Staff	August, November, January, February	Student Achievement & Classroom Walk-Through data	Administration
Embedded Learning: Integration of best practices correlated to core content objectives	K-5	Specials Teachers, Para-professionals, Teacher Trainers, Support Staff & Administration	Specials Area Teachers	Quarterly	Alignment of Lesson Plans, Classroom Walk-Through data, Collaboration among General Education & Special Area Teachers	Administration
Sensory Needs	K-5	Jennifer Kiellach (Consultant)	Classroom Teachers	October 2012 December 2012	Classroom Walk-Through data & Data Collection on levels of engagement	Administration
Infusing Specialized Plans: Integration of best practices correlated to core content objectives	K-5	Administration, Support Staff, Special Education Teachers	Special Education Teachers, Para-professionals, General Education Teachers, Support Staff & Administration	Quarterly	Alignment & infusion of IEP goals throughout lesson plans, Classroom Walk-Through data, Collaboration among General Education & Special Education Teachers	Administration
Differentiated Learning - The Daily 5 & CAFE	K-5	TB PD Staff	Classroom Teachers	Website accessed throughout the school year, September 2012 & October 2012	Observation, reflection & collaboration to determine needs of students	TB PD Staff & Administration

Reading Budget:

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

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.			
2012 Current Percent of Students Proficient in listening/speaking:					
13% (4)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barriers with families whose primary language is not English.	Plan conferences and grade level nights providing information in families native language.	Administration ESOL staff	Parent surveys	Climate survey

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:		By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.			
2012 Current Percent of Students Proficient in reading:					
13% (4)					

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty associated with contacting parents (Disconnected phone lines, language barriers, etc.)	Teachers will be encouraged to conduct and document conferences	Teachers Administration	Parent Climate Survey Parent Contact Logs	Parent Climate Survey Parent Contact Logs
2	Language barriers with families whose primary language is that other than English.	Translate documents sent home.	ESOL Liaison & Aide Administration	Feedback from parents Teachers	Parent Climate Survey

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

3. Students scoring proficient in writing.

CELLA Goal #3:

By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.

2012 Current Percent of Students Proficient in writing:

13% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty associated with contacting parents (Disconnected phone lines, language barriers, etc.)	Teachers will be encouraged to conduct and document conferences	Teachers Administration	Parent Climate Survey Parent Contact Logs	Parent Climate Survey Parent Contact Logs
2	Language barriers with families whose primary language is that other than English.	Translate documents sent home.	ESOL Liaison & Aide Administration	Feedback from parents Teachers	Parent Climate Survey

CELLA Budget:

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

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

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:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 32% (98) Level 3,4,5 - 78% (238)	Level 3 - 34% Level 3,4,5 - 80%

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	Technology/network usage and support.	Utilize common assessments to monitor students in the core curriculum who need intervention and/or enrichment.	Principal and Assistant Principal	Review student progress monitoring data to ensure groups are redesigned to target student need.	Effectiveness will be determined through Math benchmark assessments & core Math standardized assessments.
2	Familiarity with the depth and complexity of the curriculum.	Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on lesson plans, IFC's and assessments.	Principal and Assistant Principal.	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the Principal/ Assistant Principal.	Focused classroom walkthroughs & CPT minutes/notes. Meetings will also be conducted with staff to review student progress.
3	Time management	Utilize the Instructional Focus Calendars for Math classes.	Curriculum Team Leader	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through Math Benchmark assessment & core math standardized 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 46% (140) Level 3,4,5 - 78% (238)	Level 4,5 - 47% Level 3,4,5 - 79%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Technology/network usage and support.	Utilize common assessments to monitor students in the core curriculum who need intervention and/or enrichment.	Principal and Assistant Principal	Review student progress monitoring data to ensure groups are redesigned to target student need.	Effectiveness will be determined through Math benchmark assessments & core Math standardized assessments.
2	Familiarity with the depth and complexity of the curriculum.	Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on lesson plans, IFC's and assessments.	Principal and Assistant Principal.	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the Principal/ Assistant Principal.	Focused classroom walkthroughs & CPT minutes/notes. Meetings will also be conducted with staff to review student progress.
3	Time management	Utilize the Instructional Focus Calendars for Math classes.	Curriculum Team Leader	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through Math Benchmark assessment & core math standardized assessments.

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (147)	86%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Technology/network usage and support.	Utilize common assessments to monitor students in the core curriculum who need intervention and/or enrichment.	Principal and Assistant Principal	Review student progress monitoring data to ensure groups are redesigned to target student need.	Effectiveness will be determined through Math benchmark assessments & core Math standardized assessments.
2	Familiarity with the depth and complexity of the curriculum.	Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on lesson plans, IFC's and assessments.	Principal and Assistant Principal.	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the Principal/ Assistant Principal.	Focused classroom walkthroughs & CPT minutes/notes. Meetings will also be conducted with staff to review student progress.
3	Time management	Utilize the Instructional Focus Calendars for Math classes.	Curriculum Team Leader	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through Math Benchmark assessment & core math standardized assessments.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lower quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (32)	77%

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	Technology/network usage and support.	Utilize common assessments to monitor students in the core curriculum who need intervention and/or enrichment.	Principal and Assistant Principal	Review student progress monitoring data to ensure groups are redesigned to target student need.	Effectiveness will be determined through Math benchmark assessments & core Math standardized assessments.
2	Familiarity with the depth and complexity of the curriculum.	Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on lesson plans, IFC's and assessments.	Principal and Assistant Principal.	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the Principal/ Assistant Principal.	Focused classroom walkthroughs & CPT minutes/notes. Meetings will also be conducted with staff to review student progress.
3	Time management	Utilize the Instructional Focus Calendars for Math classes.	Curriculum Team Leader	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through Math Benchmark assessment & core math standardized assessments.

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

Elementary School Mathematics Goal #

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

5A : The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year projection (2016-2017) is

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74	77	79	81	84	

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 68%(20) Hispanic 79%(20) White 84%(179)	Black 54% Exceeded AMO Target Hispanic 78% Exceeded AMO Target White 82% Exceeded AMO Target

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Technology/network usage and support.	Utilize common assessments to monitor students in the core curriculum who need intervention and/or enrichment.	Principal and Assistant Principal	Review student progress monitoring data to ensure groups are redesigned to target student need.	Effectiveness will be determined through Math benchmark assessments & core Math standardized assessments.
2	Familiarity with the depth and complexity of the curriculum.	Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on lesson plans, IFC's and assessments.	Principal and Assistant Principal.	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the Principal/ Assistant Principal.	Focused classroom walkthroughs & CPT minutes/notes. Meetings will also be conducted with staff to review student progress.
3	Time management	Utilize the Instructional Focus Calendars for	Curriculum Team Leader	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through Math Benchmark assessment & core math standardized 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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:

65%			65% Met AMO Target		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Technology/network usage and support.	Utilize common assessments to monitor students in the core curriculum who need intervention and/or enrichment.	Principal and Assistant Principal	Review student progress monitoring data to ensure groups are redesigned to target student need.	Effectiveness will be determined through Math benchmark assessments & core Math standardized assessments.
2	Familiarity with the depth and complexity of the curriculum.	Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on lesson plans, IFC's, assessments and ESE service delivery.	Principal, Assistant Principal and ESE Liaison	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the Principal/ Assistant Principal.	Focused classroom walkthroughs & CPT minutes/notes. Meetings will also be conducted with ESE staff to review student progress.
3	Time management	Utilize the Instructional Focus Calendars for Math classes.	Curriculum Team Leader	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through Math Benchmark assessment & core math standardized 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%	43% Exceeded AMO Target

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Technology/network usage and support.	Utilize common assessments to monitor students in the core curriculum who need intervention and/or enrichment.	Principal and Assistant Principal	Review student progress monitoring data to ensure groups are redesigned to target student need.	Effectiveness will be determined through Math benchmark assessments & core Math standardized assessments.
2	Familiarity with the depth and complexity of the curriculum.	Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on lesson plans, IFC's and assessments.	Principal and Assistant Principal.	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the Principal/ Assistant Principal.	Focused classroom walkthroughs & CPT minutes/notes. Meetings will also be conducted with staff to review student progress.

3	Time management	Utilize the Instructional Focus Calendars for Math classes.	Curriculum Team Leader	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through Math Benchmark assessment & core math standardized 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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-2017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%	73% Exceeded AMO Target

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Technology/network usage and support.	Utilize common assessments to monitor students in the core curriculum who need intervention and/or enrichment.	Principal and Assistant Principal	Review student progress monitoring data to ensure groups are redesigned to target student need.	Effectiveness will be determined through Math benchmark assessments & core Math standardized assessments.
2	Familiarity with the depth and complexity of the curriculum.	Evidence of lesson plan parameters in weekly lesson plans. Discussions during CPT times will also be focused on lesson plans, IFC's and assessments.	Principal and Assistant Principal.	Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the Principal/ Assistant Principal.	Focused classroom walkthroughs & CPT minutes/notes. Meetings will also be conducted with staff to review student progress.
3	Time management	Utilize the Instructional Focus Calendars for Math classes.	Curriculum Team Leader	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through Math Benchmark assessment & core math standardized assessments.
4	The loss of 21st Century Grant Funds	Provide high quality instruction, in addition to supplemental support, to students not demonstrating proficiency in the classroom	BLT, Administration Leadership Team, TST, Classroom Teachers	An increase in the percentage of economically disadvantaged students	FCAT Data

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.

				Target Dates	
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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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Embedded Learning: Integration of best practices correlated to core content objectives	K-5	Specials Teachers, Para-professionals, Teacher Trainers, Support Staff & Administration	Specials Area Teachers	Quarterly	Alignment of Lesson Plans, Classroom Walk-Through data, Collaboration among General Education & Special Area Teachers	Administration
Sensory Needs	K-5	Jennifer Kiellach (Consultant)	Classroom Teachers	October 2012 December 2012	Classroom Walk-Through data & Data Collection on levels of engagement	Administration
Application of MTSS/RtI Principles: Ensure student success with aligned, effective classroom instruction and intervention	K-5	TB Resident Experts	Teacher Trainers, Support Staff, Classroom Teachers, Administration	Fall 2012 Spring 2013	Data, Progress Monitoring (TST), Formal & Informal Assessments, Standardized Test Results	Administration & Support Staff
Book Study: What Really Matters in Response to Intervention- Research-Based Designs	K-5	TB PD Staff	All Instructional Staff	Fall 2012	Data, Progress Monitoring (TST), Formal & Informal Assessments, Standardized Test Results	Administration
Progress Monitoring Tools & Data Sources = Soaring Scores	K-5	TB Resident Experts & TB PD Staff	Classroom Teachers	August, November, January, February, March & April	Standardized Assessment Results & Teacher Observations	Administration
Cross-Content Strategies: Relationships between "cross-content" objectives	K-5	TB Resident Experts	All Instructional Staff	August, November, January, February	Student Achievement & Classroom Walk-Through data	Administration
Infusing Specialized Plans: Integration of best practices correlated to core content objectives	K-5	Administration, Support Staff, Special Education Teachers	Special Education Teachers, Para-professionals, General Education Teachers, Support Staff & Administration	Quarterly	Alignment & infusion of IEP goals throughout lesson plans, Classroom Walk-Through data, Collaboration among General Education & Special Education Teachers	Administration
Differentiated Learning - The Daily 5 & CAFE	K-5	TB PD Staff	Classroom Teachers	Website accessed throughout the school year, September 2012 & October 2012	Observation, reflection & collaboration to determine needs of students	TB PD Staff & Administration

Mathematics Budget:

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Level 3 - 43%(44) Level 3,4,5 - 67%(68)		Level 3 - 47% Level 3,4,5 - 71%			
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	Familiarity with the depth and complexity of the science standards & curriculum.	Implement Science instructional focus calendars.	Principal and Assistant Principal	Input at CPT and TST meetings.	Informal assessments and Printout of Florida Achieves (LEARN) Assessment results
2	Time management.	Use creative & flexible scheduling options for all fifth graders to ensure a daily science focus.	Curriculum Team Leader	Input at CPT, TST meetings and assessment data	FCAT 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:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 24%(24) Level 3,4,5 - 67%(68)	Level 4,5 - 28% Level 3,4,5 - 71%

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	Familiarity with the depth and complexity of the science standards & curriculum.	Implement Science instructional focus calendars.	Principal and Assistant Principal	Input at CPT and TST meetings.	Informal assessments and Printout of Florida Achieves (LEARN) Assessment results
2	Time management.	Use creative & flexible scheduling options for all fifth graders to ensure a daily science focus.	Curriculum Team Leader	Input at CPT, TST meetings and assessment data	FCAT Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.	

Science Goal #2b:			
2012 Current Level of Performance:		2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
No Data Submitted			

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science EnVision (Textbook) & District Resources	K-5	Kathleen McCoy & District PD Department	Instructional Staff	Fall 2012 Spring 2013	Evidence of professional development in lesson plans and progress monitoring data.	Administration & BLT

Science Budget:

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

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 3.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89%(82)	91%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time management.	Monthly writing prompts	Classroom teacher, Site Based Writing Coach & Principal/Assistant Principal	Evaluation of progress with monthly writing prompts. Collaboration with Site Based Writing Coach.	Monthly writing prompts data.
2	Time management.	Modified master schedule to include daily writing block.	Principal and Assistant Principal	Review team feedback on writing progress monthly.	Focused classroom walkthroughs.
3	Familiarity with the writing standards & scoring rubrics.	Utilize the expertise of a Site Based Writing Coach for training & modeling in best practices.	Principal and Assistant Principal	Evaluation of progress with monthly writing prompts & district writing benchmark assessments.	Monthly writing prompts data & district benchmark writing 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 4 or higher in writing. Writing Goal #1b:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(39)	46%

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing- Infusing in all subjects: Participants will receive instruction in the writing process for all content areas. Trainings will also focus on school wide strategies that are used consistently to raise the bar when teaching & grading writing products.	K-5	Kristi Wheat (Site Based Writing Contact)	Classroom Teachers	October 2012 November 2012	Evidence of professional development in lesson plans and progress monitoring data. Monthly collaboration with Kristi Wheat who will review, discuss and oversee "Best Practices" in Writing.	Principal, Assistant Principal & TB Writing Contact

Writing Budget:

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

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:

<p>1. Attendance</p> <p>Attendance Goal #1:</p>	<p>ATTENDANCE GOAL – RATE For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is less than 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage.</p> <p>ATTENDANCE GOAL- ABSENCES By the year 2013, there will be a decrease of students who are absent ten or more days. When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease. If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease .</p> <p>ATTENDANCE GOAL- TARDY By the year 2013, there will be a decrease of students who are Tardy ten or more days. When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2 percentage point decrease. If the current percent of Tardies is 10% or less, the school can maintain or decrease the percentage.</p>
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2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.8% (678/715)	96.8%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
229	216
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
68	54

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	Funding sources	Implement a positive attendance reward system to recognize increases in student attendance for targeted students.	Principal, Assistant Principal and Guidance Counselor	Monitor attendance data on a monthly basis	Attendance data

2	Economic challenges in the community.	Provide community outreach resources and supports where needed	Guidance Counselor	Monitor attendance data on a monthly basis & make parent calls/visits as needed.	Attendance data
3	Inability to control external factors contributing to student absenteeism.	Proactive Parent Conferences	Teachers, Administration & Guidance Counselor	Review and monitor attendance data	Attendance 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
A Framework for Understanding Poverty – based on the work of Ruby Payne. This course: (1) Provides an understanding of economic class differences and a multitude of strategies for overcoming them at school. (2) Provides practical real-world support for implementing effective discipline interventions. (3) Provides tools to help ALL students learn vital content while building new cognitive abilities into their brains.	K-5	District PD Department	Registered Participants	October 2012	Evidence of professional development in lesson plans and progress monitoring date.	Administration

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
1	1				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
1	1				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
17	7				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
6	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	Funding Sources	Recognize and reward positive behavior.	Classroom teachers and Recognition Committee.	Monthly review of discipline data.	Discipline data

2	Implementing PBS Effectively & Consistently	Clearly communicate expectations & use common school language	PBS Team	Monthly review of discipline data	Discipline Data
3	Consistent Communication	Increase positive parent communications	Guidance Counselor	Review parent conference & communication notes	Discipline 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
A Framework for Understanding Poverty – based on the work of Ruby Payne. This course: (1) Provides an understanding of economic class differences and a multitude of strategies for overcoming them at school. (2) Provides practical real-world support for implementing effective discipline interventions. (3) Provides tools to help ALL students learn vital content while building new cognitive abilities into their brains.	K-5	District PD Department	Registered Participants	October 2012	Evidence of professional development in lesson plans and progress monitoring data.	Administration

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:		The average percentage of parents who participate in schools activities and provide input throughout the school year will increase.			
*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:			
75%		76%			
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	Difficulty associated with contacting parents (Disconnected phone lines, language barriers, etc.)	Teachers will be encouraged to conduct and document conferences	Teachers Administration	Parent Climate Survey Parent Contact Logs	Parent Climate Survey Parent Contact Logs
2	Language barriers with families whose primary language is that other than English.	Translate documents sent home.	ESOL Liaison & Aide	Administration Feedback from parents Teachers	Parent Climate Survey

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
A Framework for Understanding Poverty – based on the work of Ruby Payne. This course: (1)Provides an understanding of economic class differences and a multitude of strategies for overcoming them at school. (2)Provides practical real-world support for implementing effective discipline interventions. (3) Provides tools to help ALL students learn vital content while building new cognitive abilities into their brains.	K-5	District PD Department	Registered Participants	October 2012	Evidence of professional development in lesson plans and progress monitoring data.	Administration

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/26/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Funds Are Not Available	\$0.00

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

The School Advisory Council (SAC) is the sole body responsible for final decision making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345, F.S. Activities and duties are described in the Guidelines and By-laws established by each School Advisory Council. These By-laws also detail the procedure for the election and appointment of Council

members.

Listed below are some of the functions of the SAC.

- Oversee and coordinate the function of the school "Service Excellence Teams"
- Organize Family Night Events (FCAT Night, Science Nights, Writing Trainings, etc)
- Organize opportunities to increase parent involvement
- Review fund allocations, schedules and professional development activities to ensure alignment with SIP focus areas and goals.

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

Sarasota School District TOLEDO BLADE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	88%	90%	73%	336	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	61%	66%			127	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	64% (YES)			123	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					586	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Sarasota School District TOLEDO BLADE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	85%	88%	64%	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	61%	64%			125	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?	48% (NO)	65% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					559	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested