

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
Tallahassee, Florida 32399

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325 West Gaines Street
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School Name: NEWBERRY ELEMENTARY SCHOOL

District Name: Alachua

Principal: Lacy Redd

SAC Chair: Robert Fillyaw

Superintendent: W. Daniel Boyd, Jr.

Date of School Board Approval:

Last Modified on: 10/23/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Lacy Redd	Bachelors in Elementary Education, Masters in Elementary Education, Specialist in Educational Leadership, Currently working on doctorate in Curriculum and Instruction	10	14	03-04 A Grade 53% rdg 46% math; 04-05 A Grade 65% rdg 65% math; 05-06 A Grade 86% Rdg 80% math; 06-07 B Grade 78% rdg 82% math; 07-08 B grade 82% rdg 88% math; 08-09 A Grade 83% rdg 90% math Met AYP 09-10 A Grade 86% proficiency in Reading, 85% proficiency in Math 10-11 Met AYP 87% proficiency in Reading 84% in Math School Grade A. 11-12 B Grade. 69% met proficiency in Reading. 68% met proficiency in math. 85% met proficiency in writing. 61% met proficiency in science.

INSTRUCTIONAL COACHES

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

in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	District beginning teacher mentoring program	District/mentor coach	June 2013	
2	Principals utilize peer review	District	June 2013	
3	Summer Orientation for beginning teachers	District	August 2012	
4	Monthly meetings with new teachers for Q&A sessions and information sessions	Principal/CRT	June 2013	

Non-Highly Effective Instructors

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

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

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

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
42	9.5%(4)	33.3%(14)	16.7%(7)	40.5%(17)	47.6%(20)	100.0%(42)	2.4%(1)	4.8%(2)	33.3%(14)

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
Mattie Trautman Chelsea Herring Donald Sanchez Jessica Barber	Maria Wallis	District Assigned	Observations, one on one feedback, monthly cohort meetings

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

NES will use these funds to pay for Title 1 teacher tutors, para tutors and engagement paras to provide/assist with pull out tutorials in Early Intervention in Reading, SRA Phonemic Awareness, FCRR decoding activities under the direct supervision of a teacher. Furthermore, NES will continue with professional learning communities using data chats, professional development and planning for analyzing student data and planning instruction.

Title I, Part C- Migrant

Migrant support resource advocator for the school and family provides support to students. The liaison coordinates with Title 1 and other programs to ensure students needs are met. Also, supplemental academic coordinators are supported through Title 1 Part C.

Title I, Part D

The district receives funds to support the Educational Alternative Outreach program. Services work with the district Drop-Out Prevention Programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. The district also uses funds to purchase reading, mentor coaches and digital educators.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Also the funds are used to coordinate supplementary materials and instructional services.

Title X- Homeless

District Homeless coordinator provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with district funds to provide training for 3rd grade teachers.

Violence Prevention Programs

District wide program Stop Bullying Now. Facilitated by guidance counselor's guidance lessons. Second Step Violence Prevention, Too Good For Drugs and Violence, Bully Prevention and Positive Behavior Support.

Nutrition Programs

Newberry Elementary was a site for the summer meal program for summer of 2012

Housing Programs

N/A

Head Start

Transition from Head Start to Kindergarten, Kindergarten Round up, Kindergarten Orientation.

Adult Education

N/A

Career and Technical Education

NES holds an educational fair each school year to provide students with various career opportunities that are available.

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Lacy Redd, Principal, Cheryl Winkel, Curriculum Resource Teacher, Julie Hughes, Behavioral Resource Teacher, Marissa Kelly, Guidance Counselor, Renee Buckland, CIMS Coach.

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?

Monthly meetings with grade level teams to design interventions, plan assessments, review data, monitor progress, plan for further assessments or intervention changes. Each RTI leader is assigned to a specific grade level for implementing/monitoring RTI. Furthermore, the RTI administrative team meets between monthly meetings to collaborate and receive updated information.

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?

Team helped develop school improvement plan along with the school advisory council and will monitor implementation and success of the plan. Our school wide Ongoing Progressing Monitoring plan used to monitor student data and students in the RTI process is critical to the monitoring of our school improvement goals. RTI problem solving is embedded into every step of the School Improvement Plan. Our RTI plan is driven by the school data.

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.

RtI data will be based on series of assessments identified at the district level and administered at the school. Items for the assessments are taken from the Macmillan Benchmark Assessments, the Big Idea math series, the district formative assessment program for math and science, and writing prompts developed for district use. FAIR assessments are also taken into consideration for reading results. Data at the beginning of the year will be captured and presented through the district's student information system. Toward the end of the year, the data presentation will be migrated into the district's Local Instructional Information System..

Describe the plan to train staff on MTSS.

Summer training for leadership team. RTI refresher and/or training was done during preplanning with all staff. Furthermore, data chats/RtI meetings will begin in the fall and will be an ongoing professional development process.

Describe the plan to support MTSS.

Monthly leadership meetings are held to review RTI process, problem solve issues, and monitor data.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

J. Freshour (K), K. Wyckoff (1), K. Abreu (2), L. Sahmel (3), D. Mitchell ,P. DuVal (specials), T. Jones (ESE)

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

The LLT meets at least every other month on an as needed basis to discuss implementation of reading/phonics programs and trouble shoot areas that come up along the way during implementation.

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

The major initiative of the LLT this year is to continue to monitor/evaluate/troubleshoot/support the implementation of Words Their Way spelling initiative.

Data Analysis, Literacy Plan, Kagan Strategies, Higher Order Questioning, Technology Implementation, Student Engagement Best Practices, Gradual Release Model.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Through the VPK program, all 4 year old students have the opportunity to participate in Pre-K classes to be better prepared to enter Kindergarten. Parent resources are available to check out and/or keep. Kindergarten readiness materials are given out at Kindergarten round up.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	At least 86% (149) of students will score at proficiency level on FCAT in 2012-13
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (119)	86% (149)

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	Absences and tardies	Review district and school policy for absences and tardies with parents and students. Use of PBS tickets as reinforcement for for students arriving on time. Monitor tardies at least once a week and absences at least once a month	Principal/Counselor/RTI leaders/BRT	Monitor tardies at least once a week and absences at least once a month.	After intervention, did absences and/or tardies decrease?
2	Limited resources for students to receive small group or one on one instruction	NES implements coteach/inclusion model in all grade levels, Partnership with UF with PDC (Professional Development Communities) to host preinterns and interns. Furthermore, NES is implementing Debbie Diller's Workstation model which includes assistance with managing with few adults.	Principal/CRT/ESE teachers/K-4 teachers	Snapshot walk throughs (SWT).	SWT
3	Uniform use of Essential Questions for identifying common learning goals	All classes have a common area where essential questions are posted	K-4 Teachers/Principal/CRT/ESE teachers	SWT	SWT
4	Immediate disaggregated data/monitoring of data	All teachers will keep a data notebook for their class to utilize the FCIMs model for instructional needs	K-4 Teachers/Principal/CRT/ESE teachers	Review data notebooks-RTI	Progress monitoring
5	Increase in reading of informational text	Utilize science/Civics leveled readers, Purchase more informational text in the media center.	Principal/CRT/Media Specialist	Snapshot walk throughs, circulation report	SWT check circulation report
	Teachers new to	PLC/Professional	Principal/CRT/ESE	SWT, PLC document	SWT, PLC

6	workstations	development, Debbie Diller/Spaces and Places/Progress to math literacy workstations and Making the Most of Small Groups: Differentiation For All.	teachers/K-4 teachers/Title 1 staff.		
7	Meeting different learning needs of all students	Intervention in the classroom for Tier 2 kids using small groups. Continue to implement Words Their Way differentiated spelling to meet all student needs. FCAT Explorer. Ticket to Read. Earobics.	K-4 Teachers/Principal/CRT	lesson plan review/SWT	Lesson Plans/SWT

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	At least 50% (87) of students will score above proficiency level for 2012-13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (59)	50% (87)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in poverty with limited books at home	Library open one night a month, library open during summer	Media Specialist	Sign in sheets	Monitor reading levels through STAR Reading Assessment
	Vocabulary used in	Encourage interactive	CRT	Snapshot walk thrus of	Snapshot reports

2	home limited	word walls and higher level vocabulary instruction		classrooms	
3	Absences and tardies	Review district and school policy for absences and tardies with parents and students. PBS tickets to reinforce students for being on time. Monitor tardies at least once a week and absences at least once a month	Principal/Counselor/BRT	Monitor tardies at least once a week and absences at least monthly.	Information revealed from weekly and/or monthly reviews of data.
4	Limited resources for students to receive small group or one on one instruction	NES implements coteach model in all grade levels, Partnership with UF with PDC (Professional Development Communities) to host preinterns and interns. Furthermore, NES is implementing Debbie Diller's Workstation model which includes assistance with managing with few adults.	Principal/CRT/ESE teachers/K-4 teachers	SWT	SWT
5	Uniform use of Essential Questions for identifying common learning goals	All classes have a common area where essential questions are posted	K-4 Teachers/Principal/CRT/ESE teachers	SWT/Lesson Plans	SWT/Lesson Plans
6	Immediate disaggregated data/monitoring of data	All teachers will keep a data notebook for their class to utilize the FCIMs model for instructional needs	K-4 Teachers/Principal/CRT/ESE teachers	Review data notebooks-RTI	Progress Monitoring
7	Increase in reading of informational text	Utilize science leveled readers, Purchase more informational text in the media center.	Principal/CRT/Media Specialist	Snapshot walk throughs, circulation report	SWT check circulation report
8	Meeting different learning needs of all students	Intervention in the classroom for Tier 2 kids using small groups. Title 1 Para tutors for small group intervention. FCAT Explorer. Ticket to Read. Earobics	K-4 Teachers/Principal/CRT	lesson plan review/SWT	Lesson Plans/SWT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Maintain or increase the 67% of students who made learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (50)	At least 67% of students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Absences/Tardies	Review district and school policy for absences and tardies with parents and students. PBS tickets to reinforce students for being on time. Monitor tardies at least once a week and absences at least once a month	Principal/Counselor/BRT	Monitor tardies at least once a week and absences at least once a month.	After intervention, did absences/tardies decrease?
2	Limited adults in classroom	Utilize Title 1 teachers and paras to implement intervention for students using RBased programs such as EIR and Triumphs/ COTEACH model providing additional adult support in classroom. Continue with parent volunteer coordinator working to get volunteers in the classrooms/PDC partnership with UF	Principal/CRT/FCIMS/ESE Teachers	High level of engagement in classrooms	Snapshot Walk Throughs
3	Uniform use of Essential Questions for identifying common learning goals	All classes have a common area where essential questions are posted	Principal/CRT/K-4 teachers	Monitoring of lesson plans, classroom walk throughs	On Course/SWT checklist
4	Immediate disaggregated data/monitoring of data	All teachers will keep a data notebook for their class to utilize the FCIMS model for instructional needs	Principal/CRT/K-4 teachers	Review data notebooks- RTI	Progress Monitoring
5	Meeting different learning needs of all students	Intervention in the classroom for Tier 2 kids using small groups. FCAT Explorer. Ticket to Read. Earobics.	K-4 Teachers/Principal/CRT	lesson plan review/SWT	Lesson Plans/SWT
6	After School Tutoring Title 1	After School Tutoring sessions for struggling students.	Principal/CRT	On going progress monitoring data/intervention data	Progress Monitoring

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:		NA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:		At least 65% of our students in the lowest 25% will make learning gains in reading.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
50% (11)		65%			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Absences and tardies	Review district and school policy for absences and tardies with parents and students. PBS tickets given to reinforce students for being on time. Monitor tardies at least once a week and absences at least once a month	Principal/Counselor/BRT	Monitor tardies at least once a week and absences at least once a month.	After intervention, did absences and/or tardies decrease?
2	Uniform use of Essential Questions for identifying common learning goals	All classes have a common area where essential questions are posted	Principal/CRT/K-4 teachers	Monitoring of lesson plans, snapshot walk throughs	On Course/SWT checklist
3	District Benchmark Exams	Utilize more informational text through leveled readers in the classroom. /media center open before and after school for checkout and AR	Principal/CRT/Media Specialist	RTI Meetings	Progress Monitor
4	Limited resources for students to receive small group or one on one instruction	NES implements coteach model in all grade levels, Partnership with UF with PDC (Professional Development	Principal/CRT/ESE teachers/K-4 teachers	SWT	SWT

		Communities)to host preinterns and interns.			
5	Increase in reading of informational text	Utilize science leveled readers, Purchase more informational text in the media center.	Principal/CRT/Media Specialist	Snapshot walk throughs, circulation report	SWT check circulation report
6	Meeting different learning needs of all students	Intervention in the classroom for Tier 2 kids using small groups. FCAT Explorer. Ticket to Read. Earobics.	K-4 Teachers/Principal/CRT	lesson plan review/SWT	Lesson Plans/SWT
7	After School Tutoring Title 1	After School Tutoring sessions for struggling students.	Principal/CRT	On going progress monitoring data/intervention data	Progress Monitoring

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six year school will reduce their achievement gap by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	78	80	82	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 reading. Reading Goal #5B:	Students proficient in reading will increase to 74% as measured by the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian 33% (1) Black 55% (37) Hispanic 36% (10) Indian 100% (1) White 21% (30)	74% (204)

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	Interpreters invited to parent meetings List of staff able to assist District liaison TransAct	Principal/teachers/ CRT/Guidance Counselor	On going progress monitoring	On going progress monitoring
2	Lack of parent involvement	Parent involvement activities	Principal/teachers/CRT/Guidance Counselor	On going progress monitoring	On going progress monitoring

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:	Students proficient in reading will increase to 42% as measured by the FCAT 2.0.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (2)	42% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barriers	TransAct Materials in primary language	Principal/teachers/CRT/Guidance Counselor	On going progress monitoring	On going progress monitoring
2	Lack of parent involvement	Parent involvement activities	Principal/teachers/CRT/Guidance Counselor	On going progress monitoring	On going progress monitoring

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:	Students proficient in reading will increase to 60% as measured by the FCAT 2.0.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (12)	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	Meeting Individual needs	Coteach, UF students, testing accommodations	Principal/CRT/ESE teacher	Progress monitoring, test scores, IEP goals	Progress monitoring, test scores, IEP goals
2	Limited ESE resources	Coteach, UF students, testing accommodations	Principal/CRT/ESE teacher	Progress monitoring, test scores, IEP goals	Progress monitoring, test scores, IEP goals
3	Scheduling difficulties	Coteach, UF students, testing accommodations	Principal/CRT/ESE teacher	Progress monitoring, test scores, IEP goals	Progress monitoring, test scores, IEP goals

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:	Students proficient in reading will increase to 50% as measured by the FCAT 2.0
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2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (39)	50%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Absences/Tardies	PBS Tickets EPT's	BRT/Guidance Counselor	Progress monitoring EPT's	Teachers
2	Books at home	Media center open before and after school	Media Teacher	Book circulation	Teachers
3	Parent's reading levels	Media center open before and after school	Media Teacher	Book circulation	Teachers
4	Completed reading practice homework	Media center open before and after school	Media Teacher	Book circulation	Teachers
5	Health needs	FluMist, Vision/Hearing Screenings/Dental Care	Nurse	Progress monitoring/Classroom teacher observations EPT's	Teachers/Nurse

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
Common Core Standards	K-4	Principal/ CRT/ Teachers	Through PLC's CCSS will: Include rigorous content and application of knowledge through higher order skills. Build upon strengths and lessons of current state standards. Evidence and/or research based. Align current standards with CCSS.	Meet montly beginning in October	PLC's	Team Leaders
Earobics	K-4	Principal/ CRT/ Teachers	Training to provide teachers with knowledge of Earobics to best benefit students.	Faculty training for Earobics October 10.	PLC's	Team Leaders
Ticket to Read	K-4	Principal/ CRT/ Teachers	Training to provide teachers with knowledge of Earobics to best benefit students.	Faculty traing on October 31.	PLC's	Team Leaders
Making the Most of Small Groups	K-4	Principal/ CRT/Teachers	To be used by all teachers as part of PLC on improving Reading Instruction.	On going throughout year.	PLC's	CRT/Team Leaders

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Tutors/Para Tutors		Title 1 Part A	\$50,657.00
			Subtotal: \$50,657.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use software in order to motivate students to read and mointor progress.	Accelerated Reader	District	\$3,430.00
			Subtotal: \$3,430.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities	Stipends for teachers planning and attending Professional Learning Communities.	Title 1 Part A	\$2,942.00
Conferences/In services	Travel, registration, dues/fees for attending scheduled and principal approved conferences.	Title 1 Part A	\$3,000.00
Book Study "Making the Most of Small Groups"	Stipend, purchase of books for teachers	CREATE	\$1,044.00
			Subtotal: \$6,986.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$61,073.00			

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:		55% of ELL students will score proficient in the Listening/Speaking portion of the CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
50%(7) of ELL students scored proficient in Listening/Speaking on the 2012 CELLA.					
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	Diversity amongst the native languages of ELL students	Utilize research-based instructional strategies in the classroom to help ELL students with their language acquisition.	Principal/CRT	School-based administrators will evaluate lesson plans and observe through snapshot walk throughs.	CELLA
2	Varied levels of English Proficiency amongst ELL students.	Utilize research-based instructional strategies in the classroom to help ELL students with their language acquisition.	Principal/CRT	School-based administrators will evaluate lesson plans and observe through snapshot walk throughs.	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	55% of ELL students will score proficient in the Reading portion of the CELLA
2012 Current Percent of Students Proficient in reading:	

50%(7) of ELL students scored proficient in Reading on the 2012 CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varied levels of English Proficiency amongst ELL students.	Utilize research-based instructional strategies in the classroom to help ELL students with their language acquisition.	Principal/CRT	School-based administrators will evaluate lesson plans and observe through snapshot walk throughs.	CELLA
2	Limited Resources for students to receive small group or one-on-one instruction.	Employ the use of interns, pre-interns, volunteers, para-professionals, and tutors.	Principal/CRT/Classroom teachers	School-based administrators will evaluate lesson plans and observe through snapshot walk throughs.	CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

55% of ELL students will score proficient in the Writing portion of the CELLA.

2012 Current Percent of Students Proficient in writing:

50%(7) of ELL students scored proficient in Writing on the 2012 CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varied levels of English Proficiency amongst ELL students.	Utilize research-based instructional strategies in the classroom to help ELL students with their language acquisition.	Principal/CRT	School-based administrators will evaluate lesson plans and observe through snapshot walk throughs.	CELLA
2	Limited Resources for students to receive small group or one-on-one instruction.	Employ the use of interns, pre-interns, volunteers, para-professionals, and tutors.	Principal/CRT/Classroom teachers	School-based administrators will evaluate lesson plans and observe through snapshot walk throughs.	CELLA

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:	At least 86% of students will score at proficiency level on FCAT in 2012-13.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (118)	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	Uniform use of Essential Questions for identifying common learning goals	All classes have a common area where essential questions are posted	Principal/CRT/K-4 teachers	Monitoring of lesson plans, Snapshot walk throughs	On Course/SWT checklist
2	Higher order thinking	Continue work on Webb's Depth of Knowledge	Principal/CRT/K-4 & Gifted teacher	Benchmark assessments/SWT/Lesson plan review	Data collection on Google doc/lesson plans/SWT/On Course
3	Planning time	Provide time as part of PLC for planning and with Calendar Math Lesson studies	Principal/CRT/K-4 and gifted teacher	Benchmark assessments/SWT/Lesson Plan Review	Benchmark assessments/SWT/Lesson Plan Review
4	Meeting different learning needs of all students.	Intervention in the classroom for Tier 2 kids using small groups. V-Math. GoMath Intervention. Morning Math Lab for targeted students to increase math fluency.	K-4 Teachers/Principal/CRT	lesson plan review/SWT	Lesson Plans/SWT
5	Teachers new to workstations/new to grade level (3&4).	PLC/Professional development, Debbie Diller/Spaces and Places. Calendar Math training.	Principal/CRT/ESE teachers/K-4 teachers/Title 1 staff.	SWT, PLC document	SWT, PLC

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	At least 50% of students will score above proficiency level
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (46)	50%

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	Planning Time	Provide time as part of PLC for planning and with Calendar Math Lesson studies	Principal/CRT/K-4 and gifted teacher	Benchmark assessments/SWT/Lesson Plan Review	Data collection on Google docs/lesson plans/SWT/On Course
2	Meeting the needs of Gifted students	Serve gifted students through accelerated Math	Principal/CRT/Gifted Teacher	Benchmark Assessments/SWT/Lesson Plan Review	Data collection on google docs/lesson plans/SWT/On Course
3	Teachers new to workstations	PLC/Professional development, Debbie Diller/Spaces and Places/Math Work stations	Principal/CRT/ESE teachers/K-4 teachers/Title 1 staff.	SWT, PLC document	SWT, PLC

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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:	Maintain or raise to 55% of students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (46)	Maintain or raise to 55%

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	Planning Time	Provide time as part of PLC for planning and with Calendar Math Lesson studies	Principal/CRT/K-4 and gifted teacher	Benchmark assessments/SWT/Lesson Plan Review	Data collection on Google docs/lesson plans/SWT/On Course
2	Teachers new to workstations	PLC/Professional development, Debbie Diller/Spaces and Places	Principal/CRT/ESE teachers/K-4 teachers/Title 1 staff.	SWT, PLC document	SWT, PLC
3	Meeting the needs of all learners	VMath. GoMath Intervention.	Principal/CRT/ESE Teachers/Title 1 staff.	SWT/PLC	SWT/PLC

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	55% of students in lowest 25% will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

48% (11)	55%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Planning time	Provide time as part of PLC for planning and with Calendar Math Lesson studies	Principal/CRT/K-4 and gifted teacher	Benchmark assessments/SWT/Lesson Plan Review	Benchmark assessments/SWT/Lesson Plan Review
2	Teachers new to workstations	PLC/Professional development, Debbie Diller/Spaces and Places	Principal/CRT/ESE teachers/K-4 teachers/Title 1 staff.	SWT, PLC document	SWT, PLC
3	Meeting the needs of all learners.	VMath/ GoMath Intervention	Principal/CRT/Teachers/Title 1	SWT/PLC	SWT/PLC

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	In six year school will reduce their achievement gap by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68	66	69	73	76	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Students proficient in reading will increase to 65% as measured by the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 72% (101) Black: 52% (15) Hispanic: 75% (12) Asian: 100% (1) American Indian: NA	White: 75% (85) Black: 65% (19) Hispanic: 80% (13) Asian: 100% (1) American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barriers	Interpruters invited to parent meetings List of staff able to assist District liason TransAct Google Translate	Principal/teachers/CRT/Guidance Counselor	On going progress monitoring	On going progress monitoring
2	Lack of parent involvement	Parent involvement activities	Principal/teachers/CRT/Guidance Counselor	On going progress monitoring	On going progress monitoring

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:		Maintain or 86% make progress			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0%		Maintain or 86% make progress			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:		Students proficient in math will maintain or increase to 65% as measured by the FCAT 2.0			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
58% (14)		Maintain or increase to 65%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting Individual needs	Coteach, UF students, testing accommodations	Principal/CRT/ESE teacher	Progress monitoring, test scores, IEP goals	Progress monitoring, test scores, IEP goals
2	Limited ESE resources	Coteach, UF students, testing accommodations	Principal/CRT/ESE teacher	Progress monitoring, test scores, IEP goals	Progress monitoring, test scores, IEP goals
3	Scheduling difficulties	Coteach, UF students, testing accommodations	Principal/CRT/ESE teacher	Progress monitoring, test scores, IEP goals	Progress monitoring, test scores, IEP goals

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:		Students proficient in math will increase to 50% as measured by the FCAT 2.0			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
39% (39)		50%			

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	Absences/Tardies	PBS Tickets EPT's	BRT/Guidance Counselor	Progress monitoring EPT's	Teachers
2	Health needs	FluMist, Vision/Hearing Screenings/Dental Care	Nurse	Progress monitoring/Classroom teacher observations EPT's	Teachers/Nurse
3	Meeting needs of all learners	VMath. Go Math Intervention.	Principal/CRT/Teachers	Progress monitoring/EPT's/teacher observations	On going progress monitoring

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	K-4	Principal/ CRT/ Teachers	Through PLC's CCSS will: Include rigorous content and application of knowledge through higher order skills. Build upon strengths and lessons of current state standards. Evidence and/or research based. Align current standards with CCSS.	Meet montly beginning in October	PLC's	Team Leaders
V-Math	2-4	Principal/ CRT/2-4 Teachers	Faculty training to provide training for teachers implementing V-Math	Training in faculty meeting in late October	Progress monitoring	On going progress monitoring

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Tutor/Para Tutors		Title 1 Part A	\$50,656.00
Daily reviews for FCAT preparations.	4th grade Triple S Review and Fast Focus	District/Flex text	\$450.00
			Subtotal: \$51,106.00
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
Professional Learning Communities	Stipends for teachers planning and attending Professional Learning Communities.	Title 1 Part A	\$2,942.00
Conferences/In services	Travel, registration, dues/fees for attending scheduled and principal approved conferences.	Title 1 Part A	\$1,566.00
			Subtotal: \$4,508.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$55,614.00			

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:		65% of students achieved proficiency on 2013 FCAT Science.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
61% (61) of students achieved proficiency on 2012 FCAT Science		65% of students will achieve proficiency on FCAT Science.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intense focus on 3rd grade reading and fourth grade FCAT	All fourth graders will have access to FCAT Explorer Science for at home and computer lab, all students will participate in science fair activity, no intervention pull out during science	Principal/CRT/K-4 teachers	Student Engagement, lesson plans	Infinite Campus, SWT
2	Implementation of new science series	PLC/Planning time for science planning	Principal/CRT/K-4 teachers	Student Engagement, Lesson plans, SWT	Infinite Campus, SWT
3	Limited teacher implementation of experiments	Provide majority of materials	CRT	Student engagement/Lesson Plans. SWT	Infinite Campus, SWT

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA
Problem-Solving Process to Increase Student Achievement	

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	30% of students will score 4 or 5 in Science
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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20%	30%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Intense focus on 3rd grade reading and fourth grade FCAT	All fourth graders will have access to FCAT Explorer Science for at home and computer lab use, all students will participate in science fair/ed fair activity with materials provided by school/no intervention pull out during science	Principal/CRT/K-4 Teachers	Student Engagement/Lesson Plans	Infinite Campus, SWT
2	Implementation of new science series	PLC/Planning time for science planning	Principal/CRT/K-4 teachers	Student Engagement, Lesson plans, SWT	Infinite Campus, SWT
3	Limited teacher implementation of experiments	Provide majority of materials	CRT	Student engagement/Lesson Plans. SWT	Infinite Campus, SWT

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:	NA
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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NA	NA
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Problem-Solving Process to Increase Student Achievement

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

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students to perform inquiry based labs in classrooms in order to have deeper understanding of science concepts.	Materials for inquiry based labs in classrooms.	District science consumables	\$774.06
			Subtotal: \$774.06
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
Professional Learning Communities	Stipends for teachers planning and attending Professional Learning Communities.	Title 1 Part A	\$1,471.00
			Subtotal: \$1,471.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,245.06

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.

90% of students will score a 3 or above in writing

Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
86% (75)		90%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of school wide writing plan.	2012 development of NES Writing Tool Kit as a school wide plan	Principal/CRT/teachers	Benchmark writing prompts	Benchmark prompt scores in google docs
2	Prior instruction with 3rd grade focus being on reading FCAT	Continue to support 3rd grade in implementing Kathy Robinson	Principal/CRT/3rd grade teachers	Benchmark Writing Prompts	Lesson Plans/SWT/Data collection on Google docs
3	Continue to increase scores from previous year	Continue Kathy Robinson Instruction with updated materials	Principal/CRT/Teachers	Benchmark Writing Prompts	Benchmark prompt scores in google docs

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.			NA		
Writing Goal #1b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
NA			NA		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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
NES Toolkit	Writing training for K-2 teachers using NES Toolkit	3rd grade team leader	Principal/CRT/K-2 Teachers	October 3rd training	Progress Monitoring	On going progress monitoring

Writing	4th grade	District Training	CRT/ 4th grade teacher	October 9th training	Progress monitoring	On going progress monitoring
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Tutor/Para Tutors		Title 1 Part A	\$25,328.00
			Subtotal: \$25,328.00
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
Professional Learning Communities	Stipends for teachers planning and attending Professional Learning Communities.	Title 1 Part A	\$1,471.00
Lesson Study	Stipends for teachers participating in and attending meetings for Lesson Study.	Title 1 Part A	\$1,002.00
Conferences/In services	Travel, registration, dues/fees for attending scheduled and principal approved conferences.	Title 1 Part A	\$1,566.00
			Subtotal: \$4,039.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$29,367.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Increase attendance rate to 96%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.75% (491)	96% (501)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
176	Decrease by 10% (160)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

50	Decrease by 20% (40)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent support/It is a parent issue	PBS tickets given to reinforce on time students. VIP club for students with none/or no unexcused tardies.	Principal, BRT, Counselor	After interventions/rewards do the absences/tardies decrease?/Check attendance rate monthly	Infinite Campus Reports/Google doc tardy record

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
PBS	K-4	BRT/ Counselor	BRT/Counselor/ Teachers	PBS Training at August Faculty meeting	Tracking absences and tardies through IC reports	BRT/Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior Support (PBS)	PBS events to reinforce good attendance	Internal Account	\$150.00
			Subtotal: \$150.00
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: \$150.00

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:	Decrease number of events of out of school suspensions by 10%. Decrease number of in school suspension events by 15%.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
31	28				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
20	18				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
35	31				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
11	10				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with behavior issues that parents do not do what is required at home to maintain behavior	Continuous contact with parents regarding behaviors/epts	RTI leaders	After intervention does the number decrease.	Infinite Campus reports.
2	PBS	Implementation of Positive Behavior Support strategies	K-4 teachers/BRT	Review IC data reports/SWT/classroom discipline plans	SWT/IC reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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				meetings)		
PBS	K-4	BRT/Counselor	BRT/Counselor/Teachers	PBS Training at August Faculty meeting	Tracking absences and tardies through IC reports	BRT/Counselor

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior Support (PBS)	PBS events to reinforce positive behavior	Internal Account	\$150.00
			Subtotal: \$150.00
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: \$150.00

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:		Parent involvement will increase to 21,400 volunteer hours logged			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
21,000 volunteer hours logged		Parent involvement will increase to 21,400 hours.			
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
	Parent schedules	Offer two parental involvement workshops with a focus on lower	FCIMS	Sign In sheets/feedback sheets	Sign in and feedback sheets

1		grades reading and upper grades Math through Title 1 Parental Involvement budget			
2	Available parent volunteer	Parent volunteer coordinator	Principal	Monitoring hours and logs	Logs
3	Lack of parent involvement in activities outside of school hours	Combining Paw awards with parental involvement training	CRT/CIMS	Sign in sheets/feedback	Sign in and feedback sheets

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
Parent Involvement Resource Center	K-4		Teachers/FCIMS/CRT	August 2012 and ongoing	Parent Conferences	FCIMS
Four Modules of Parent Involvement Modified	K-4	FCIMS	Teachers	Completed by June 4 2013	Parent Conferences	FCIMS
Parent Conferences/ Student compact	K-4	Principal/FCIMS	Teachers	August 2012	Conference Logs	Principal
Parental Involvement Technical Assistance Handbook	K-4	FCIMS	Teachers	November 2012	Parent Conferences	FCIMS

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Materials and Supplies	Research based materials to share with parents and supplies for working with students at home.	Title 1 Part A	\$1,671.00
			Subtotal: \$1,671.00
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

Stipend	Stipend for teachers to prepare workshop	Title 1 Part A	\$454.00
Printing and duplicating	Handouts/materials for parents	Title 1 Part A	\$300.00
			Subtotal: \$754.00
			Grand Total: \$2,425.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM			NA		
STEM Goal #1:			NA		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teacher Tutors/Para Tutors		Title 1 Part A	\$50,657.00
Mathematics	Teacher Tutor/Para Tutors		Title 1 Part A	\$50,656.00
Mathematics	Daily reviews for FCAT preparations.	4th grade Triple S Review and Fast Focus	District/Flex text	\$450.00
Science	Students to perform inquiry based labs in classrooms in order to have deeper understanding of science concepts.	Materials for inquiry based labs in classrooms.	District science consumables	\$774.06
Writing	Teacher Tutor/Para Tutors		Title 1 Part A	\$25,328.00
Attendance	Positive Behavior Support (PBS)	PBS events to reinforce good attendance	Internal Account	\$150.00
Suspension	Positive Behavior Support (PBS)	PBS events to reinforce positive behavior	Internal Account	\$150.00
Parent Involvement	Materials and Supplies	Research based materials to share with parents and supplies for working with students at home.	Title 1 Part A	\$1,671.00
				Subtotal: \$129,836.06
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use software in order to motivate students to read and mointor progress.	Accelerated Reader	District	\$3,430.00
				Subtotal: \$3,430.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Learning Communities	Stipends for teachers planning and attending Professional Learning Communities.	Title 1 Part A	\$2,942.00
Reading	Conferences/In services	Travel, registration, dues/fees for attending scheduled and principal approved conferences.	Title 1 Part A	\$3,000.00
Reading	Book Study "Making the Most of Small Groups"	Stipend, purchase of books for teachers	CREATE	\$1,044.00
Mathematics	Professional Learning Communities	Stipends for teachers planning and attending Professional Learning Communities.	Title 1 Part A	\$2,942.00
Mathematics	Conferences/In services	Travel, registration, dues/fees for attending scheduled and principal approved conferences.	Title 1 Part A	\$1,566.00
Science	Professional Learning Communities	Stipends for teachers planning and attending Professional Learning Communities.	Title 1 Part A	\$1,471.00
Writing	Professional Learning Communities	Stipends for teachers planning and attending Professional Learning Communities.	Title 1 Part A	\$1,471.00
Writing	Lesson Study	Stipends for teachers participating in and attending meetings for Lesson Study.	Title 1 Part A	\$1,002.00
Writing	Conferences/In services	Travel, registration, dues/fees for attending scheduled and principal approved conferences.	Title 1 Part A	\$1,566.00

Subtotal: \$17,004.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Stipend	Stipend for teachers to prepare workshop	Title 1 Part A	\$454.00
Parent Involvement	Printing and duplicating	Handouts/materials for parents	Title 1 Part A	\$300.00
				Subtotal: \$754.00
				Grand Total: \$151,024.06

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 10/3/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

Meet every other month, review student data showing progress on current SIP Plan and provide opportunities for input into next year SIP Plan.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Alachua School District NEWBERRY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	85%	73%	58%	304	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	47%			114	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	63% (YES)	50% (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					531	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Alachua School District NEWBERRY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	85%	88%	61%	320	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%	46%			107	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	58% (YES)	50% (YES)			108	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					535	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested