

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: WILKINSON ELEMENTARY SCHOOL

District Name: Sarasota

Principal: Ruth Thomas

SAC Chair: Reginald Davis

Superintendent: Lori White

Date of School Board Approval:

Last Modified on: 10/9/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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	Ruth Thomas	BA- ESE- Specific Learning Disabilities (k-12) University of South Florida ; Master of Science- Educational Leadership, Nova University; - State of Florida certifications: School Principal , ESOL Endorsed, Elementary Education (1-6) and Mental Handicapped (K-12)	15	25	Principal of Wilkinson Elementary 2009-2010 School Grade A, No AYP; 2008-2009 School Grade A, No AYP; 2007-2008 School Grade A, No AYP; 2006-2007 School Grade A, No AYP Assistant Principal Wilkinson Elementary 2005-2006 School Grade B, School Grade Provisional; 2004-2005 School Grade A, AYP Yes 2003-2004 School Grade A, No AYP;
		BA- ESE- Specific Learning Disabilities			

Assis Principal	Melodie Deeds	(k-12) University of South Florida ; Master of Science-Educational Leadership, Nova University; - State of Florida certifications: School Principal , ESOL Endorsed	1	10	Assistant Principal of Wilkinson Elementary School-2011-12 Grade A Assistant Principal of Taylor Ranch 2009 – 2011 School Grade A, AYP - Yes Assistant Principal of Laurel Nokomis 2002 – 2009 School Grade A, AYP - Yes
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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)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Partnering new staff with veteran teachers 2. Regular meetings with new staff Administration 3. School Based Professional Development to strengthen teacher skill 4. Collaborative Team Planning to ensure teacher support 5. Administrators will observe and give teacher feedback 6. Individual Professional Development to strengthen teacher skills 7. Reading Support Teacher will model lessons whenever necessary	Administration Administration Administration Team Administration Administration Reading support Teacher	On-Going On-Going On-Going On-Going On-Going On-Going On-Going	
2	N/A			

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
Bonnie Williams Kathryn Chilmonik	ESOL Certification ESOL Certification Provide additional walkthrough feedback from administration Regularly Scheduled progress monitoring of student achievement Needs assessment for professional development Team Planning Collaborative Planning

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
41	26.8%(11)	14.6%(6)	29.3%(12)	29.3%(12)	78.0%(32)	0.0%(0)	4.9%(2)	2.4%(1)	53.7%(22)

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
Cara Barnett Victoria Angerame Elizabeth Najjar Nancy Oss Deanna Snider Jennifer Wedin Kathryn Chilmonik Amy Gindoff Kelly Larkin Patricia O'Hara-Maxson	Janie Ostwald Martha Cowart Renee Gillett Leigh Michalajko Martha Cowart Janie Ostwald Nancy Avishar Mig Osan Alice Perry JamiSue Boggess	Schoolwide Instructional Support Grade Level Curriculum Leader Grade Level Curriculum Leader Reading Support Teacher Grade Level Curriculum Leader ESE Liasion Grade Level Curriculum Leader Grade Level Curriculum Leader	Lesson Planning, Instructional Support, Modeling, SCIP Support Lesson Planning, Instructional Support, Modeling, SCIP Support Lesson Planning, Instructional Support, Modeling, SCIP Support Lesson Planning, Instructional Support, Modeling, SCIP Support Lesson Planning, Instructional Support, Modeling, SCIP Support Lesson Planning, Instructional Support, Modeling, SCIP Support Lesson Planning, Instructional Support, Modeling, SCIP Support Lesson Planning, Instructional Support, Modeling, SCIP Support Lesson Planning, Instructional Support, Modeling, SCIP Support Lesson Planning, Instructional Support, Modeling, SCIP Support

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I 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 districts coordinates Title IV 21st Century Community Learning Centers grants to provide after school programs. 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 districts coordinates Title IV 21st Century Community Learning Centers grants to provide after school programs. Supplemental Educational Services (SES) is a program that sponsors and funds the after-hours tutoring for students eligible based on FCAT scores. Tutors are required to align their daily instruction with the curriculum as approved by Sarasota County Schools. The Parent Resource Center is a resource to parents designed to assist parents with the necessary tools to empower their students to success.

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

None provided

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 supplemental instruction for Level 1 readers, and support teachers at Wilkinson.

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

The District provides limited nutrition education.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

SAI funds are coordinated with Title One funds for supplemental instruction for Level One and students in the lowest 25%

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Ruth Thomas, Principal
Melodie Deeds, Assistant Principal
Leigh Michalajko, Facilitator and Early Intervention Teacher
Janie Ostwald, ESE Liaison
Cara Barnett, Guidance Counselor
Martha Cowart, ESOL Liaison
Latonya Wright, School Psychologist

Anastasia Dilego, Social Worker
Reggie Davis, Behavior Specialist
Nancy Avishar, Speech Therapist
ESE Resource Support Teacher.
Grade level teachers are invited accordingly
Parents also invited accordingly

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 weekly and consults with District personnel (School Psychologist and Social Worker) to identify and track students at risk both academically and behaviorally. The team uses a systematic problem-solving approach for Tier II and Tier III strategies/interventions to close the achievement gap for small groups or individual students and for those students who may need a more direct explicit approach for positive behavior support. The team works with the student's teacher (s) to implement the strategy/intervention. The team sets a timeline to review how the strategy worked based on student data. The team also attends grade level collaborative planning meetings to discuss students and instructional strategies that may increase student achievement. The team uses the FCRR and LEAD database for instructional strategy reliability and implementation validity.

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 team uses the Principal and Assistant principal to define the vision of the school and the stakeholders. The administration provides support to make the changes necessary for goal-setting. The team uses an on-going problem solving and reflection practice to identify root causes for student's academic performance year-to-year and identify specific interventions designed to address the student's needs. The Team uses Florida State standards and common core for Kindergarten and First Grades to guide strong differentiated core curriculum (Tier I) objectives. The team uses on-going assessment and Progress Monitoring for team and school decisions. The team provides a needs- assessment for Professional Development both at the school and district level to align with school and district level goals.

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 MTSS team progress monitors quarterly on every school level student and weekly on identified struggling students. Every student has a data monitoring device to track all content areas. Students having identified gaps are discussed in this team meeting and instructional interventions are put in place. They are either small group, individual or remedial interventions. The data collection monitor is electronic and on individual students and their homeroom teacher. The MTSS also uses a behavioral program/database for PBIS (LEAD). The district provides a database, Thinkgate, for collecting and analyzing student data. The team uses this data to continuously look at school-wide trends and actions needed to resolve or move forward.

Describe the plan to train staff on MTSS.

Administration will work in conjunction with District personnel to provide on-site staff meetings with District provided materials/videos related to updated MTSS initiatives. The core team members of MTSS, administration, ESE Liaison, Literacy Intervention Teacher, and Guidance Counselor, are assigned a grade level team to support. Each assigned MTSS facilitator will support and update their assigned grade level team members with any pertinent information necessary to maintain quality collaborative methods in professional instructional planning and intervention.

Describe the plan to support MTSS.

Support will be given by all administration and the MTSS team. MTSS facilitators will meet monthly (or as team requests) to provide support. The school-wide team with District personnel will meet weekly. The LLT (Team Leaders) will meet monthly and provide updates as well to grade level team members and the School Advisory Council will convene monthly to support parents and community members.

Literacy Leadership Team (LLT)

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

Ruth Thomas, Melodie Deeds, Leigh Michalajko, Lurine Kowal, Alice Perry, Martha Cowart, Michelle Osan, Erin Gutierrez, Renee Gillett, Rob Loeffler, and Janie Ostwald

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

The LLT meets monthly. The meeting is facilitated by administration with a prearranged agenda. The agenda is sent out one week in advance to LLT members for additional discussion. The agenda is arranged under PRIDE domains and standards-based outcomes. The major function of the LLT is: 1. To build a positive literacy culture through collegiality and collaboration 2. Provide strategic activities to sustain learning and expand learning for the ENTIRE community (students, teachers, parents and community members).

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

To enhance the philosophy and implementation of differentiation and writing in response to reading in all content areas.

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.

In the spring of each year, Wilkinson has a Kindergarten Roundup which allows preschoolers and their families to visit the school. Parents receive information and brochures about the school, including policies and procedures to start the next year. At this time, parents meet with the kindergarten teachers and the school administrators. District staff participate to assist in kindergarten registration and to answer questions about student transition to kindergarten. In addition, there are articulations between feeder preschools to support the kindergarten program. By having open communication among the faculty, it strengthens the teacher's ability to ensure that entering kindergarteners are ready for school and have a more successful school year. During this event, students and parents visit all the kindergarten classrooms. This will help students to understand what is expected of them and be able to do upon entering kindergarten. We offer a VPK program during May and June to help transition students. Local preschools, Tech Tots, and Busy Bee, bring students to the school to integrate them into the kindergarten classrooms.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	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 - 29%(76) Level 3,4,5 - 67%(174)	Level 3 - 33% 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	Lack of grade level Decoding/Fluency Skills	Intervention Station Strategic Intervention Level Literacy Intervention Daily Fluency Centers Read Naturally Foundations Word Working	Classroom Teachers Reading Support Teacher Support Staff	Progress Monitoring	FAIR Storytown Successmaker District Benchmark Formation Center work Cold Reads Running Records
2	Lack of prior knowledge	Read Alouds Small group instruction Picture Cards	Classroom Teacher	Progress Monitoring	FAIR Storytown FCAT District Benchmarks Successmaker
3	Students with Disabilities (SwD) are not making adequate progress	Teachers are using the Read Naturally program and Story Town Intervention station for intensive remediation. In addition to that, supplemental certified teachers will be utilized to provide extra instruction.	Classroom teacher	1. Review FAIR data and Successmaker reports.	1. Printout of FAIR assessments 2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions. 3. Effectiveness will be determined through FAIR assessments. 4. FCAT

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:	
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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:

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.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 38%(98) Level 3,4,5 - 67%(174)	Level 4,5 - 40% 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	Comprehension skills	Increase use of informational text daily in reading stations Text Based Questions requiring text based responses Close Reading in daily instruction Higher level questioning	Classroom Teachers	Formative Assessment Progress Monitoring Center Work Assignments Progress Monitoring	FCAT FAIR District Benchmark
2	Parent Involvement	Parent Involvement Literacy nights at school. Reading/Writing Celebration	Parent Involvement Coordinator	Quarterly progress monitoring of students	FAIR Successmaker Storytown assessments FCAT
3	Lack of rigor and use text complexity	Provide informational texts in the classroom Provide teachers with professional development in differentiated instruction	Curriculum Leaders Administrarion	Lesson Plans Collaborative Planning Agenda and Notes Classroom Walkthroughs Formal and Informal Walkthroughs	FAIR SME Storytown Assessments FCAT
4		Teachers will plan and share lessons			

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:	
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:
70%(109)	72%

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	Comprehension Skills	Differentiated Instruction Daily small guided reading Writing in Response to reading daily stations Successmaker	Classroom Teachers	Formative Assessment Center completion Observations Questioning	Summatives FCAT FAIR Successmaker Reports Progress Monitoring
2	Students with Disabilities are not making learning gains in reading	1. Inclusion 2. Extra 30 minutes of reading instruction for students with disabilities, level 1s, and level 2s.	Classroom teachers	Progress monitoring and running records	FAIR Successmaker FCAT
3	Teachers will need to provide explicit instruction, modeling and opportunity for practice to enable student to be successful.	Teacher will use students' data to provide differentiated instruction	Classroom Teachers Support Staff	Data review of progress monitoring and adjust strategies/instruction Formative assessments	FAIR Benchmark Assessments Successmaker FCAT

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:	
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
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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:
54%(22)	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	Lack of grade level Decoding/Fluency	Station Strategic Intervention Level Literacy Intervention Daily Fluency Centers Read Naturally Foundations Word Working	Classroom Teachers	Progress Monitoring Observations Center assignment completion	FAIR FCAT District Benchmarks
2	Students with Disabilities	1. Read Naturally 2. extra 30 minutes of reading instruction 3. Inclusion 4. Intervention Station for intensive remediation.	classroom teachers	progress monitoring	FAIR Successmaker FCAT
3	Parent Involvement	1. Parent Involvement nights	Parent Involvement coordinator	quarterly progress monitoring	FAIR Successmaker FCAT

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 # 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 project ion (2016-2017) is			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	65	69	72	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 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 81%(113) Hispanic 62%(33) Black 38%(18)	White 72% Exceeded AMO Target Hispanic 64% Black 36% 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	Lack of Prior Knowledge	Text based center work daily Informational Text centers classroom conversations Open book	Classroom Teachers Support Staff Administration	Progress Monitoring Formative Checks Observation Assignment Completion	FCAT FAIR District Benchmark summatives
2	Comprehension	1. Strategic Intervention to pre-load vocabulary and knowledge. 2. Read Alouds 3. Reading Counts 4. Small guided reading groups daily 5. Close Reading	Classroom Teachers	Progress Monitoring	FAIR Successmaker FCAT
3	Lack of Vocabulary	1. Direct instruction of vocabulary	Classroom Teachers	Progress Monitoring	FAIR Successmaker Storytown FCAT
4	Motivation	1. Kidz Klub Mentoring Program 2. Reading Counts incentives and recognition 3. Successmaker incentives and recognition 4. Positive Behavior Support recognition	All Staff	Progress Monitoring	FAIR Successmaker Storytown Reading Counts FCAT Classroom Performance Referral Data

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

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:
57%	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	Lack of English language Vocabulary	Rosetta Stone Stroytown ELL guided Reading Open Book Informational picture text in daily centers Vocabulary Journals	Classroom Teachers ESOL Liaison ESOL Paraprofessionals Administration	Progress Monitoring	CELLA FAIR FCAT
2	N/A	N/A	N/A	N/A	N/A

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 2012-1013 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:
28%	36%

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	Fluency/Decoding Skill Deficits	Fundations Leveled Literacy Interventions Read Naturally Daily Fluency Center Daily Wordworking Center A-Z Readers Small Group Guided Reading Daily	Classroom Teacher ESE Liaison ESE Resource Teacher	Progress Monitoring Quarterly IEP progress reporting Formative Assessment	IEP Goals FCAT FAIR Basal Summatives Running Records

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:
64%	62% 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	Lack of Prior Knowledge	Daily center work with Informational Text Storytown Small group guided reading groups with increased questioning/conversation Close reading Writing in Response to Reading	Classroom Teachers	Formative Assessment Progress Monitoring Center assignemnt completion	FAIR FCAT District Benchmark assessment Text Summatives

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
Differentiated Instruction	All Grades	Martha Cowart/ Leigh Michalojko	Victoria Angerame Jeneve Cawley Patti Fink Renee Gillett Erin Gutierrez Robin Kohler Lurine Kowal Kelly Larkin Linda Leete Tiffany Lloyd Jennifer McCarron Patricia Maxson Alice Perry Sharon Picard Michelle Scotese Deanna Snider Alison Thomas	5 training dates: 10/10/12 11/10/12 1/26/13 2/6/13 5/17/13	Classroom Observations Lesson Plans Progress Monitotring Curriculum Leaders	Administration Curriculum Leaders Support Staff

Reading Budget:

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
Training Teachers to use Differentiated Instruction throughout the content areas.	Books: Fulfilling The Promise of a Differentiated Classroom Substitutes for teachers Contracts for Trainers Cosummables	Title One	\$7,285.00
			Subtotal: \$7,285.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,285.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal # 1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

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.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 30% (76) Level 3,4,5 - 61% (156)	Level 3 - 34% Level 3,4,5 - 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	Lack of Vocabulary	Direct Instruction in Vocabulary Word Walls Vocabulary Journals Math Fluency	Classroom Teachers	Progress Monitoring	District Benchmarks Envision Summatives Formative Station Work Successmaker
2	Lack of Problem Solving skills	1. Direct instruction of problem solving skills, particularly with multiple-step problems. 2. Successmaker 3. Vmath 4. Study Buddy technology	Classroom Teacher Parent Involvement coordinator (for study buddy)	Progress Monitoring	Successmaker District Assessment Envision Math assessments
3	Skill Gap in transition to new standards.	1. small group remediation 2. Successmaker 3. Vmath	Classroom teacher	progress monitoring	Successmaker District assessments envision math assessments FCAT
4	Lack of fluency with basic facts	1. Math Fluency Probes 2. VMath 3. Successmaker	Classroom teacher	progress monitoring	vmath successmaker fluency probes
5	Lack computation and problem solving skills	Successmaker	Classroom teacher	progress monitoring	Successmaker District 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 - 32% (80) Level 3,4,5 - 61% (156)	Level 4,5 - 34% Level 3,4,5 - 63%

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	Skill Gap in transition to new standards	1. small group remediation 2. Vmath 3. Successmaker	Classroom Teacher	Progress Monitoring	Successmaker Vmath District Assessments Envision math assessments
2	Lack of Critical Thinking Skills	Project Based Instruction Kagan Structures Differentiated Instruction	Classroom Teacher	Classroom Observations Rubrics Summatives	District Benchmarks Envision Assessment Completed projects

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					
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Critical thinking skills for Levels 3-5	Problem-solving daily station work Successmaker Difficulty skills area assignments Extension Activites	Classroom Teachers	Differentiated Instruction formative assessment Mini Benchmarks Daily successmaker Lab assignments	FCAT District Summative Benchmarks Project presentation/ rubrics

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

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:
68% (106)	72%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Basic Facts Fluency	1. Math Fluency Probes 2. VMath 3. Successmaker	Classroom Teachers	Progress Monitoring	Successmaker Vmath District Assessments Envision math assessments
2	Lack of Problem Solving Skills	1. Direct instruction in problem-solving strategies, especially multi-step problems 2. Vmath 3. Successmaker	Classroom Teachers	Progress Monitoring	Successmaker Vmath District Assessments Envision math assessments
3	Skill Gap in transition to new standards	1. small group remediation. 2. Vmath 3. Successmaker	Classroom Teachers	Progress Monitoring	Successmaker Vmath District Assessments Envision math assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics 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 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:
64% (25)	68%

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	Skill Gaps	1. small group remediation 2. vmath 3. Successmaker 4. Differentiated Instruction Tiered Math Support	Classroom teacher Resource Math Teacher	Progress Monitoring Formative Assessments	Successmaker Vmath District Assessments Envision math assessments FCAT
2	basic facts fluency	1. Math fluency probes 2. Vmath 3. Successmaker	Classroom Teacher	Progress Monitoring	Successmaker Vmath District Assessments Envision math assessments Fluency probes
3	Lack of Vocabulary	Word Walls Math Journals Grade Level Vocabulary Centers Successmaker	Classroom Teacher Resource Math Teacher	Progress Monitoring Classroom Observation Formative Assessments	Successmake VMath District Assessments Envision Assessments Fluency Probes

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 #					
	<div style="border: 1px solid black; padding: 2px;"> 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 project ion (2016-2017) is </div>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59	63	66	70	74	

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 41%(16)
Hispanic 60%(31)
White 73%(101)

Black 38% Exceeded AMO Target
Hispanic 65%
White 67% 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	Problem Solving skills	1. direct instruction in problem-solving strategies, especially with multi-step problems 2. Vmath 3. Successmaker	Classroom Teacher	Progress Monitoring	Successmaker VMath Envision math assessments district assessments FCAT
2	Basic Facts Fluency	1. Math fluency probes 2. VMATH 3. Successmaker	Classroom Teacher	Progress Monitoring	Successmaker VMATH Envision math assessments district assessments FCAT

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:

46%

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	N/A	N/A	N/A	N/A	N/A

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.

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

Mathematics Goal #5D:	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:
40%	31%

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	Problem Solving Skills	1. Direct instruction in problem-solving strategies. 2. Vmath 3. Successmaker 4. Small group instruction 5. Differentiated instruction.	Classroom Teacher	Progress Monitoring	Successmaker VMath Envision math assessments district assessments FCAT
2	Skill Gap	1. small group instruction 2. Differentiated Instruction 3. Vmath 4. Successmaker	Classroom Teacher	Progress Monitoring	Successmaker VMath Envision math assessments district assessments FCAT
3	Behavior	1. Behavior Specialist will teach social skills 2. Guidance Lessons 3. PBS	Classroom Teacher Behavior specialist Guidance Counselor	Progress Monitoring	Referrals Behavior Point Sheets

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 2012-2013 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:
60%	58% 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	Problem Solving strategies	1. Direct instruction in problem solving skills 2. Successmaker 3. Vmath	Classroom teacher	Progress Monitoring	Successmaker VMath Envision math assessments district assessments FCAT
2	Parent involvement	1. Parent involvement nights 2. Study Buddy Nights 3. Math textbook and	Classroom teacher	Progress Monitoring	Successmaker VMath Envision math assessments

	resources available online or on CD		district assessments FCAT
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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
No Data Submitted						

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:

<p>1a. FCAT2.0: Students scoring at Achievement Level 3 in science.</p>	<p>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</p>
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Science Goal #1a:	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 - 31%(25) Level 3,4,5 - 53%(42)	Level 3 - 35% Level 3,4,5 - 57%

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 background knowledge	1. Read alouds 2. Science leveled Readers 3. integration of technology including video	Classroom Teachers	Progress monitoring	Harcourt Science Assessments FCAT
2	Lack of inquiry skills	1. Science Fair 2. Teachers utilize Higher Order thinking questions 3. In class lab experiments 4. MAD science workshop 5. Brainpop	Classroom teachers Science Lab teacher	Science Fair Progress Monitoring	Science Fair Harcourt Science Assessments FCAT
3	Lack of vocabulary	1. direct instruction of content vocabulary	Classroom teachers	Progress Monitoring	Harcourt Science Assessments FCAT

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

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

Achievement Level 4 in science.		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.			
Science Goal #2a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Level 4,5 - 21%(17) Level 3,4,5 - 53%(42)		Level 4,5 - 25% Level 3,4,5 - 57%			
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	Inquiry Skills	1. Science Fair 2. Teachers utilize higher order thinking questions. 3. In class lab experiments	Classroom teacher Science Lab teacher	Progress Monitoring Science Fair	Science Fair Harcourt Science 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 science. Science Goal #2b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

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

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

Overview of Science IFCs	k-5	District Science Program Specialist	Schoolwide	Preplanning Days	Progress Monitoring Classroom Walkthroughs Formal/Informal Observations	Administration
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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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		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:			
86%(73)		88%			
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	1. Timed practice	Classroom teacher	Progress monitoring	writing prompts
2	Lack of vocabulary	1. Direct instruction in vocabulary 2. Read alouds	Classroom teacher	Progress Monitoring	writing prompts
3	Lack of background knowledge	1. Read alouds 2. Safari Montage 3. Year long research project. (piloted) 4. Senior biographies (piloted)	Classroom Teacher	Progress Monitoring	Writing prompts

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	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:
26%(22)	35%

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
Writers in Control	k-5	Lisa Capitano	All Teachers	Ongoing throughout the year	Monthly prompts	Writing Consultant
District Writing Training for Grade 4 Teachers	4th Grade Teachers	Patti Brustad	Grade Teachers		Writing in Response to Reading Assignments	Teachers Administration

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
Writing Instruction K-5 from the same writing consultant/program which provides the foundation and process. The also provides consistency with language and process school-wide.	Writer's In control, Lisa Capitano	Title One	\$27,662.00
			Subtotal: \$27,662.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$27,662.00

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:	<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>
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.7% (515/544)	96.7%

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
169	158				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
117	106				
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	Motivation	1. Home visits 2. PBS 3. Kidz Klub mentoring program 4. Connect Ed	1. Social Worker 2. Classroom teacher 3. Staff 4. Registrar	Attendance Reports	TAG-computer based attendance program
2	Transportation	1. Early Risers homework club	1. Staff member	Attendance/Tardy Reports	TAG-computer based attendance program

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

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

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

Attendance Budget:

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

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			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
78	51
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
36	36
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
79	52
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
39	39

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We are an EBD cluster school	1. PBS 2. Behavior Specialist teaches social skills classes 3. Guidance lessons 4. Daily behavior point sheets	Behavior specialist Guidance Counselor ESE Teachers	Number of referrals	Referrals
	lack of social skills	1. PBS 2. Direct instruction of	classroom teacher	number of referrals	referrals

2		behavior expectations 3. school-wide Guidance lessons 4. Kidz Klub	guidance counselor administration All staff	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who</i>	Based on sign-in sheets, 90% of families will attend at least one school function.

participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Based on sign-in sheets, 85% of families attended at least one school function.		Based on sign-in sheets, 90% of families will attend at least one school function			
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	Transportation	1. functions at different times of the day and different days of the week.	Parent Involvement Coordinator	Sign-in sheets	Sign-in sheets
2	Language	connect ed messages sent out in home language	Admin	Sign-in sheets	Sign-in sheets
3	Scheduling conflicts	functions at different times of the day and different days of the week.	Parent involvement coordinator	sign-in sheets	sign-in sheets
4	Motivation	Business Partners provide incentives to families for attending functions.	PBS Team Business Coordinator Five Star Coordinator	sign-in sheets	sign-in 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
No Data Submitted						

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

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
Reading	Training Teachers to use Differentiated Instruction throughout the content areas.	Books: Fulfilling The Promise of a Differentiated Classroom Substitutes for teachers Contracts for Trainers Cosummables	Title One	\$7,285.00
Writing	Writing Instruction K-5 from the same writing consultant/program which provides the foundation and process. The also provides consistency with language and process school-wide.	Writer's In control, Lisa Capitano	Title One	\$27,662.00
				Subtotal: \$34,947.00
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: \$34,947.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/1/2012)

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
School-wide agenda Books	\$2,100.00

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

Approval of Budget
Assess needs based on student data
Schoolwide community service project
A+ School Recognition Fund distribution

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 WILKINSON ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	79%	73%	52%	286	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	58%			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?	56% (YES)	62% (YES)			118	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 = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Sarasota School District WILKINSON ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	85%	83%	67%	318	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%	70%			137	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?	55% (YES)	59% (YES)			114	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					569	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested