FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: STANLEY SWITLIK ELEMENTARY SCHOOL

District Name: Monroe

Principal: Dr. Lesley Salinero

SAC Chair: Wendy Hall

Superintendent: Mark T. Porter

Date of School Board Approval: 11-30-2012

Last Modified on: 11/9/2012

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)
					2011-2012: Grade B Reading 63% of students at or above grade level Reading 63% of students making a year's worth of progress Reading 45% of struggling students making a year's worth of progress Writing 91% of students are meeting state standards 60% of students at or above grade level in math Math 62% of students making a year's worth of progress Math 48% of struggling students making a year's worth of progress Science 63% of students at or above grade level School Administrator, Stanley Switlik Elementary, 2000-2005 2004-2005: Grade A Reading 79% of students at or above grade level Reading 63% of students making a year's

Principal	Dr. Lesley Salinero	BA/ MA/ Ed.D English as a Second Language (K-12), Sociology (6-9), Special Education (K-12), Education Leadership, Level 2 Administrative Credential, Learning Styles Trainer, Florida Administrative Certification, Florida Teaching Certificate K-12	6	13	worth of progress Reading 54% of struggling students making a year's worth of progress Math 69% of students at or above grade level 60% of students making a year's worth of progress Writing 89% of students are meeting state standards 2003-2004: School Grade A Reading 76% of students at or above grade level Reading 69% of students making a year's worth of progress Reading 63% of struggling students making a year's worth of progress Math 70% of students at or above grade level Math 66% of students making a year's worth of progress Writing 84% of students are meeting state standards in writing 2002-2003: Grade A Reading 73% of students meeting high standards Reading 72% of students making a year's worth of progress Reading 62% of struggling students making learning gains Math 68% of students at or above grade level Math 67% of students making a year's worth of progress Math 62% of struggling students made a year's worth of progress Writing 84% of students are meeting state standards 2001-2002: School Grade B Reading 63% of students meeting high standards Reading 61% of students making a year's worth of progress 61% of struggling students making learning gains Math 69% of students at or above grade level Math 81% of students making a year's worth of progress Math 61% of struggling students made a year's worth of progress Writing 76 % of students are meeting state standards

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)
					2011-2012: Grade B; AYP Not Met 63% of students reading at or above grade level 63% of students making a year's worth of progress in reading 45% of struggling students making a year's worth of progress in reading 91% of students are meeting state standards in writing. 60% of students at or above grade level in math 62% of students making a year's worth of progress in math 48% of struggling students making a year's worth of progress in math 63% of students at or above grade level in Science. Third Grade Teacher (2007-2011) Stanley Switlik Elementary 2010-2011: Grade A; AYP Not Met 87% of students reading at or above grade level 60% of students making a year's worth of progress in reading

| Reading | Sarah Adams | Bachelors of Science, Elementary Education, University of Central Florida (K-6)

National Board for Professional Teaching Standards: Early-Middle Childhood Literacy (Ages 3-12)

Masters of Science, Educational Leadership and Policy, Florida State University

Certifications: Elementary Education (K-6), Literacy NBCT, ESOL (K-12), Reading Endorsed (preK-12), Reading Endorsement Facilitator, Educational Leadership (all levels) | 10 | 1 | 57% of struggling students making a year's worth of progress in
87% of students are meeting state standards in writing.
83% of students at or above grade level in math
73% of students making a year's worth of progress in math
54% of struggling students making a year's worth of progress in
55% of students at or above grade level in Science.

2009-2010: Grade A; AYP Not Met
85% of students reading at or above grade level
75% of students making a year's worth of progress in reading
51% of struggling students making a year's worth of progress in reading
85% of students at or above grade level in math
71% of students making a year's worth of progress in math
65% of struggling students making a year's worth of progress in math
96% of students are meeting state standards in writing
57% of students at or above grade level in Science.

2008-2009: Grade A; AYP Not Met
83% of students reading at or above grade level
68% of students making a year's worth of progress in reading
56% of struggling students making a year's worth of progress in
83% of students at or above grade level in math
60% of students making a year's worth of progress in math
60% of struggling students making a year's worth of progress in
93% of students are meeting state standards in writing.
54% of students at or above grade level in Science.

2007-2008: Grade A; AYP Met
80% of students reading at or above grade level
70% of students making a year's worth of progress in reading
60% of struggling students making a year's worth of progress i
84% of students at or above grade level in math
79% of students making a year's worth of progress in math
82% of struggling students making a year's worth of progress in
87% of students are meeting state standards in writing
55% of students at or above grade level in Science.

K-2 Teacher 2003-2007 |

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	Motivation, PTO/Community Involvement: Ongoing efforts such as monthly teacher breakfast sponsored by PTO, regular staff gatherings, and commitment to the school from a variety of community businesses and organizations create a "family" atmosphere that promotes collegiality and commitment of the teachers and staff. Monthly recognition from principal for excellent work, Honarary Switlik Dolphin Award to community supporters and much more.	SAC, PTO & School Administration	Ongoing	
2	Communication Model: Ongoing efforts to provide timely and efficient communication to staff using newsletters, internet SharePoint sites, and school calendars promote collegiality and professionalism amongst staff.	BLPT	Ongoing	

| 3 | Online PATS system is used to advertise and attract potential teachers, staff, and paraprofessionals to the opportunities available for employment as they arise. | Leslie Frieg, Office Manager Cheryl Allen, Director of Human Resources | Ongoing | |
| 4 | Mentor/Peer/Induction Program: New and Beginning Teachers are matched with Mentors and Peers for both orientation and ongoing support. | Mentor Pool: Sarah Adams, K. Ferrise, Christine Paul | Ongoing | |

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
35 (88%)	5 (12%) in need of ESOL Endorsement. These teachers are currently enrolled in ESOL courses.

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
38	5.3%(2)	10.5%(4)	47.4%(18)	26.3%(10)	34.2%(13)	100.0%(38)	21.1%(8)	7.9%(3)	89.5%(34)

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
Sarah Adams (Morton), Reading Coach	David Ziss, Title I Teacher	Ms. Morton is the only NBCT in Literacy in the county. David and Sarah were paired together because David's position requires using highly effective strategies with our lowest 25% in reading and in math for grades 4 and 5. As the school based coach, Sarah has expertise in utilizing data for the purpose of instructional decision making.Additionally,	Weekly meetings for data review and instructional decision making. Quarterly observations and modeling of intensive intervention. MCSD Induction Program requirements. A mentor/peer PLC with other mentors and beginning teachers.

		Sarah is an experienced classroom and support teacher as well as an NBCT and a clincial educator.	
Christine Paul, Media Specialist	Michael Walden	Ms. Paul is also one of our NBCT who is a specialist in Media. Michael and Christine were paired together because Michael is new to Switlik and Christine works at the school level as the Media Specialist. Additionally, Christine is an NBCT and clincial educator.	Monthly meetings for instructional decision making. Quarterly observations. MCSD Induction Program requirements. A mentor/peer PLC with other mentors and beginning teachers.

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 supplemental federally funded program that provides supports for Title I schools. Title I supports educational positions in directly support of students as part of our whole school Title I model. In addition, Title I pays a portion of the Reading Coach salary who provides additional professional development. Funds provided by Title 1 are used to purchase intervention materials that supplement the curriculum and provide at-risk students with additional learning opportunities. Technology programs that are directed toward struggling learners, such as Fast Forward has been purchased and implemented. Title I funds also provided the program, "Ways Busy Parents Can Help Children Succeed in School" to educate parents on the need and many ways they can be a part of their student's educational experience. Supplemental Educational Services (SES) Tutoring is offered to at-risk students through Title I funding.

Title I, Part C- Migrant

Title I, Part D

Title II

Switlik uses Title II funds to ensure staff development needs are provided for and follow up completed. The district/school recieve supplemental funds in order to improve educational programs via professional development. To meet this need, we provide bi-monthly formal Professional Development as a regular part of our Professional Learning Communities and Lesson Study. We also assign important learning tools via PD 360 to specific teachers based on the teacher's needs. We use PD 360, white boards, projectors and other technology to support the professional development activities and provide staff enrichment. In addition, Title II monies are used to partially fund the Reading Coach position. It also supports the on-line management system for professional development, My Learning Plan.

Title III

Title III provides supports for our large group of ELL students, of which Switlik has the largest population of Hispanic students in the district. Resources are used for the ELL students and the teachers who support their educational needs. Finally, this fund provides a portion of a parent educator salary.

Title X- Homeless

The District Homeless Coordinator provides resources such as clothing and school supplies for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Each school has a CHIPS contact that initiates the residency questionnaire and identifies students and families in need due to homelessness.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Stanley Switlik Elementary (SSE) is in the first year of implementing the Speak Up Be Safe (SUBS) program. This consists of 2 lessons per classroom (grades 1 - 5). The focus of the program is to teach students behavioral responses to keep them safe from abuse whether the abuse be perpetrated by an adult or peer.

SSE is in the second year of teaching the Safer Smarter Kids (SSK) program. This is a Kindergarten program which provides 6 lessons per class delivered by the guidance counselor. The program teaches students safety concepts and behaviors to ensure their safety in a variety of situations. They are taught to use words to keep them safe from different types of abuse and to avoid dangerous situations.

SSE is in the fourth year of implementing Positive Behavior Support (PBS) The PBS Coach will develop a team approach to implement school-wide interventions. A school calendar is used to set dates to link important peacekeeping concepts to already established movements, e.g., No Name Calling Week, Assemblies, Perfect Attendance rewards, Student of the Week and Character Counts

Nutrition Programs

The school district & the School Health Advisory Council collaborate to ensure that students and families are provided information and guidance on healthy living. Our school utilizes Organwise as a nutritional program provided by AHEC. Organwise presentations are held at least once yearly and digital media through the televised school announcements is used to teach a healthy lesson of the day to the entire school.

Housing Programs

Head Start

Head Start is a nationally recognized and federally funded program that provides a comprehensive program to preschool children and their families. Head Start classes provide early intervention, instruction, and parent education to 3 and 4 year old at-risk children. Students have access to the free & reduced lunch and breakfast programs. Additionally, Head Start offers vision, dental, health, nutrition, and mental health screenings. Our Head Start program is also part of our Kindergarten "round up". We reach out to the private and public daycare programs to alert them of the coming events (i.e. registration).

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dr. Lesley Salinero, Principal
Sarah Adams (Morton), Student Services Team Coordinator
Christy Meier, Kindergarten and First Grade Contact

Gina Martin, Grade Two Contact
Kerri Worthington, Grade Three Contact
David Ziss, Grades Four and Five Contact
Laura Toman, School Psychologist
MaryLou Darczuk, School Counselor, PBS 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?

Dr. Lesley Salinero, Principal: Provides direction for the use of data-based decision-making, supports and reviews intervention support and documentation, opens the calendar for professional development to support RtI implementation, and communicates with stakeholders regarding school-based RtI plans and activities.

Sarah Adams (Morton), Student Services Team Coordinator: provides direction for the use of data-based decision-making, conducts assessments of RtI skills of school staff, supports and reviews intervention support and documentation, opens the calendar for professional development to support RtI implementation, communicates with parents regarding school-based RtI plans and activities. The Coach also provides guidance on the K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; and supports the implementation of Tier 1, Tier II, and Tier III intervention plans.

Grade Level Contact: provides assistance to teachers; facilitates and supports in student data collection; supports the implementation of Tier 1, Tier II, and Tier III intervention plans.

Laura Toman and MaryLou Darczuk: Participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; Facilitates data-based decision making activities.

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 MTSS leadership team that meets weekly at grade levels, monthly as a leadership team and quarterly to provide communication, direction and support for staff in data based decision making. This includes the implementation and documentation of Tier I, Tier II, and Tier III RtI strategies. Each team member carries a case load of students, the interventions and collection of data. The process is fluid, students enter and leave the MTSS process on a regular basis. Each grade level contact provides ongoing leadership and support to teams. The problem solving process is used in developing the school improvement plan via looking at possible obstacles in meeting SIP goals and strategically planning to overcome these past or potential barriers. Multitiered systems of supports are evident in the SIP as separate goals are made so that all students are targeted and can show growth.

MTSS Implementation

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

Data management systems utilized include:

Universal Screening (Tier I):
Reading – Florida Assessments In Reading (FAIR), STAR (Early) Literacy Assessment
3-5 Performance Matters District Specialist Created Progress Monitoring
Math – K-5 Curriculum-Based Beginning, Mid, and End of Year Assessments; 3-5 Performance Matters District Speciailist Created Progress Monitoring

Progress Monitoring (Tier II):
Reading – FAIR, Weekly Curriculum Based Measures, progress monitoring assessments (3-5), FOCUS Mini Assessments (2-5)
Math – Weekly Curriculum Based Measures (K-5), progress monitoring assessments (3-5), FOCUS Mini Assessments (2-5)

Assessments
Diagnostic Assessments (Tier III):
Reading –FAIR (PMRN), Developmental Reading Assessment, Early Developmental Reading Assessment, Informal Reading Assessments, Running Record Miscue Analysis,Curriculum Based Strategic Intervention Assessment
Math- STAR Math, Curriculum Based Strategic Intervention Assessment

Describe the plan to train staff on MTSS.

The Reading Coach will provide training to both the Building Level Planning Team and the full faculty on the collection of data, data analysis, and data reporting related to the RtI process. The RtI (MTSS) Leadership team will continue to provide ongoing support with data analysis; Tier I, II, and III strategies; resources; and progress monitoring documentation.

Describe the plan to support MTSS.

At the Tier I level, grade level teams meet weekly to discuss instructional trends and student progress. If an overall deficit is evident based on initial instruction, then teams plan another strategy or technique for reteaching or readdressing the curriculum/achievement gap. Teams participate in strategic planning so that at least 80% of the student population is successful with grade level targets. Likewise, teams plan for small group instruction (Tier II) to support and extend the learning evident at the Tier I level. Teams meet monthly with the Reading Coach to review groupings of students and activities designed to accelerate the learning of all students in Tier II settings. When individual students require intensive supports (Tier III), the RtI leadership team develops a plan of action in order to remediate these deficits. This plan is monitored by the Principal and Reading Coach and is reviewed by the School Psychologist.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Building Level Planning Team represents the Literacy Leadership Team.
Principal: Dr. Lesley Salinero
Reading Coach: Sarah Adams (Morton)
Pre-K/ESE: Rosa Rios
Kindergarten: Linda Cohen
First Grade: Christy Meier
Second Grade: Kathy Depastino
Third Grade: Wendy Houser
Fourth Grade: Lisa Kendrick
Fifth Grade: Jeannette Wert
Specials Areas: Christine Paul

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

The Reading Coach facilitates a meeting once per month with the LLT. These meetings are focused on school improvement goals, data analysis, and instructional coherence. The LLT meets with their representative team at least monthly to address Literacy. Additionally, the entire instructional staff participates in a Common Core Professional Learning Community focused on the anchor standards in reading.

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

The major initiatives of the Literacy Leadership Team (LLT) this year include building instruction expertise in reading, providing students with a coherent program, and implementing the Common Core Anchor Standards in Reading. We are also specifically targeting our lowest quartile and struggling students through data analysis.

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.

Preschool transition has been developed between the school and the Early Learning Coalition, the Wesley House VPK and in the PK transition. Switlik School has two year-long programs for preschool children to assist with the transition from early childhood programs to elementary. These include: PreK Exceptional Education , which is taught by a Certified ESE Teacher; and two PreK Headstart/VPK classes, taught by three highly qualified instructors.

Each spring, there is a transition meeting held between the PreK teachers, Kindergarten teachers, administration and ESE teachers to plan for movement of the PreK students into Kindergarten. In addition, there is a "Kindergarten Roundup" held in the spring. Parents and local private preschool representatives along with our Switlik preschool participants are invited to attend in order to learn about our Kindergarten program. Readiness checklists are provided to private pre-schools and VPK programs. The "Kindergarten Roundup" is advertised in the newspapers, parent newsletters, and flyers to private pre-schools and various community agencies.

Additionally, there are several parental involvement opportunities to assist new parents and orient them to the school. We offer a Meet the Teacher Day before classes begin, giving the parents an opportunity to become familiar with the school facilities and staff. Parents are also invited to Open House during the first month of school.

Preschool staff participate in all professional development activities provided and serve as members of the Professional Learning Community teams to promote vertical communication between all levels PreK-5.

*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:	In 2011-2012, 63% (147) of students in grades 3-5 demonstrated proficiency on the FCAT reading. For the 2012-2013 school year, at least 67% (151) of students in grades 3-5 will demonstrate proficiency in reading FCAT based on school grade calculations.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 3-62% (50) Grade 4-64% (51) Grade 5-54% (46) Overall: 63% (147)	Gr 3-66% (59) Gr 4-68% (51) Gr 5-59% (41) Overall: 67% (151)

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	Need for formative assessment to drive instruction.	Common short cycle assessments in reading using a combination of available resources through the CCRP, FOCUS, and Performance Matters.	BLPT, Reading Coach, Principal	Ongoing data discussions in grade level Professional Learning Communities focusing on the results and instructional implications of common assessments.	FAIR mid-year and end of year data, FCAT Reading results; Classroom Walkthroughs.
2	Limited time with students.	The art program utilizes specific grade level lessons to target key reading concepts into the art curriculum.	Kristi Ferrise, Art Teacher	Use of baseline and progress monitoring data and teacher observations to target and implement strategy.	FAIR mid-year and end of year data; FCAT Reading results.
3	High Poverty Rate	Incentive based school wide reading incentives; student schedules are tailored to meet individual students needs	BLPT, Teachers, Media Specialist, Reading Coach, Principal.	Ongoing data discussions in grade level Professional Learning Communities focusing on the results and instructional implications of common assessments.	FAIR mid-year and end of year data, FCAT Reading results; Classroom Walkthroughs.
4	Highest Hispanic population in MCSD	Part time Parent Educator (Title 3 funded); interpreters, and bilingual staff assist our Hispanic students; Rosetta Stone for parents to learn English.	ELL Staff, BLPT, Teachers, Principal	Ongoing data discussions in grade level Professional Learning Communities focusing on the results and instructional implications of common assessments.	CELLA(ELL) FAIR mid-year and end of year data, FCAT Reading results; Classroom Walkthroughs.
5	Student attendance	Attendance committee reviews daily attendance with the assistance of Truancy coordinator; parent educator focuses on parent communication; parent training	BLPT, Guidance Counselor, Parent Educator, Principal	Bi-monthly attendance intervention planning with BLPT; Monthly attendance data review and action planning with all instructional staff.	TERMS data; FCAT results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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:	In 2011-2012, 32% (76) of students in grades 3-5 scored at or above a level 4 on the FCAT reading. For 2012-2013, 39% (90) will score 4 or above on the reading FCAT based on school grade calculations.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 3-37% (30) Grade 4-33% (26) Grade 5-24% (20) Overall: 32% (76)	Gr 3 43% (37) Gr 4 40% (30) Gr 5 32% (23) Overall: 39% (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	Grade level basal text does not meet the needs of high performing students.	Implement the use of challenge level books and activities and use small reading groups based on instructional level within the 90 minute reading block.	Classroom teachers, Reading Coach	Classroom walkthrough data targeting differentiated instruction in 90 minute reading block; BLPT feedback.	FAIR mid-year and end of year data. FCAT Reading results.
2	Need for stimulating curriculum materials to keep high performing students fully engaged in curriculum.	Teachers will identify high performing students and devise more challenging opportunities for students through collaborating with the Gifted Teacher and Reading Coach.	Classroom teachers, Gifted teacher, Reading Coach.	Teachers use baseline and progress monitoring data and teacher observations to provide accelerated learning opportunities. Classroom data and progress monitoring will be used to evaluate.	FAIR mid-year and end of year data. FCAT Reading results.
3	Funding for after school extended learning program.	Use research based strategies for Tier 2 and Tier 3 students to create an intervention/enrichment period; Use of volunteers and private tutoring when available; Differentiate Instruction and Center Based Learning	Classroom teachers, Gifted teacher, Reading Coach.	Data Chats; Regularly administered assessments	FAIR mid and end of year results; FCAT Reading Test

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:	100% of students scored at or above achievement level 7 in reading on the Florida Alternate Assessment. For 2013, 100% of students will score at or above a level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (7)	100% (11)

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) Reduced ESE staff from previous years, specifically the loss of two full-time teaching positions since the 2010-2011 school year; (2) an increased number of first-time testers with significant intellectual disabilities ; (3) lack of curriculum materials for the Harcourt Reading series- specifically guided readers for below level and grade- level guided reading instruction, and (4) the vast grade range within one ESE classroom, e.g. 1st-4th grades which includes students performing at significantly varying achievement levels within each of these grade levels.	(1) Exposure to quality children's literature, including read-alouds by teacher, implementation of a leisure reading program that includes children's magazines and content area books,e.g. ZooBook magazine, science and social studies picture books, etc. ;(2) Use of multi-sensory strategies, games, and Smart Board activities to enhance reading instruction and increase student motivation; (3) Strengthening the home-school connection by providing reading tips for parents during Parent-to-Kid Night where translators are available to translate for Spanish-speaking parents; and (4) Rewarding students for their active participation in the Accelerated Reading Program	ESE Team; Reading Coach; Principal	Ongoing assessments conducted by the ESE teacher.	FAA Results.

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2011-2012, 63 % of students in grades 3-5 made learning gains on the FCAT reading assessment. For the 2012-2013 school year, at least 67% (99) of students in grade 4 & 5 will show learning gains as measured by FCAT reading school grade calculations.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Overall: 63% (104)	Overall: 67% (99)

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Student Motivation	Use of an incentive based reading program that emphasizes the importance of literacy. Incentive programs will be used to emphasize literacy, including Accelerated Reader, Reading Logs, Book It, Superintendent's Young Reader's Award, and Read-a-thon. Parent-to-Kid nights will be used to monitor and reward independent reading.	Media Specialist, Classroom Teachers, Reading Coach.	Reading Logs and participation in SYRA will be correlated with classroom and standardized test performance.	Progress monitoring data, FCAT Reading results, parent and teacher feedback.
2	Need for additional time to plan for adequate differentiated instruction that meets the needs of diverse learners.	Exptended planning periods (45minutes/per day) allow for grade level PLCs. Teachers use a data binder that looks at the strengths and weaknesses of every student and keep MTSS information on students in an ongoing manner.	BLPT,Reading Coach,Principal.	Teachers review their data binder with the Reading Coach midyear and with the Principal at end of the year conference to demonstrate cumulative strategies used in providing data informed instruction to targeted students.	FCAT results, Performance Matters Reading, FAIR, portfolio evidence.
3	Parent Involvement	Title III funded parent educator assists with facilitating conferences, contact, and communication; Parent to Kid Nights with emphasis on at home activities; parent newsletters monthly	Title I contact, BLPT, Principal.	Parent contact logs are reviewed through the BLPT; Literacy opportunities are planned monthly through the BLPT and LLT and documented on the Parent Involvement Plan.	Progress monitoring data, FCAT Reading results, parent and teacher feedback.

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:	N/A- no students scored between 1-3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	45% (16) of students making up the lowest 25%, as measured by FCAT reading, demonstrated learning gains in 2011-2012. For the 2012-2013 school year, at least 51%

	Reading Goal #4:	(22) of students grade 4 & 5 identified in the lowest 25% will show learning gains as measured by FCAT reading school grade calculations.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	Grade 4 57% (8) Grade 5 41% (8) Overall: 45% (16)	Gr 4-57% (10) Gr 5-60% (12) Overall: 51% (22)

		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	Need for additional intervention time for students.	Students identified within the current year's lowest 25% will be targeted for additional support through Title I.	Title I Teacher, Reading Coach, Classroom Teacher, Principal.	Progress monitoring data will be used to identify targeted students. The Reading Coach will monitor the fidelity of the support and instructional coherence.	Performance Matters and FAIR mid-year and end of year data. FCAT Reading results.
2	Parent Literacy- parents unable to support students learning.	Parent-to-Kid nights monthly, Family Literacy Montly newsletters, restructuring of scheduling family events to prioritize educational focus.	Title I Contact, Media Specialist, Reading Coach, Principal.	Teacher – parent-student data chats will be logged by classroom and support teachers. Sign in sheets will track attendance of parents at events.	Performance Matters and FAIR mid-year/end of year data. FCAT Reading results. Portfolios.
3	Fragmented use of resource programs.	Increase the use of small group instruction during the ninety minute reading block; effective use of support teachers and emphasis on instructional coherence.	Teachers, Reading Coach.	Ongoing discussions of student data during monthly grade level PLC meetings; quarterly MTSS data review.	Performance Matters and FAIR mid-year and end of year data. FCAT Reading results.
4	Student Motivation	School wide incentive based reading program is tailored for struggling students- resource teachers target, mentor, and seek out parental involvement so that these students may be rewarded for their participation.	All Teachers, Support Staff, Reading Coach, Principal.	Ongoing discussions of student data during monthly grade level PLC meetings; quarterly MTSS data review.	Performance Matters and FAIR mid-year and end of year data. FCAT Reading results.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In six years, SSE plans to increase proficiency in reading to 87% (2016-2017). 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65	68	72	75	78	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	During the 2012-2013 school year 81% (90)of white students, and 55% (36) of Hispanic students will demonstrate proficiency on FCAT reading as measured by AYP calculations. Though Switlik does not have a sufficient number of students to create some subgroups, individual student needs will be addressed through strategies described in other SIP goals.

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 71 (81)% Hispanic:55% (34)	White: 81% (90) Hispanic: 55% (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	Loss of time in content areas due to pull out support.	Use of integrated thematic approach to reading in the content areas and provide solid blocks of time for content area instruction as part of the daily schedule. Incorporate Reading in the Content Area (Social Studies) as part of the literacy period. Support teachers provide intervention across subject areas.	Classroom Teachers, Resource teachers (ELL, ESE, Title I), Reading Coach, Principal.	Ongoing progress monitoring of students; schedule revision of resources supports bi quarterly.	FAIR mid-year and end of year data. FCAT Reading results.
2	Language Barrier -highest Hispanic population in the Keys)	Part time Parent Educator (Title I funded) interpreters, and bilingual staff, assist Hispanic students as well as Rosetta Stone for parents to learn English; Cultural/Equity training through use of PD360 at monthly Faculty Meetings; Monthly Literacy Newsletters in Spanish and English.	Classroom Teachers, Resource teachers (ELL, ESE, Title I), Reading Coach, Principal.	Schedule Review of Parent Educator; Rosetta Stone Reports; PD360 monitoring and PD follow up reflections; Newsletter data collection.	Climate Survey, FCAT Results.
3	Poverty rate is at 72%- many of our families lack basic needs to be successful.	Ongoing collaboration between support staff members and general education teachers; SUBS and Speak Up Program provided in grades K-5; teacher training in equity through PD 360; behavioral issues and academic struggles addressed at regularly scheduled Professional Learning Communities.	All staff, Guidance Counselor, Reading Coach, Principal.	PLC Learning logs, Lesson Plans and schedules of Safety Programs, PD360 Reports	Climate Survey, FCAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	English Language Learners have shown an increase from 25% scoring satisfactory in 2011, to 46% (6) satisfactory in 2012. For 2013, 51% of ELLs will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (4)	51% (6)

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of bilingual support materials	ELL Leveled Readers/Activities ELL/Language Support Strategies in Harcourt Teachers Edition; Peer Learning	Maggi Cordova, ELL Teacher; Classroom Teachers	Ongoing progress monitoring results will be reviewed; support schedules will be modified as needed biquarterly.	FAIR results; FCAT results.
2	ELL students have limited English vocabulary.	Providing cognitively appropriate, yet challenging, language and perceptual tasks and activities	Maggi Cordova, ELL Teacher; Classroom Teachers	Ongoing progress monitoring results will be reviewed; support schedules will be modified as needed biquarterly.	FAIR results; FCAT results.
3	ELL student progression based on language acquisition- varying acquisition levels at each grade.	ELL students are provided with scheduled small group support by the ELL teacher to accommodate students language acquisition individually, as well as within the general setting through LEP meetings.	Classroom Teachers, ELL Teacher, Principal.	ELL scheduling, Weekly lesson plan review, sign-ins of LEP meetings.	FAIR results; FCAT results.
4	Parent Education - most ELL parents were not educated in this country.	Part time Parent Educator (Title I funded), interpreters and bilingual staff, to assist our ELL students as well as parents; Rosetta Stone for parents to learn English.	Parent Educator, BLPT, ELL Teacher, Reading Coach, Principal	Rosetta Stone usage reports; Ongoing progress monitoring results review; support schedules modified as needed bi-quarterly.	Climate Survey Results; FAIR and FCAT Results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students with disabilities have shown a decrease (39% to 31%) in proficiency as measured by AYP calculations in FCAT reading. During the 2012-2013 School Year 38% (7) of Grade 3, 4, & 5 students with disabilities will demonstrate proficiency on FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Overall: 31% (5)	Overall: 38% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be cognizant of specific areas of strengths and weaknesses.	Expand the use of the data binder which will include goals, results analysis, and parent involvement for student use.	BLPT, Reading/Data Coach	Progress monitoring data will be analyzed and provided to target group students. Teacher – student data chats will be based around the use of the student data binder.	FAIR mid-year and end of year data. FCAT Reading results.
2	Gaps created with struggling students	Collaboration between classroom, ESE, Title 1 and para-pro teachers to ensure all students' needs are being addressed and met, constant feedback on home and class work, differentiated lessons.	Teachers, BLPT, Reading Coach, Principal.	Routinely administered assessments, i.e.FAIR, Performance Matters, classroom assessments.	FAIR mid-year and end of year data. FCAT Reading results.
	ESE students have individual goals (including	Small class sizes to accommodate students'	ESE Team, Teachers,	Routinely administered assessments, i.e.FAIR,	FAIR mid-year and end of year data.

3	behavioral) in addition to goals set by pacing guides.	needs individually; 90% of the ESE staff are PCM certified, and practice PBS as the first option; ESE students are taught explicit strategies for reading at grade level-Marking the text is modeled by the faculty and evident in student work.	Principal.	Performance Matters, classroom assessments.	FCAT Reading results.
4	ESE Reduction in staff due to District allocation of resource modification.	PK ESE teacher and aides support other grades in the afternoon (PK leaves at 1:30-school in session until 3:30)	ESE Team, Principal	Schedules of ESE Team, IEP meetings, classroom assessments.	FAIR mid-year and end of year data. FCAT Reading results.
5	Student Motivation	School wide incentive based reading program includes 100 point club, pizza w principal, book club to name a few	BLPT, Media Specialist, Reading Coach, Principal	AR Reports, routinely administered assessments, i.e.FAIR, Performance Matters, classroom assessments.	FAIR mid-year and end of year data. FCAT Reading results.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically disadvantaged students have shown an increase (52% to 56%) in proficiency. During the 2012-2013 School Year 57% (99) of Grade 3, 4, & 5 economically disadvantaged students will demonstrate proficiency on FCAT reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Overall: 57% (80)	Overall: 57% (99)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Motivation	Literacy Team works to develop strategies that emphasize the importance of literacy. Incentive programs are used to emphasize literacy, AR, Reading Logs, Book It, and the Superintendent's Young Reader's Award will be used to monitor and reward independent reading.	Media Specialist, Classroom Teachers, Reading Coach.	Reading Logs and participation in SYRA will be correlated with classroom and standardized test performance.	Progress monitoring data, FCAT Reading results, teacher/Reading Coach observation.
2	Parent Involvement	Literacy Team uses a "literacy skill series" to share at Parent-to-Kid nights focusing on improved literacy in the home.	LLT	Attendance at PTK nights will be tracked and correlated with progress monitoring data and end of year summative data.	Parent Sign ins, Progress monitoring data, FCAT Reading results, teacher observation.
3	Poverty rate is at 72%-many of our families lack basic needs to be successful.	Ongoing collaboration between support staff members and general education teachers; SUBS and Speak Up Program provided in grades K-5; teacher training in equity through PD 360; behavioral issues and academic struggles addressed at regularly	All staff, Guidance Counselor, Reading Coach, Principal.	PLC Learning logs, Lesson Plans and schedules of Safety Programs, PD360 Reports	Climate Survey, FCAT Results

					scheduled Professional Learning Communities.		

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
Anchor Standards in Reading: Common Core PLC	ALL	Sarah Adams (Morton)	All Instructional Staff	Second Thursday of Each Month.	Based on the material presented to the entire group, teams will develop model lessons and participate in peer observation with reflection and refinement.	Sarah Adams (Morton), Reading/Data Coach and PD Contact.
Effective Scheduling of the Literacy Block- differentiating to meet the needs of all learners.	ALL	Sarah Adams (Morton)	All Instructional Staff	First and Third Third Thursday of each month.	The BLPT/LLT uses material presented to provide follow up documentation in addition to PLC logs, artifacts and sign in sheets.	BLPT, Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
What Really Matters to Struggling Readers	ALL	Sarah Adams (Morton)	All Instructional Staff	Second Thursday of Each Month	Instructional Staff presents a follow up document and artifacts for each segment presented.	Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
Teaching Reading in Diverse Communities	ALL	Sarah Adams (Morton)	All Instructional Staff	Last Thursday of Each Month	Instructional Staff presents a follow up document and artifacts for each segment presented.	Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
Professional Learning Communities in Action	ALL	Sarah Adams (Morton)	All Instructional Staff	Second Thursday of Each Month; weekly as scheduled through the BLPT	Instructional Staff presents a follow up document and artifacts for each segment presented.	BLPT; Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
PD 360- Individual Professional Development towards Professional Growth Plans	ALL	Sarah Adams (Morton)	All Instructional Staff	Last Thursday of each month; additionally as determined by individual teachers.	PD360 usage reports, guidebooks, and reflections are used for follow up and monitoring.	Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
Induction PLC- orients new and existing teachers to district and state initiatives.	ALL	Sarah Adams (Morton)	Induction and Mentor Teachers; All teachers are invited to participate (ad hoc)	Second Tuesday of Each Month	Induction PLC completes PLC logs and required documentation; other participants complete artifacts for each PD attended.	Mentor and Peer Teachers, Sarah Adams (Morton)
Multiple Tiered Systems of Support	MTSS Team	Sarah Adams (Morton)	MTSS Team- grade level and school representatives	Quarterly	MTSS representatives log student support meetings, MTSS data is collected and reviewed at the onset, middle and outset of the year.	Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
Teaching with Intention- (written by Debbie Diller), Book Study	LLT	Sarah Adams (Morton)	LLT Team- grade level and school representatives	Each Wednesday; January- March 2013	Book Study PLC completes PLC logs and required documentation	Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	At least 77% of ELLs will make gains in Listening/Speaking. Student goals were set to decrease the number of non proficient students by 10% per grade level. Data from 2012 is the the prior year's data; these goals are set by cohorts.
2012 Current Percent of Students Proficient in listening/speaking:	
K-0% K- 10% 1-13% 1- 10% 2-67% 2- 22% 3-20% 3- 70% 4-50% 4- 28% 5-33% 5- 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
	Pre-Production Period-Silent Period (can last several months to more than a year)	Use of Rosetta Stone (Listening, Speaking, Reading, Writing) ESOL teacher will explicitly teach Academic Language on a weekly basis; ESOL teacher participates in ESOL Teacher Leader Meetings to discuss best practices for ELLs; collaborates with	M. Cordova- ELL Contact	Rosetta Stone Progress Reports	CELLA Growth Scores

1	teachers as needed to discuss modifications and strategies to help ELLs in the mainstream classes; and hosts a Parent Night to teach ELL parents how they can help their students with academics at home including when they do not speak English. She will create a 'Make and Take' reading activity with them.	

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:	At least 63% of ELLs will make gains in Reading. Student goals were set to decrease the number of non proficient students by 10% per grade level. Data from 2012 is the the prior year's data; these goals are set by cohorts.

2012 Current Percent of Students Proficient in reading:

```
2012 2013
K-0% 10%
1-38% 10%
2-67% 44%
3-40% 70%
4-75% 46%
5-50% 78%
```

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	Bilingual support not always available; Limited parental support at home (limited English; Limited opportunities to use English at home	Rosetta Stone available to parents (language instruction for parents); Parent Conferences establish mutual goals; ELL teacher explicitly teaches Academic Language on a weekly basis; participates in ESOL Teacher Leader Meetings to discuss best practices for ELLs, collaborates with teachers as needed to discuss modifications and strategies to help ELLs in the mainstream classes and hosts a Parent Night to teach ELL parents how they can help their students with academics at home when they do not speak English- creating a 'Make and Take' reading activity with them.	M. Cordova- ELL Contact	Weekly Reading CCRP Assessments; Parent Contact Logs	CELLA Growth Results

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

	3. Students scoring proficient in writing. CELLA Goal #3:	At least 61% of ELLs will make gains in Writing. Student goals were set to decrease the number of non proficient students by 10% per grade level. Data from 2012 is the the prior year's data; these goals are set by cohorts.

2012 Current Percent of Students Proficient in writing:

2012 2013
K-0% 10%
1-38% 10%
2-67% 44%
3-40% 70%
4-75% 46%
5-50% 78%

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	Academic Language takes longer to learn and acquire as it is more complex and demanding	Teachers provide cognitively appropriate, yet challenging, language and perceptual tasks and activities; Create a sensitive environment that meets the child's emotional and social needs. ELL teacher explicitly teaches Academic Language on a weekly basis; participates in ELL Teacher Leader Meetings to discuss best practices for ELLs; collaborate with teachers as needed to discuss modifications and strategies to help ELLs in the mainstream classes and hosts a Parent Night to teach ELL parents how they can help their students with academics at home when they do not speak English- with a 'Make and Take' reading activity with them.	Classroom Teacher, ELL Teacher, Reading Coach, Principal.	School-wide writing samples; portfolios showing growth	CELLA Results

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:	In 2011-2012,59% of students in grades 3-5 scored at or above a level three in mathematics. For the 2011-12 school year, 63% or 157 students in grades 3-5 will earn level three or higher on the Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 3-52% (42) Grade 4-70% (56) Grade 5- 49% (39) Overall: 57% (137)	Gr 3-57% (51) Gr 4-73% (55) Gr 5-54% (38) Overall: 63% (157)

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 not proficient with prior grade standards; segmented teaching of NGSSS mathematics standards.	Implement supplementary materials accompanying math series; pre-assess skill level in math for each unit to judge pre-requisite skill level; conduct daily spiral review.	Classroom teacher, BLPT.	Monitor classroom assessments and progress monitoring data to guide the implementation of supplementary materials.	Chapter tests, short cycle assessments, mid and end of year tests.
2	Student deficit in algebraic thinking.	Use SUMS program to support measurement, algebra, and problem-solving skills.	Classroom teacher, BLPT.	Review of progress monitoring data, PLC discussions, SUMS assessments.	SUMS assessments; FCAT Math Results.
3	Limited time with students.	PE program uses lessons that target key math concepts through the PE curriculum.	Steve Hawes, PE Teacher.	The PE Teacher will use baseline and progress monitoring data and teacher observations to target and implement strategy. Classroom data and progress monitoring will be used to evaluate.	FCAT Math results, data binder portfolio, Performance Matters results.
4	Students disfluent with basic math facts; impedes multistep problem solving.	Implement FASTT Math to increase fluency and reduce the time needed to solve multistep problems.	Classroom Teacher, BLPT.	Monitor classroom assessments and progress monitoring data to guide the implementation of FASTT Math.	FASTT Math Reports; Chapter Tests, FCAT Results.
5	Shifting standards (from SSS to NGSS to Common Core) have caused instructional and curricular gaps through for student learning.	Master schedule restricted to accommodate a 90 min Math section in order to reassess and teach and form small groups for mastery of mathematics.	Classroom Teachers, BLPT, Data Coach, Principal	Ongoing Progress monitoring through the use of Curriculum Based Measures; MTSS progress monitoring and review	FCAT Math results, data binder portfolio, Performance Matters results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	In 2011-2012, 17% of FAA students scored level 4,5 or 6 in mathematics. We will reduce this number by at least 2% for the 2012-2013 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | | | 17% (2) | | | 15% (3) | |

		17% (2)			15% (3)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Significantly reduced ESE staff: the loss of two full-time ESE teaching positions since the 2010-2011 school year; placement of multiple grade levels within one ESE classroom, e.g. grades 1-4 with vast differences in achievement levels within each individual grade, making the delivery of quality individualized instruction extremely challenging.</td><td>The use of technology, including Smart Board resources and Fast Math; hands-on strategies to facilitate the acquisition of counting, base ten, and math operational concepts, and the use of small group games to aid students in the memorization of basic math facts.</td><td>ESE Team; Principal.</td><td>Ongoing assessment of student progress.</td><td>FAA Math Results</td></tr>
<tr><td>2</td><td>Placement of multiple grade levels within one ESE classroom, e.g. grades 1-4 with vast differences in achievement levels within each individual grade, making the delivery of quality individualized instruction extremely challenging.</td><td>Hands-on strategies to facilitate the acquisition of counting, base ten, and math operational concepts, and the use of small group games to aid students in the memorization of basic math facts.</td><td>ESE Team; Principal.</td><td>Ongoing assessment of student progress.</td><td>FAA Math Results</td></tr>
<tr><td>3</td><td>Chronic tardiness and high rates of truancy that interfere with the continuity of instruction</td><td>Involve students in school leadership roles such as safety patrol, student council, and/or the morning announcement to encourage coming to school and being on time.</td><td>Teachers, ESE Team; Principal.</td><td>Review of weekly attendance and individual conferences with students as needed.</td><td>Pinnacle Reports; TERMS data</td></tr>
</table>

<table>
<tr><td colspan="2">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:</td></tr>
<tr><td>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.

Mathematics Goal #2a:</td><td>In 2011-2012, students 29% of students in grades 3-5 scored at or above a level four on the mathematics FCAT. For the 2012-2013 school year, 36% of students in grades 3-5 will earn a level four or five on the mathematics FCAT based on school grade calculations.</td></tr>
<tr><td>2012 Current Level of Performance:</td><td>2013 Expected Level of Performance:</td></tr>
<tr><td>Grade 3-29% (23)
Grade 4-35% (25)
Grade 5-22% (18)

Overall: 29% (66)</td><td>Gr 3 (36%, 32)
Gr 4 (42%, 32)
Gr 5 (30%, 21)

Overall:

36% (85)</td></tr>
<tr><td colspan="2" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for</td><td>Process Used to Determine Effectiveness of</td><td>Evaluation Tool</td></tr>
</table>

			Monitoring	Strategy	
1	Lack of stimulating curriculum materials to keep high performing students fully engaged in curriculum.	Teachers will identify high performing students and devise challenging opportunities through use of supplemental challenge materials.	Teachers, BLPT.	Teachers will use baseline and progress monitoring data and teacher observations to target and implement strategy.	Classroom data and progress monitoring; FCAT Math results.
2	Need for individualization of math goals and materials.	Accelerated Math (AM) allows students to move sequentially at their own pace; SUMDOG challenges students to show progress and includes all grade levels.	Teachers, BLPT.	AM goals reports are reviewed weekly with students; parent reports for SUMDOG.	FCAT Math results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	In 2012, 83% of students using Alternate Assessment scored at or above a level 7 in mathematics. For 2013,
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (5)	85% (5)

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	Increased number of students with significant cognitive impairments; lack of curriculum materials for Harcourt Math "Go, Math!" program, specifically the unavailability of "Grab 'N Go" learning centers for ESE classrooms, shortage of consumable math texts and practice books for individual ESE students.	FASTT Math; the use of Smart Board resources in daily instruction; small group games; and the use of extrinsic and intrinsic rewards for the memorization of math facts.	ESE Team; Principal.	Ongoing Progress Monitoring.	FAA Math Results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	During the 2011-2012 school year, 62% (102) of students showed learning gains in Math. For the 2012-2013 school year, at least 66% (109) of students in grades 4 & 5 will show learning gains as measured by the FCAT Math school grade calculations.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Overall: 62% (102)	Overall: 66% (109)

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Time for mastery of new benchmarks prior to FCAT testing.	Implement with fidelity the new math pacing guides and integrate the SUMS curriculum into the (revised) 90 minute math block.	Classroom teachers, BLPT.	Lesson Plan review will target the utilization of math pacing guides and instructional practice.	Progress Monitoring end of year FCAT results.
2	Budgeting shortfalls have prevented successful shifting of standards (from SSS to NGSS to Common Core) and have caused instructional and curricular gaps through for student learning.	Master schedule restricted to accommodate a 90 min Math section in order to reassess and teach and form small groups for mastery of mathematics as well as an extended teacher planning period for the purpose of dissecting data to inform instructional changes.	BLPT, Principal.	Lesson Plan review targets the utilization of math pacing guides and instructional practice and groupings; PLC logs; BLPT data review.	Progress Monitoring end of year FCAT results.
3	Parent Education- parents need education on recent math initiatives	Math pacing guides and supports are posted and updated at least weekly at the district website as well as the school website; Part time parent educator communicates math initiatives as part of Monthly newsletters.	Parent Educator, Title I Contact, BLPT, Principal.	Weekly curriculum based assessments, ongoing progress monitoring, scheduling of resources, tracking of newsletter review.	Progress Monitoring end of year FCAT results.
4	Students must think algebraically and need to connect math outside of the extended math period.	The PE teacher expounds on initial mathematics instruction and uses feedback weekly with BLPT team to focus instruction on areas of needed emphasis.	PE Teacher, BLPT, Principal.	Lesson Plan review targets the utilization of math pacing guides and instructional practice and groupings; PLC logs; BLPT data review.	Progress Monitoring end of year FCAT results.
5	Student Motivation	Accelerated Math is used to promote math at an individual level; School-wide math competition held for math facts is designed to motivate students at all levels.	Teachers, BLPT, Principal.	Accelerated Math Reports, Monthly logs of math rewards.	Progress Monitoring end of year FCAT results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	In 2012, 0% of students in grades 3-5 earning at or above a level 7 on the FAA mathematics made learning gains according to school grade calculations. These students were within an 11 point range of mastery, providing a challenge for increasing. For 2013, 10% (1) student will demonstrate learning gains on the FAA mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (2)	25% (1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Learning gain criterion demands an 11 point increase of students- all are high achieving on the FAA.	ESE teachers will directly teach high performing FAA students following directions in meaningful pieces and collaborate	ESE Teachers, Classroom Teachers, Principal.	Ongoing assessment by ESE teachers	FAA Results.

		with classroom teachers on necessary skills to show growth on the FAA.			

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:	48% of students in the lowest 25% (18) have shown a year's worth of progress in Math as measured by the 2012 Math FCAT. For the 2012-13 school year, at least 53% (21) of the students in grades 4 & 5 identified in the lowest 25% will show learning gains as measured by the FCAT Mathematics school grade calculations.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Overall: 48% (18)	Overall: 53% (21)

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 perform below grade level on NGSS math standards.	Implement intervention skill books with below level students; pre assess for the purpose of differentiation.	Classroom teachers, BLPT.	Daily monitoring of student performance to identify students in need of additional support.	Math series test performance; Progress Monitoring,FCAT results.
2	Lack of time to plan for students performing well below grade level and are in need of intervention.	Increased planning periods for all teachers. Team meetings purpose is to focus on lowest 25%.	BLPT	BLPT Meeting notes reviewed by Reading Coach and Principal.	Progress Monitoring mid-year and end of year data. FCAT Math results.
3	Lack of intervention time for students.	Students identified within the current year's lowest 25% are targeted for additional support through Title I.	Title I Teacher, Classroom Teacher, Principal.	Progress monitoring data will be used to identify targeted students. The Math Lead and Principal will monitor the fidelity of the support and instructional coherence.	Math series test performance; Progress Monitoring,FCAT results.
4	Fragmented use of resource programs	Increase the use of small group instruction during the ninety minute math block; effective use of support teachers and emphasis on instructional coherence.	Teachers, Principal.	Ongoing discussions of student data during monthly grade level PLC meetings; quarterly MTSS data review.	Performance Matters and FAIR mid-year and end of year data. FCAT Math results.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # In six years, Stanley Switlik will have reduced the achievement gap in math by 50%- whereas 82% (2016-2017) of students are proficient in math. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	71	74	77	80	

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

	In 2012, 71% (80) of White students demonstrated

	5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	proficiency on the Mathematics FCAT. The targeted goal for White students is 79% (89) in 2013. In 2012, 53% (26) of Hispanic students demonstrated proficiency on the Mathematics FCAT. The targeted goal for Hispanic students is 60% (38) in 2013. Though Switlik does not have a sufficient number of students to create some subgroups, individual student needs will be addressed through strategies described in other SIP goals.

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 71% (80) Hispanic:53% (26)	White: 79 (89)% Hispanic: 60 (38)%

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	Pacing guides are fast paced- lessons progress without multiple opportunities for practice.	Pre Assess and use midterm chapter quizzes to define small groups for the purpose of reteaching, practice, and enrichment. Compacting the curriculum when able.	Classroom teachers.	Daily monitoring of student performance to identify students in need of additional support.	Math series test performance, FCAT Math results.
2	Loss of time in content areas due to pull out support.	Support teachers provide intervention in math through collaboration with classroom teachers. Special areas collaborate with support teachers to provide support and additional instructional opportunities.	Classroom Teachers, Support Teachers, Special Area Teachers, BLPT, Principal.	Ongoing scheduling revision bi-quarterly of support and special area teachers; BLPT weekly lesson plan review;	Performance Matters mid-year and end of year data. FCAT Reading results.
3	Poverty rate is at 72%- many of our families lack basic needs to be successful.	Ongoing collaboration between support staff members and general education teachers; SUBS and Speak Up Program provided in grades K-5; teacher training in equity through PD 360; behavioral issues and academic struggles addressed at regularly scheduled Professional Learning Communities.	All staff, Guidance Counselor, Principal.	PLC Learning logs, Lesson Plans and schedules of Safety Programs, PD360 Reports	Climate Survey, FCAT Results
4	Language Barrier- highest Hispanic population in MCSD	Part time Parent Educator (Title I funded) interpreters, and bilingual staff assist Hispanic students as well as Rosetta Stone for parents to learn English; Cultural/Equity training through use of PD360 at monthly Faculty Meetings; Monthly Literacy Newsletters in Spanish and English.	Classroom Teachers, Resource teachers (ELL, ESE, Title I), Principal.	Schedule Review of Parent Educator; Rosetta Stone Reports; PD360 monitoring and PD follow up reflections; Newsletter data collection.	Climate Survey, FCAT Results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In 2012, 23% (2) of ELLs made satisfactory progress in FCAT Mathematics. For 2013, 38% (4) students will make satisfactory progress in FCAT mathmatics.

	2012 Current Level of Performance:			2013 Expected Level of Performance:	
	23% (2)			38% (4)	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of instructional coherence for ELLs; pulled out from general education setting for language support.	Scheduling designed so that ELLs are not pulled out from general program- ELL teacher pushes into classroom or pulls during Special to provide support in language.	ELL Teacher, BLPT.	Weekly Assessments, Progress Reports, Progress Monitoring.	FCAT Mathematics Results.
2	Language Barriers- highest Hispanic population in the Keys	Part time Parent Educator (Title III funded), interpreters and bilingual staff assist our Hispanic students as well as Rosetta Stone for parents to learn English.	ELL Teacher, BLPT.	Parent educator will focus and document parent communications as well as parent trainings	Parental attendance at meetings and Climate survey data.
3	Poverty rate is at 72%- increase of more than 10% from 2011.	staff adjustments to suit the students needs; changed the school schedule, it was restricted to accommodate a 90 min Math section as well as extra planning time to best support all students' needs.	BLPT, Principal	Weekly Lesson Plan Review, PLC follow up documentation	Performance Matters mid and end of year results; FCAT Mathematics Results.
4	Academic language is demanding in mathematics.	ELLs are provided with small class sizes to accommodate students' needs individually and explicitly taught academic language by the ELL teacher.	ELL Teacher, BLPT	Weekly Lesson Plan Review, PLC follow up documentation	Performance Matters mid and end of year results; FCAT Mathematics Results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2011-2012, 31% of SWD in grades 3-5 made satisfactory progress on Mathematics FCAT. During the 2012-2013 School Year 52% (11) of grade 3-5 students with disabilities will demonstrate proficiency on FCAT mathematics as measured by AYP calculations.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Overall: 31% (6)	Overall: 52% (11)

	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 lack fluency in basic math facts- inhibited proficiency with multi step problems.	Implement FASTT math with fidelity for targeted SWD students.	ESE Team, BLPT.	FASTT Math Reports.	FCAT Mathematics results.
	Students must make	Small class sizes to	PE Teacher, BLPT,	Weekly lesson plan	Performance

2	connections with math beyond the math classroom- algebraic thinking.	accommodate students' needs individually; NEW Our PE teacher is assigned a curriculum area for which he meets weekly with the teams and focuses instruction to support math.	Principal	review, regularly scheduled math assessments.	Matters and FCAT Results.
3	Time with students	90 min Math period for each grade level as well as extra planning time to best support all students' needs.	BLPT, Principal	Weekly lesson plan review, regularly scheduled math assessments.	Performance Matters and FCAT Results.
4	ESE students have individual, including behavioral, as well as grade level goals.	Small class sizes to accommodate students' needs individually; 90% of the ESE staff are PCM certified, and practice PBS as the first option.	ESE Team, BLPT, Principal	Weekly lesson plan review, regularly scheduled math assessments.	Performance Matters and FCAT Results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	56% of economically disadvantaged students have demonstrated proficiency. This is an increase from 51% proficiency in 2012. In order to meet annual measurable objectives in 2013, the goal is 60% proficiency as measured by school grade calculations.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (78)	60% (98)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation	Accelerated Math incentives; FASTT math incentives; Schoolwide Math Fact competition.	BLPT, Classroom Teachers.	Ongoing progress monitoring in math.	FCAT Mathematics Results.
2	Parent Involvement	Part time parent educator; Scheduled Parent to Kid Nights provide transportation to school after hours; Family Newsletter reward incentive.	Title I Contact, Media Specialist, BLPT, Principal.	Ongoing progress monitoring in math.	FCAT Mathematics Results.
3	Students disfluent in basic math facts- causes missteps for multistep problems.	FASTT math implemented strategically for targeted students.	BLPT, Principal	FAST Math Reports.	Performance Matters and FCAT Mathematics Results.
4	Students need practice with test questions and computer based testing in math.	FOCUS Mini Assessments, CBMs administered regularly and used to drive instruction.	BLPT, Principal.	Weekly lesson plan review; FOCUS and CBM results.	Performance Matters and FCAT Mathematics Results.

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
Data Driven Decision Making	ALL	Sarah Adams (Morton)	All Instructional Staff	Early Release Days- once per month	Instructional Staff presents a follow up document and artifacts for each data peice presented	BLPT; Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
Professional Learning Communities in Action	ALL	Sarah Adams (Morton)	All Instructional Staff	Second Thursday of Each Month; weekly as scheduled through the BLPT	Instructional Staff presents a follow up document and artifacts for each segment presented.	BLPT; Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
Multiple Tiered Systems of Support	ALL	Sarah Adams (Morton)	MTSS Team- grade level and school representatives	Quarterly	MTSS representatives log student support meetings, MTSS data is collected and reviewed at the onset, middle and outset of the year.	Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
PD 360- Individual Professional Development towards Professional Growth Plans	ALL	Sarah Adams (Morton)	All Instructional Stafff	Last Thursday of each month; additionally as determined by individual teachers.	PD360 usage reports, guidebooks, and reflections are used for follow up and monitoring.	Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
Induction PLC- orients new and existing teachers to district and state initiatives.	ALL	Sarah Adams (Morton)	Induction and Mentor Teachers; All teachers are invited to participate (ad hoc)	Second Tuesday of Each Month	Induction PLC completes PLC logs and required documentation; other participants complete artifacts for each PD attended.	Mentor and Peer Teachers, Sarah Adams (Morton)

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In 2012, 63% of grade 5 students scored at or above a level 3 in science. In 2013, 67% (49)of students will score at or above a level 3 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (35)	67% (49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional time	A Science Special will be implemented to increase motivation, engagement and a common language of science.	Stacey Couch, Science Teacher	The science teacher will identify specific tested benchmarks using test item specifications and develop units/activities that specifically target these benchmarks by grade level.	Progress monitoring data in science.
2	Reading content is challenging in science.	More time in master schedule devoted to science- at least 45 minutes per grade level with specific emphasis on content reading.	Classroom Teachers, Reading Coach.	Progress Monitoring Assessment in science, grades 1-5.	FCAT Results.
3	Students are tested in fifth grade for selected benchmarks in grades K-5.	Teachers use pacing guides with fidelity and new PM data to make instructional choices to drive future lessons.	Classroom Teachers, Reading/Data Coach, Principal.	Progress Monitoring Assessment in science, grades K-5.	FCAT Science Results.
4	Loss of science time in the general education setting due to pull our supports.	Pull out teachers support science during scheduled time.	Resource Teachers, Classroom Teachers, Principal.	Progress Monitoring Assessment in science, grades K-5.	FCAT Science Results.
5	Highest Hispanic Population in MCSD- lack of academic language	We address curricular issues and academic struggles at our regularly scheduled Professional Learning Communities; Our Lesson Study groups work on common topics to support instruction; Marking the text is modeled by the faculty and evident in student work	All Teachers, BLPT	Progress Monitoring Assessment in science, grades K-5.	FCAT Science Results.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	0%
2012 Current Level of Performance:	2013 Expected Level of Performance:

0%			0%	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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:	During the 2010-11 school year, 17% of students scored level 4 or 5 on the Science FCAT. The goal for the 2011-12 year is to increase the level 4 or 5 students from 17% to 20% based on the school grade calculations .
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%	20% (17)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional time	Master Schedule refined to include at least 45 minutes of science per day per grade.	BLPT	Progress Monitoring data in science.	FCAT Science
2	Varying skill sets in science.	Providing extended learning opportunities-extention for high achieving students. Fourth Grade GIfted program teaches science.	Gifted Teacher, Fourth Grade, BLPT	Progress Monitoring Assessments in science.	FCAT Science
3	No funding for afterschool extended learning program.	Use research based strategies for Tier 2 and Tier 3 students to create an intervention/enrichment period; Use of volunteers and private tutoring when available; Differentiate Instruction and Center Based Learning	Gifted Teacher, BLPT, Principal	Progress Monitoring Assessments in science.	FCAT Science

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:	100% of students earned at or above a level 7 in science on the FAA Assessment. The goal for 2013 is to maintain or increase
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% (2)			100% (4)		

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced ESE staff from previous years and an increased number of students with significant cognitive impairments	All ESE students participate in a science special in addition to science provided by the classroom teacher.	Teachers; principal.	Alternative assessments administered by the ESE teacher.	FAA Science Results.

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
Data Driven Decision Making	ALL	Sarah Adams (Morton)	All Instructional Staff	Early Release Days- once per month	Instructional Staff presents a follow up document and artifacts for each data piece presented	BLPT; Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
PD 360- Individual Professional Development towards Professional Growth Plans	ALL	Sarah Adams (Morton)	All Instructional Staff	Last Thursday of each month; additionally as determined by individual teachers.	PD360 usage reports, guidebooks, and reflections are used for follow up and monitoring.	BLPT; Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
Professional Learning Communities in Action	ALL	Sarah Adams (Morton)	All Instructional Staff	Second Thursday of Each Month; weekly as scheduled through the BLPT	Instructional Staff presents a follow up document and artifacts for each segment presented.	BLPT; Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.

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:	For the 2011-2012 school year, 91% (89) of students in grade 4 scored at or above proficiency on the FCAT writing test. In 2013, 92% will score at or above proficiency as determined by school grade calculations.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 91% (87)	2013 92% (89)

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	Resources	Efolio will be used weekly to score all essay writing in fourth grade. Teachers will evaluate anchor sets for instructional implications.	BLPT, Reading Coach, Principal.	Ongoing progress monitoring in writing.	FCAT Writing results.
2	Lack of writing skill and technique	Modeling the writing process, teacher conferencing, Peer review, Sharing published work	Teachers, Reading Coach, Principal.	Ongoing progress monitoring in writing.	FCAT Writing Results.
3	Changes in writing rubric interpretation for the 2012 school year.	Our Lesson Study groups work on common topics to support instruction; Teachers use FCAT and PM data to make instructional choices, and to drive future lessons.	SSE BLPT	Ongoing progress monitoring in writing.	FCAT Writing Results.
4	Poverty rate- many student lack basic needs to practice writing at home.	Safety lessons to support students taught in grades K-5; poverty outreach is via the McKinney Vento act to identify and support students.	SSE BLPT	Ongoing progress monitoring in writing.	Climate Survey Results; FCAT Writing Results.
5	Budget shortfall- lack of professional development in writing.	Our Lesson Study groups work on common topics to support instruction; Teachers use FCAT and PM data to make instructional choices, and to drive future lessons.	SSE BLPT	Ongoing progress monitoring in writing.	FCAT Writing Results.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	100%
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (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	The writing FAA does not require writing- but sentence sequencing. Students taking this task must recognize print, and make meaning through sequencing.	One-on-one writing support is given by the ESE teacher; emphasis on sequencing	ESE Team; All teachers	Ongoing sequencing assessments	FAA Results
2					

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
Anchor Standards in Reading: Common Core PLC	ALL	Sarah Adams (Morton)	All Instructional Staff	Second Thursday of Each Month from 3:30-5	Based on materials presented to the entire group, team develop model lessons and participate in peer observation with reflection and refinement.	Sarah Adams (Morton); Building Level Planning Team Leads
PD 360- Individual Professional Development towards Professional Growth Plans	ALL	Sarah Adams (Morton)	All Instructional Staff	Last Thursday of Each Month; additionally as determined by individual teachers	PD360 usage reports, guidebooks, and reflections are used for follow up and monitoring.	Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
Writing Anchor Set Evaluation and Rubric Review	Fourth Grade	Sarah Adams (Morton)	Grade Four Teachers; Support Teachers	October 2012; January 2013	Based on materials presented to the entire group, team will revise current action plan in writing.	Sarah Adams (Morton); BLPT
Professional Learning Communities in Action	ALL	Sarah Adams (Morton)	All Instructional Staff	Second Thursday of Each Month; weekly as scheduled through the BLPT	Instructional Staff presents a follow up document and artifacts for each segment presented.	Sarah Adams (Morton); BLPT

Writing Budget:

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

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:	During the 2009-2010 school year the attendance was roughly 94.6%. This rate is the average daily rate using the average daily absence and the average daily enrollment. The number of students with ten or more absences was 145 (31% of students) and the number of students with ten or more tardies was 45 (10% of students). During the 2010-2011 school year the attendance rate will be 97.5%. The percentage of students missing ten or more days will be 20% (99) and the number of students tardy ten or more times will be 7.5% (37).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.6% (437/462)	97.5%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
145 (31%)	99 (20%)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
45 (10%)	37 (7.5%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	Identify chronic attendance issues twice each quarter to develop an "attendance club". Set goals with each student and reward improved attendance.	Specials Team, PBS Team, Reading Coach, Principal	Students with questionable attendance will be identified, compared to prior years, and targeted for goal setting and rewards associated with improved attendance.	Attendance from TERMS
2	Parent Involvement	Reward perfect/positive attendance through PBS QIT.	PBS QIT	Students will be recognized through award assemblies and monthly recognition for attendance.	Attendance from TERMS

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD 360-Individual Professional Development towards Professional Growth Plans	ALL	Sarah Adams (Morton)	All Instructional Staff	Last Thursday of each month; additionally as determined by individual teachers.	PD360 usage reports, guidebooks, and reflections are used for follow up and monitoring.	Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
Induction PLC- orients new and existing teachers to district and state initiatives.	ALL	Sarah Adams (Morton)	All Instructional Staff	Second Tuesday of Each Month	Induction PLC completes PLC logs and required documentation; other participants complete artifacts for each PD attended.	Mentor and Peer Teachers, Sarah Adams (Morton
Multiple Tiered Systems of Support	MTSS Team-grade level and school representatives	Sarah Adams (Morton)	MTSS Team- grade level and school representatives	Quarterly	MTSS representatives log student support meetings, MTSS data is collected and reviewed at the onset, middle and outset of the year.	Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
Data Driven Decision Making	ALL	Sarah Adams (Morton)	All Instructional Staff	Early Release Days- once per month	Instructional Staff presents a follow up document and artifacts for each data piece presented	BLPT; Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.

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:	During the 2009-2010 school year a very small percentage of students (2% of 462 students, or 8 students) received out-of-school suspensions. A total of 9 OSS events occurred involving these 8 students. There is no internal suspension program at the school. For the 2010-2011 school year the number of suspensions and number of students suspended will remain at 2%. This factors in an increase in enrollment of 31 students.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0 (0%)	0 (0%)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0 (0%)	0 (0%)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
10 (2%)	8(1%)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
8 (1%)	8(1%)
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

		Monitoring	Strategy	
1	Decreased number of support resources (ESE Aides, Dropout Prevention classroom)	Implementation and review of PBS strategies and continued evaluation of PBS school wide.	MTSS Team, Principal	PBS Strategies will be evaluated for their effect on student behavior. Teams will continue to develop processes for consistent implementation across grade levels.	TERMS and Pinnacle Suspension data.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Communities in Action	ALL	Sarah Adams (Morton)	All Instructional Staff	Second Thursday of Each Month; weekly as scheduled through the BLPT	Instructional Staff presents a follow up document and artifacts for each segment presented.	BLPT; Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
PD 360-Individual Professional Development towards Professional Growth Plans	ALL	Sarah Adams (Morton)	All Instructional Staff	Last Thursday of each month; additionally as determined by individual teachers.	PD360 usage reports, guidebooks, and reflections are used for follow up and monitoring.	Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
Induction PLC- orients new and existing teachers to district and state initiatives	ALL	Sarah Adams (Morton)	All Instructional Staff	Induction and Mentor Teachers; All teachers are invited to participate (ad hoc)	Induction PLC completes PLC logs and required documentation; other participants complete artifacts for each PD attended.	Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
Multiple Tiered Systems of Support	MTSS Team	Sarah Adams (Morton)	MTSS Team- grade level and school representatives	Quarterly	MTSS representatives log student support meetings, MTSS data is collected and reviewed at the onset, middle and outset of the year.	Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2012-2013 school year 93% of parents attended a minimum of three school events. 95% of parents will attend at least three school events (including but not limited to Meet the Teacher, Title I Annual Meeting, Parent Conferences, PTK nights, SAC meetings, and School celebrations).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
93%%	95%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling of activities- time restraints of parents.	Activities are organized in order to offer parents a wide variety of opportunities to become involved in the school community. These activities include monthly School Advisory Meetings, the annual school open house, the Title I annual meeting, meet the teacher day, Parent-to-Kid Nights (transportation provided), various activities within the school on a weekly basis, Kindergarten round-up, and parent conference early release days. In addition parent volunteers are encouraged to find an active role that they can play within the school community. The lines of communication are kept open with BlackBoard Connect-Ed	BLPT	Attendance at all school functions will be collected and correlated to student performance.	Progress monitoring data and summative evaluation data (standardized and non-standardized) will be analyzed to correlate parent involvement with student achievement.

		messages in both English and Spanish, monthly newsletters, Pinnacle internet viewer (online grades), various teacher newsletters, and other forms of weekly communication between the teacher and parent. Through all of these programs there is a focus on collecting feedback from parents on ways to make the instructional program and the general school community work better to meet the needs of the families.			
2	Language barriers- 60+ Hispanic population.	The lines of communication are kept open with BlackBoard Connect-Ed messages in both English and Spanish, monthly newsletters, Pinnacle internet viewer (online grades), various teacher newsletters, and other forms of weekly communication between the teacher and parent.	Principal	Ongoing feedback from parents, communication log.	Progress monitoring data and summative evaluation data (standardized and non-standardized) will be analyzed to correlate parent involvement with student achievement

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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
Ways Busy Parents Can Help Students Succeed	ALL	Sarah Morton and Christy Meier	All Instructional Staff	September 2012	Student Data	Data Coach, BLPT
PD 360- Individual Professional Development towards Professional Growth Plans	ALL	Sarah Adams (Morton)	All Instructional Staff	Last Thursday of each month; additionally as determined by individual teachers.	PD360 usage reports, guidebooks, and reflections are used for follow up and monitoring.	Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
Multiple Tiered Systems of Support	MTSS Team	Sarah Adams (Morton)	All Instructional Staff	Quarterly	MTSS representatives log student support meetings, MTSS data is collected and reviewed at the onset, middle and outset of the year.	Sarah Adams (Morton), Reading/Data Coach and PD Contact; Principal.
Induction PLC- orients new and existing teachers to district and state initiatives.	ALL	Sarah Adams (Morton)	Induction and Mentor Teachers; All teachers are invited to participate (ad hoc)	Second Tuesday of Each Month	Induction PLC completes PLC logs and required documentation; other participants complete artifacts for each PD attended.	Mentor and Peer Teachers, Sarah Adams (Morton)

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
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/29/2012)

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

Common COre, SIP, PLC and other topics as guided by the SAC leadership team

AYP DATA

SCHOOL GRADE DATA

No Data Found

Monroe School District
STANLEY SWITLIK ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	83%	87%	55%	303	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	60%	73%			133	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?	57% (YES)	54% (YES)			111	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					547	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Monroe School District
STANLEY SWITLIK ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	85%	96%	57%	323	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	75%	71%			146	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?	51% (YES)	65% (YES)			116	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					585	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested