

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
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325 West Gaines Street
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School Name: COUNTRY OAKS ELEMENTARY SCHOOL

District Name: Hendry

Principal: James Sealey

SAC Chair: Kathy Sloan

Superintendent: Richard Murphy

Date of School Board Approval: pending

Last Modified on: 10/17/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	James Sealey	BS Elementary Education Master's Degree Educational Leadership Educational Specialist's Degree Curriculum	15	9	School Grade A and AYP 2009-2010 School Grade A and AYP 2007-2008 School Grade B and AYP in 2006-2007 School Grade A in 2005-2006 School Grade A and AYP in 2004-2005 School Grade A in 2003-2004
Assis Principal	Robin Jones	BS – Elementary Ed. 1-6 Master's Degree – Elementary Education Reading Endorsement National Board Certificate ESOL Endorsement MTSS			N/A

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Paige Calder	BS- General Studies Reading Endorsement K-6 Elementary Ed. ESOL Endorsement	5		School Grades B 2011-2012 School Grades A 2010-2011 School Grades A 2009-2010 School Grades A 2008-2009

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. When new teachers are needed we advertise through the county, Teach-In Florida, and also through the Heartland Consortium using Appli-Track System.	Principal, Assistant Principal	2012-2013 School year	
2	2. In order to maintain highly qualified teachers, a mentor is assigned to every new teacher. The mentor is responsible for making sure that the teacher has the information and knowledge needed in that teaching assignment	Principal, Assistant Principal, and mentor	2012-2013 School Year	
3	3. The county offers a new teacher induction program that meets several times a year to inform teachers of relevant practices and policies	District Administration	2012-2013 School Year	
4				

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
9 Teachers out-of-field	All out-of-field teachers are either currently taking an endorsement class, or enrolled for fall(2012) classes.

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
54	3.7%(2)	25.9%(14)	40.7%(22)	24.1%(13)	13.0%(7)	94.4%(51)	7.4%(4)	3.7%(2)	75.9%(41)

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
Cathy Charneski	Brandon Kane	First Grade Lead Teacher	Weekly meetings with mentor and periodic district meetings.
Lisa Williams	Kandice Corbitt Daphne Glisson	Second Grade Team Leader	Weekly meetings with mentor and periodic district meetings.
Amanda Howard	Jacqueline Moreno Brandy Levene	Third Grade Team Leader	Weekly meetings with mentor and periodic district meetings.
Paul Aho	Jacqueline Futch	Fourth Grade Team Leader	Weekly meetings with mentor and periodic district meetings.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services provided under Title I, Part A are integrated and coordinated with other programs funded under NCLB including Title I, Part C, Title II, Part A, Title III, and Title VI, Part B, Subpart 2. All of these programs will provide funds for before/after school tutorials, resource personnel to meet the needs of teachers and students in the areas of math, reading, ELL, and technology. Also, funds will be used from Title I, Part A, Title II, and Title VI for professional development that will focus on the needs of students in subgroups not making AYP. Funds from Title I, Part A will be coordinated with funds from Title I, Part C, Title III, and Title VI to provide intervention materials that will be used in the before/after school tutorials, and during the school day.

Title I, Part C- Migrant

See Title I Part A

Title I, Part D

Title II

See Title I Part A

Title III

Title III- Coordinates with Title I, Part A to provide resource teachers to work with general education classroom teachers to provide services to ELL students and professional development to teachers.

Title X- Homeless

Title X-Homeless-is integrated with Title I, Part C, and Title I, Part A to provide supplemental supplies and tutorials for students identified in the LEA homeless and in need of these services. Additionally, there is a set aside in Title I, Part A to address these needs for identified homeless students in the LEA.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)- Provides funds and coordinates with Title I, Part A to provide supplemental instruction to 3rd grade students who have not scored a Level 1 on the FCAT reading test.

Violence Prevention Programs

Country Oaks Elementary students in grades K-5 complete a Too Good For Violence program. 4th graders also participate in G.R.E.A.T , and the D.A.R.E program is provided to 5th grade students to support prevention of violence, the use of alcohol,

tabacco, and drugs.

Nutrition Programs

Students are served a nutritious breakfast and lunch every day by county food services. The Hendry County Health Department partners with COES to provide nutrition education in the classrooms monthly which includes tasting nutritional fruits and vegetables to encourage healthy eating habits

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/Rti Team

Identify the school-based MTSS leadership team.

James Sealey –Principal
Robin Jones-Assistant Principal
Laura Slater, School Counselor
Paige Calder, Reading Coach
Kristine Cottrell, K-2 Resource
Connie Walker- 3-5 Academic Resource
George Wedeles- 3rd grade Academic Resource

These team members will participate as needed.

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

The MTSS Team facilitates grade level implementation of the RTI process through evaluation and analysis of district assessments and on-going progress monitoring. Assistance is also given to develop an intervention plan for student improvement, and support is given to progress monitor the success of the plan. They ensure that all activities are research based and involve consistent monitoring of the core curriculum, through regularly scheduled meetings with individual teachers and at grade level meetings.

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 was called in to work on developing the SIP and identify academic areas of weakness addressed in the SIP. That information is utilized at all RTI meetings, and helps to focus teachers and team members on the needs for school subgroups and content areas of concern.

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.

Tier 1—Common Assessments from core curriculum in Math, Science & Reading; Baselines, Mid-year, and End of year assessments for: Performance Matters-(Reading, Math, Science); STAR and STAR EL, Florida Comprehension Assessment Test (FCAT), Florida Assessments in Reading(FAIR); and Write Scores writing assessments.

Tier 2—All above data sources plus the following: FCRR Tool-kit Materials, frequent monitoring on STAR and STAR EL, SuccessMaker, Reading Street Leveled Reading materials, and EasyCBM for assessment.

Tier 3—All above data sources plus the following: My Sidewalks Intervention materials, and Steck Vaughn Comprehension skills series

Describe the plan to train staff on MTSS.

Professional development will occur during teachers common planning time and periodically thereafter, along with district training as needed.

Describe the plan to support MTSS.

Weekly and Bi-weekly meetings by the MTSS team will be scheduled when needed to support the ongoing progress monitoring of student interventions. The teachers along with the MTSS team will evaluate the data, along with observations to determine the next step. Core Curriculum of all subjects will be monitored regularly to ensure its effectiveness.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

James Sealey –Principal
Robin Jones-Assistant Principal
Laura Slater, School Counselor
Paige Calder, Reading Coach
Kristine Cottrell, K-2 Resource
Connie Walker- 3-5 Academic Resource
George Wedeles- 3rd grade Academic Resource
These team members will participate as needed.

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

The MTSS Team facilitates grade level implementation of the RTI process through evaluation and analysis of district assessments and on-going progress monitoring. Assistance is also given to develop an intervention plan for student improvement, and support is given to progress monitor the success of the plan. They ensure that all activities are research based and involve consistent monitoring of the core curriculum, through regularly scheduled meetings with individual teachers, and grade level meetings.

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

The major initiatives that the Literacy Leadership Team will focus on will be: Family Reading Night, Literacy Week, Pre-K Reading Readiness, Jeopardy, Florida Sunshine State book talks, Primary Readers Club, Accelerated Reader program.

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.

Pre-K parent nights for COES students; Non-COE students: RCMA, Head start, RCMA visits

***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:	Increase the percentage of students reading at or above grade level by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (137)	39% (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	Lack of Parental Involvement	Ongoing parental involvement committee that will continuously monitor parental involvement through schoolwide activities and community outreach	Parental Involvement Committee	Monthly committee meetings	Activity Attendance logs
2	Students lack the understanding of various reading strategies to assist in the comprehension of multi-level text	Scaffold approach for the following strategies, summarizing, predicting, and elaboration	Principal	Lesson Plan review and walk-thrus	Theme tests, FAIR, FACT, and Successmaker
3	Lack of decoding skills	Implementation of Saxon Phonics in K-2 to increase phonetic decoding skills.	Classroom Teachers	Ongoing and formal evaluations	FAIR/FCAT, STAR EL, Waterford

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:	Students scoring 4,5, or 6 will increase by 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(3)	75%(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
	Lack of exposure to real	Implementation of	Classroom	Ongoing monitoring	SuccessMaker,

1	world activities	differentiated strategies of real world situations.	Teachers		Classroom grades
2	Adequate time and materials needed for students to read complex text that supports vocabulary development.	Research materials needed to support vocabulary development at lower reading levels. Implement Waterford lab time for students.	Classroom teachers, Principal	Ongoing monitoring of student achievement	STAR EL, Brigance Inventory

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:	Increase percentage of students achieving a level 4 or 5 by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (84)	22% (88)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited enriching activities	Differentiate instruction strategies and increase enriching activities.	Classroom teachers	On-going informal evaluations.	FAIR/FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students scoring level 7 on reading will increase by 16%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (1)	33% (2)

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	Adequate time for students to read varying levels of text to develop vocabulary.	Research strategies to implement varying levels of text within the current curriculum.	Classroom Teacher	On going progress monitoring of student achievement.	STAR EL, Brigance Inventory

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:	Increase percentage of students achieving learning gains by at least 1%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (285)	72% (289)

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 Parental Involvement	Ongoing parental involvement committee that will continuously monitor parental involvement through schoolwide activities and community outreach.	Parental Involvement Committee	Monthly committee meetings.	Attendance Logs.

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:	Students making learning gains in reading will increase to 14%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	14% (2)

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 materials to instruct students at multiple levels.	Incorporate Word Maker Plus program will be used to create communication boards.	Classroom teacher	Ongoing progress monitoring of student achievement.	STAR EL, Classroom grades
2	Lack of attendance	Calls home to encourage attendance, sending home work to be completed.	Classroom teacher	Attendance records	Classroom grades

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase percentage of students achieving learning gains in the lowest 25% by at least 1%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (310)	78% (314)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low socio-economic status/lack of parental involvement.	Ongoing parental involvement committee that will continuously monitor parental involvement through schoolwide activities and community outreach.	Parental Involvement Committee	Monthly committee meetings	Activity attendance logs

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 # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	Decrease the percentage of students not making Adequate Yearly Progress in reading by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic 36% (145)	Hispanic: 26% (105)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low socio-economic status.	Ongoing parental involvement committee that will continuously monitor parental involvement through schoolwide activities and community outreach.	Parental Involvement Committee	Monthly committee meetings.	Activity attendance logs.
2	Language barrier with parents	Have interpreters on site for to aid in communication and print materials in Spanish and English.	Principal	Monitor participation of all parents.	Attendance logs.

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:	Decrease the percentage of students not making Adequate Yearly Progress in reading by at least 1%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (101)	24% (96)

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 majority of our students are ELL and they lack vocabulary acquisition skills.	Increase the focus on vocabulary skills and instruction.	Classroom teachers.	Utilize the FAIR/Performance Matters data to guide instruction.	FAIR/FCAT
2	Lack of parental involvement	Ongoing Parental Involvement committee that will continuously monitor parental involvement through school wide activities and community outreach.	Parental Involvement Committee	Monthly committee meetings.	Activity Attendance Logs

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:	Decrease the percentage of students not making Adequate Yearly Progress in reading by at least 10%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (105)	25% (101)

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 parental Involvement	Ongoing parental involvement committee that will continuously monitor parental involvement through schoolwide activities and community outreach.	Parental Involvement Committee	Monthly committee meetings.	Activity attendance logs.

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:	Decrease the percentage of students not making Adequate Yearly Progress in reading by at least 10%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (141)	25% (101)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low socio-economic status/lack of parental involvement.	Ongoing parental involvement committee that will continuously monitor parental involvement through schoolwide activities and community outreach.	Parental Involvement Committee	Monthly committee meetings.	Activity attendance logs.

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
Success Maker 3 Training	1-5	Donna Hull	Grades 1-5	Preweek	Data Analysis	Principal
Performance Matters Training	1-5 Reading, Math, Science	Paige Calder, James Sealey	Grades 1-5	PD days as needed	Data Analysis	Grade level lead teachers, Principal
Common Core State Standards	K-5 All Subjects	Common Core Team	School-wide	PLC's and ongoing grade level groups	Lesson Plans	Principal, Common Core Team
Text Complexity	K-5 All Subjects	Common Core Team	School-wide	PLC's and ongoing grade level groups	Lesson Plans	Principal, Common Core Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Common Core materials	Complex Texts, training resources	Title 1	\$0.00
Provide supplemental instructional reading materials	Phonics	Instructional Materials allocation	\$11,856.48
			Subtotal: \$11,856.48
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Upgrade computers for reading instruction	Dell computers	Title I	\$16,657.44
			Subtotal: \$16,657.44
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core	COES Common Core Team, other sources TBA	Title 1	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			The average percentage of students scoring proficient in listening/speaking will increase from 24% during the 2011-2012 school year to 30% average proficiency as measured by the 2012-2013 CELLA administration.		
2012 Current Percent of Students Proficient in listening/speaking:					
Grade K - 7% Grade 1 - 50% Grade 2 - 80% Grade 3 - 6% Grade 4 - 0% Grade 5 - 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	Lack of parental involvement	Provide various opportunities to inform parents regarding literacy throughout the year.	Principal, LLT, Family Reading Night Committee	Surveys and number of student/parent participation	Increase in proficiency on CELLA
2	Lack of time to devote to one-on-one instruction	Use of Rosetta Stone to provide additional practice	Classroom teacher	Progress in classroom with English core curriculum	core curriculum, STAR, and STAR EL

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			The average proficiency level of students in reading will increase from 31% during the 2011-2012 school year to 36% as measured by the 2012-2013 CELLA administration.		
2012 Current Percent of Students Proficient in reading:					
Grade K - 0% Grade 1 - 31% Grade 2 - 63% Grade 3 - 6% Grade 4 - 33% Grade 5 - 50%					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time on literacy practice.	Additional reading time in SuccessMaker Lab and AR reading	Principal, LLT	Evaluate increase in proficiency through lab and AR reports	SuccessMaker, AR reports
	Lack of English vocabulary needed for successful grade level	Provide ELL resource paraprofessional to help with translations in the	Classroom teacher, ELL paraprofessional	classroom grades, observation of communication skills	Progress on Rosetta Stone, observations

2	reading.	classroom to aide in vocabulary development, and use of Rosetta Stone.		made from teacher and ELL paraprofessional
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	The average proficiency level for writing will increase from 22% during 2011-2012 to 27% average proficiency as measured by the 2012-2013 CELLA administration.
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2012 Current Percent of Students Proficient in writing:

Grade K - 0%
Grade 1 - 32%
Grade 2 - 65%
Grade 3 - 0%
Grade 4 - 17%
Grade 5 - 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	Lack of understanding of writing criteria and errors in translation.	Provide ELL paraprofessional to assist students with translation during whole group instruction.	classroom teacher, Principal	Correct oral use of English and transferring spoken English to writing exercises	Classroom writing assignments

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

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:	Increase student mastery on the 2011 Math FCAT by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (125)	32% (129)

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 Parental Involvement	Ongoing parental involvement committee that will continuously monitor parental involvement through schoolwide activities and community outreach	Parental Involvement Committee	Monthly committee meetings	Activity Attendance logs
2	Increasing effectiveness of new science series.	Ongoing team monitoring of progress and alignment.	Principal, Classroom teachers	Teacher Feedback and Classroom observations performed by walk-throughs.	Chapter tests
3	Implementation of Math best practices with fidelity.	Grade level PLC's to implement best practices of mathematics	Principal, Grade level teachers	Increase of core curriculum effectiveness through lesson plans and walk-thrus	Increase in grades on core assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Students scoring a 4,5, or 6 will increase by 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (4)	84% (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	Lack of exposure to real world activities	Implementation of differentiated strategies of real world situations.	Classroom Teachers	Ongoing monitoring	SuccessMaker, Classroom grades

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

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:		Increase students achieving a level 4 or 5 by at least 1%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
27% (108)		28% (112)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited enriching activities	Differentiate instruction strategies and increase enriching activities.	Classroom teachers	On-going informal evaluations.	FAIR/FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:		Students scoring a level 7 in math will increase by 20%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0%		20% (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	Lack of prerequisite skills needed to attain this level.	Implementation of hands on math strategies and additional practice on prerequisite skills.	Classroom Teacher	Ongoing classroom monitoring of grades	Brigance Inventory, Classroom grades

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:		Increase the percentage of students making learning gains by at least 1%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
61% (245)		62% (249)			
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 Parental Involvement	Ongoing parental involvement committee that will continuously monitor parental involvement through schoolwide activities and community outreach.	Parental Involvement Committee	Monthly committee meetings.	Attendance Logs.

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:	Students making learning gains will increase by
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	33%(2)

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 time and materials to develop prerequisite skills needed.	Implementation of computer based programs to provide additional visual strategies.	Classroom teacher	Ongoing progress monitoring of program and periodic assessments.	Brigance Inventory, Classroom grades

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase percentage of students in the lowest 25% achieving learning gains in mathematics by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (245)	62% (249)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low socio-economic status/lack of parental involvement.	Ongoing parental involvement committee that will continuously monitor parental involvement through schoolwide activities and community outreach.	Parental Involvement Committee	Monthly committee meetings	Activity attendance logs

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 #				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Decrease the percentage of students not making Adequate Yearly Progress in mathematics by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 21%(15); Black: n/d; Hispanic:25%(76); American Indian: n/d	White: 11%(8); Black: n/d; Hispanic:15%(46); American Indian: n/d

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low socio-economic status.	Ongoing parental involvement committee that will continuously parental involvement through schoolwide activities and community outreach.	Parental Involvement Committee	Monthly committee meetings.	Activity attendance logs.
2	Language barrier with parents	Have interpreters on site for to aid in communication and print materials in Spanish and English.	Principal	Monitor participation of all parents.	Attendance logs.

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:	Decrease the percentage of students not making Adequate Yearly Progress in mathematics by at least 1%.
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
	The majority of our students are ELL and	Increase the focus on vocabulary skills and	Classroom teachers.	Utilize the Performance Matters data to guide	FCAT/Performance Matters data 1st-

1	they lack math vocabulary acquisition skills.	instruction.		instruction	2nd grades
2	Lack of parental involvement	Ongoing Parental Involvement committee that will continuously monitor parental involvement through school wide activities and community outreach.	Parental Involvement Committee	Monthly committee meetings.	Activity Attendance Logs

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:	Decrease the percentage of students not making Adequate Yearly Progress in mathematics by at least 10%.
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	Lack of parental involvement	Ongoing parental involvement committee that will continuously monitor parental involvement through schoolwide activities and community outreach.	Parental Involvement Committee	Monthly committee meetings.	Activity attendance logs.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Increase percentage of achieving Yearly Progress in mathematics by at least 10%.
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	Low socio-economic status/lack of parental involvement.	Ongoing parental involvement committee that will continuously monitor parental involvement through schoolwide activities and community outreach.	Parental Involvement Committee	Monthly committee meetings.	Activity attendance logs.

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

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

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

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Increase student mastery on the 2011 Science FCAT by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (129)	33% (133)

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 Parental Involvement	Ongoing parental involvement committee that will continuously monitor parental involvement through schoolwide activities and community outreach	Parental Involvement Committee	Monthly committee meetings	Activity Attendance logs
2	Increasing effectiveness of new science series.	Ongoing team monitoring of progress and alignment.	Principal, Classroom teachers	Teacher Feedback and Classroom observations performed by walk-throughs.	Chapter tests
3	Science related vocabulary	UBD (Understanding by Design) Strategies in grades K-5	Classroom Teachers	Ongoing informal assessment, posted-daily schedules and walk-through	NGSS Standard assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Students scoring a level 4, 5, or 6 will be maintained or increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (2)	66% (20)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time and materials for students to have adequate real world opportunities	Implementation of Fusion science with modifications needed for individual students.	Classroom teacher	Ongoing monitoring of classroom grades, and observation.	Modified Fusion assessments.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Increase percentage of students achieving a 4 or 5 on the 2011 Science FCAT by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (28)	9% (36)

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	Limited enriching activities	Differentiate instruction strategies and increase enriching activities.	Classroom teachers	On-going informal evaluations.	FAIR/FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Students scoring a level 7 will increase by 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	33%(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	Lack of real world science experience.	Implement additional demonstrations of hands on science experiments in the classroom.	Classroom Teacher	Differentiated assessments based on Fusion science curriculum.	Modified Fusion assessments

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental materials to aide in vocabulary development	National Geographic Explorer	Instructional materials allocation	\$546.70
			Subtotal: \$546.70
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: \$546.70

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:	Increase proficiency by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (350)	88% (354)

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 majority of our students are ELL. They lack grammar and vocabulary acquisition skills.	Increase the focus on vocabulary skills and instruction	Classroom teachers	Utilize the FCAT Test Maker Pro to create a Writing tool to monitor student progress.	Florida Writes

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:	Increase the number of students achieving a level 4 or higher in writing by 33%
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(2)	100%(3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Lack of vocabulary needed to articulate concepts.	Increase vocabulary instructional strategies	Classroom Teachers	Monitor Lesson Plans	Periodic writing assessments.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Curriculum Mapping - New Common Core Writing	K-5	Paige Calder	Classroom Teachers	Professional Development Days and Early Release Days	IPDPs	James Sealey
Creative Writng	K-5	Melissa Forney	Selected Classroom Teachers	August 6 & 7, 2012	IPDPs	James Sealey

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improve writing instruction	Cursive Writing Book E	Instructional materials allocation	\$508.20
			Subtotal: \$508.20
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: \$508.20

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:	Reduce the number of students with excessive absences and tardies by 1%
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2012 Current Attendance Rate:	2013 Expected Attendance Rate:				
95%(719)	96%(726)				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
1	1				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
1	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	Lack of parental involvement	T.I.P.S. and teachers monitoring monthly attendance sheets	James Sealey	A decrease in student absences and tardiness.	Attendance records

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
Attendance/TIPS	K-5	Nancy Cantu	Classroom Teachers	Fall 2012 (once)	Documentation of referrals to T.I.P.S.	James Sealey

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:	Reduce the number of students suspended out of school by 6% and reduce the number of students with an in-school suspension by 50%.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
2	1				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
2	1				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
25	12				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
16	15				
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 parental involvement	Increase communication of classroom and school-wide discipline plans to students and parents.	James Sealey	Documentation of discipline referrals	Documentation of referrals

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Parental involvement will increase by 1% in meaningful consultation that leads to a increased student achievement and implementation of the district and school's improvement.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
77%(616) Parents participated in all school activities	78%(621) Parents will participate in all school activities

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 diversity among the socio-economic, ethnic, racial, and language proficiency groups.	Inviting the diverse groups to serve on district and school based committees whose goals are to increase student academic achievement (ex. School Advisory Council, LEP, Migrant Advisory)	Principal, SAC Chair	Continuous monitoring of parent attendance.	Number of parents serving on district and school committees.
2	The availability of transportation may inhibit the ability to attend parent/ teacher conferences.	Flexible conference times	Principal	Continuous monitoring of parent attendance.	Attendance records of parents
3	On-line parent resources may not be accessible to all parents.	Hard copies of documentation will be made available to parents.	Principal	Monitor returned surveys and provide incentives to increase participation.	Percentage of completed surveys returned..
4	Depending on students to communicate upcoming events by taking paper copies home to parents.	Call-out system utilized to contact parents of upcoming events and activities.	Principal	Monitoring of parent attendance.	Sign-in sheets at all events.

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
Newsletters	K-5	Grade Level	Classroom Teachers	Monthly	Parent participation in school-wide activities	James Sealey
Agendas	2-5	Classroom Teachers	Classroom Teachers	Ongoing	Number of signed agendas	Classroom Teachers
School Website	K-5	Stella Luckey	Classroom Teachers	Ongoing	The number of "hits" on the website	Stella Luckey
Surveys	K-5	Laura Slater	Admin/Classroom	Spring 2013	Number of surveys returned	James Sealey
Compact	K-5	James Sealey	Admin/Classroom Teachers	Fall 2012	Number of Compacts returned	James Sealey

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:		Increase PD opportunities in technology for teachers and increase opportunities for students to produce technology based projects. Develop science comprehension through a stronger focus on vocabulary.			
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 a developed science vocabulary.	Incorporate vocabulary strategies to enhance comprehension.	Classroom Teachers	Increased comprehension on core assesments.	Core Assessments on Math and Science.
2	In depth knowledge of technology available in the classroom and how to implement it effectively	PD on how to implement available technology resources in the classroom.	Admin Team, Technology Team	Surveys, Lesson Plans	Core Assessments on Math and Science. Increase in student generated products.

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)

Increase parental participation in "Family Night" activities to increase student achievements across all academic areas. Goal:

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:

1. Increase parental participation in "Family Night" activities to increase student achievements across all academic areas. Goal I increase parental participation in "Family Night" activities to increase student achievements across all academic areas. Goal #1:	Increase parental participation in "Family Night" activities to increase student achievements across all academic areas.
2012 Current level:	2013 Expected level:
25%	26%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier between presenters and parents.	Provide interpreters for classrooms during classroom meetings, and Language Translator at large whole group functions.	Parental Involvement Committee, Principal, Reading Night Committee	Monitor use of interpreters and language translator	Activity attendance logs

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						

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 Increase parental participation in "Family Night" activities to increase student achievements across all academic areas. Goal(s)

Increase community outreach activities to include business leaders, service clubs, and area daycare facilities. Goal:

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:					
1. I ncrease community outreach activities to include business leaders, service clubs, and area daycare facilities. Goal I ncrease community outreach activities to include business leaders, service clubs, and area daycare facilities. Goal # 1:	Increase the number of opportunities for local businesses, clubs, and community leaders to become involved in our school by sharing with parents and students.				
2012 Current level:	2013 Expected level:				
2 clubs participate in on-campus functions	100% increase in participation is expected				
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 time and administration needed to provide adequate coordination of school activities and/or organize projects with various community organizations.	Administration will contact various organizations and invite them to functions, partner in activities, and open a dialogue for future projects.	Principal, Assistant Principal	Increased number of partnerships with community organizations.	Attendance logs, surveys

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

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

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

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 I increase community outreach activities to include business leaders, service clubs, and area daycare facilities. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase Common Core materials	Complex Texts, training resources	Title 1	\$0.00
Reading	Provide supplemental instructional reading materials	Phonics	Instructional Materials allocation	\$11,856.48
Science	Supplemental materials to aide in vocabulary development	National Geographic Explorer	Instructional materials allocation	\$546.70
Writing	Improve writing instruction	Cursive Writing Book E	Instructional materials allocation	\$508.20
				Subtotal: \$12,911.38
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Upgrade computers for reading instruction	Dell computers	Title I	\$16,657.44
				Subtotal: \$16,657.44
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core	COES Common Core Team, other sources TBA	Title 1	\$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: \$29,568.82

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/3/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
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AR Materials, Lanyards, Planners	\$3,000.00
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Describe the activities of the School Advisory Council for the upcoming year

The proposed activities for current SAC committee include: Meetings- 10/2/12, 11/13/12, 2/5/13, 4/23/13

- *Review the purpose of SAC

- *Vote for SAC officers

- *Ongoing conversations of school goals, upcoming activities, and current events

- *Review of the current SAC budget

- *Presentation of budgetary items

- *Vote on budget items

- *Discussion of academic activities and ways that SAC can support students

- *Presentation of student, teacher, and parent survey results

- *Presentation of School Improvement Plan

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Hendry School District COUNTRY OAKS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	83%	87%	52%	294	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	64%	71%			135	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	78% (YES)			131	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					560	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Hendry School District COUNTRY OAKS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	78%	78%	46%	280	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	56%			129	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	59% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					532	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested