FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: W T MOORE ELEMENTARY SCHOOL

District Name: Leon

Principal: Sue Kraul

SAC Chair: Pam McComb

Superintendent: Jackie Pons

Date of School Board Approval:

Last Modified on: 9/18/2012

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	Sue Kraul	BA Elementary Ed and Secondary English; MA Reading; Ed Specialist in Ed. Leadership; School Principal - all levels	6	11	Principal at WT Moore 2006-2010 with a school grade of A all four years with provisional AYP in 2006; AYP attained in 2007and 2008, not attained in 2009. FCAT data: 06-07 91% mastery in reading, 89% mastery in math, 80% mastery in writing, 69% mastery in science. 07-08 86% mastery in reading, 85% mastery in math, 70% mastery in writing, 65% in science. 08-09 86 % mastery in reading, 85% mastery in math, 92% mastery in writing, 57% mastery in science. 09-10 87% mastery in reading 84% mastery in math, 80% mastery in writing, 58% mastery in science. 10-11 82% mastery in reading, 83% mastery in math, 82% mastery in writing, 69% mastery in science. School grade of "B" and AYP not attained. 11-12 71% mastery in reading, 63% mastery in math, 85% mastery in writing, 59% mastery in science. School grade of A achieved for 2012.
		BA English Education; MS Ed			10-11 82% mastery in reading, 83% mastery in math, 82% mastery in writing,

| Assis Principal | Kerri Anderson | Leadership, National Board Certification-Early Adolescence English/LA | 2 | 2 | 69% mastery in science. School grade of "B" and AYP not attained. 11-12 71% mastery in reading, 63% mastery in math, 85% mastery in writing, 59% mastery in science. School grade of A achieved for 2012. |

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	Jessica Titze	BS Elementary Education, Certified Elementary K-6, National Board Certified Teacher, Middle Childhood Generalist	9		Mrs. Titze is beginning her first year of serving as Moore's Reading Coach.

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	Leon School District requires that all teachers must be highly qualified when hired.	Principal	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
Leon School District requires that all staff must be highly qualified when hired. No one is currently teaching out of field.	

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
40	0.0%(0)	25.0%(10)	50.0%(20)	25.0%(10)	25.0%(10)	100.0%(40)	15.0%(6)	15.0%(6)	22.5%(9)

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
Though teachers work collaboratively and mentor each other collegially, we have no new or beginning teachers to whom a mentor should be assigned.			

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, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

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.

Principal: Provides vision, ensures that the school-based team is implementing MTSS, ensures implementation of intervention support, ensures adequate professional development is provided to support MTSS and communicates with outside stakeholders regarding school-based MTSS.

Select General Education Teachers: One representative from each grade level provides information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support.

Select ESE teachers: (Varying exceptionalities, hearing impaired, speech) Provides information about intervention instruction, participates in student data collection, collaborates with general education teachers.

Reading Coach: Participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities.

Program Specialist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities.

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 school MTSS Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students.
The team meets once a week. Examples of activities during weekly meetings include reviewing student data (screening, progress monitoring). The review of data will facilitate identification of students who are meeting/exceeding benchmarks, at moderate or high risk for not achieving benchmarks. Based on evaluation of data and identification of student needs the team will identify professional development and resources needed.

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?

Student progress and achievement is analyzed and considered when writing the School Improvement Plan. SIP committees, including the MTSS Leadership Team, provide input for the current year.

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.

Baseline data is obtained through the AIMSWeb and FAIR assessments and previous test information. The data is made available through the use of AIMSWeb and the Progress Monitoring and Reporting Network (PMRN).
Progress Monitoring is obtained through the administration of FAIR, Curriculum Based Measurements, Successmaker, FCAT Explorer and other simulation assessments. Mid-year data is obtained through AIMSWeb, FAIR assessments, Successmaker, and other FCAT simulation assessments.
End of year data is obtained through FAIR, FCAT, and Successmaker.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Mini-trainings on RtI topics will be addressed at monthly staff meeting.

Describe the plan to support MTSS.

MTSS is fully supported on every level, district, school administration, teachers, and the MTSS team. As needs arise, they will be addressed and solutions will be implemented with fidelity to ensure that the team and the school as a whole are meeting the individualized needs of our students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team is made up of a representative from each grade level including ESE and special area teachers.

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

The Literacy Leadership Team meets monthly to discuss and monitor vertical teaming among grade levels.

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

The Literacy Leadership Team will address reading progress and data as well as continue school-wide reading club this year. Teachers will encourage students to read a variety of genres. Students will be recognized on the WTME Good Moring Show as well as receive a medallion to be worn on the designated reading club day.

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.

*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:	32% (87) of students will score at level 3 on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (85)	32% (87)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Technical issues related to administering AIMSWeb and FAIR online	AIMSWeb and FAIR assessments will be used to monitor student progress.	Administration team	Results will be analyzed and discussed during weekly team meetings.	AIMSWeb and FAIR Assessment results
2	1.2 None	All students will receive teacher directed instruction five times a week during a 90 minute reading block.	Classroom teacher	Classroom observations by administrative team	Lesson plans and core reading assessments
3	1.3 None	All students will participate in computer lab sessions using SuccessMaker	Classroom teacher, lab manager	Classes scheduled into labs	Pearson Data Printouts

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:	50% (1) student will score at levels 4, 5, or 6 in reading on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	50% (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	None				
	None	Students will receive	Administrative	Results will be analyzed	Florida Alternate

2		teacher directed instruction supplemented by ESE Teacher support in addition to computer lab sessions using SuccessMaker.	Team, Classroom Teacher	and discussed during team meetings; classroom observations; classes scheduled into the lab.	ASsessment 2013

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:	41% (114) of students will score at levels 4 and 5 on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (112)	41% (114)

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	2.1 None	Continued practice and instruction on effective reading strategies	Classroom teachers/ district trainers	Daily reading opportunities and use of software programs	Lesson Plans/log of student progress

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:	50% (1) student will score at or above achievement level 7 in reading on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	50% (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	None	Students will receive teacher direct instruction supplemented by ESE Teacher support in addition to computer lab sessions using SuccessMaker.	Administrative Team and Classroom Teacher	Results will be analyzed and discussed during team meetings; Classroom observations by administrative team; classes scheduled into computer lab	Florida Alternate Assessment 2013

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:	72% (135) of students will make learning gains on the 2013 FCAT 2.0.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	71% (133)	72% (135)

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	3.1 Professional Development	Differentiated Instruction via fluid instruction groups and computer assisted instruction	Classroom teacher and reading coach	Weekly analysis of progress and increase in skill attainment	Core benchmark tests and Pearson reports
2	3.2 None	Students will be enrolled in FCAT Explorer	Administration team	Time spent on FCAT Explorer during and after school	Improved scores on assessment and pre/post testing
3	3.3 Funds to purchase materials	Students will have access to curriculum based media materials	Media Specialist	Record of time spent in Media Center and materials checked out by students	Media Log, Student check out history

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:	100% (2) of students taking the Florida Alternate Assessment will make learning gains on the 2013 Florida Alternate Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (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	None	Students will receive teacher direct instruction supplemented by ESE teacher support in addition to computer lab sessions with SuccessMaker	Administrative Team; Classroom Teacher	Results will be analyzed and discussed during team meetings; classroom observation; classes scheduled into computer labs	Florida Alternate Assessment 2013

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:	68% (34) of students in the lowest 25% will make learning gains in reading on the 2013 FCAT 2.0.

2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (32)	68% (34)

	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	4.1 Funds to purchase supplemental resources	Students identified in the lowest 35% will receive supplemental reading instruction.	Reading Coach	Regular fluency checks, comprehension testing	Results of fluency checks; comprehension assessments
2	4.2 None	Use of Reading Buddy and/or mentor to practice reading skills	Classroom teacher, Mentor Coordinator	Weekly meetings arranged for targeted students	Reading Buddy Schedule, log of Mentor hours
3	4.3 None	Identify and track student progress	Teachers, administration team	Weekly team level meetings	Team meeting notes, lists of student progress

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 # By 2016-17, 85% of identified students will achieve a score of 3 or higher; a reduction of 50% in the achievement gap. 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 reading. Reading Goal #5B:	52% (52) of students identified as the Black Subgroup will demonstrate proficiency in reading on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (50) Black Subgroup	52% (52) Black Subgroup

	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	Funds to purchase supplemental resources	Students identified in this subgroup will receive supplemental reading instruction	Reading Coach	Regular fluency checks and comprehension testing	Results of fluency checks; comprehension assessment
2	None	Use of reading buddy or mentor to practice reading skills	Classroom teacher, mentor coordinator	Weekly meetings arranged for targeted students	Reading buddy schedule and log of mentor hours
3	None	Identify and track student progress	Teachers and administration team	Weekly team level meetings	Team meeting notes and list of student progress

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:	***W. T. Moore does not have an ELL Subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
***W. T. Moore does not have an ELL Subgroup.	***W. T. Moore does not have an ELL Subgroup.

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	77% (21) of students identified in the Students with Disabilities subgroup will demonstrate proficiency in the reading portion of the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (19	77% (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	Funds to purchase supplemental materials	Students identified in this subgroup will receive supplemental reading instruction	Reading Coach	Regular fluency checks and comprehension testing	Results of fluency checks; comprehension assessment
2	None	Use of reading buddy or mentor to practice reading	Classroom teacher, mentor coordinator	Weekly meetings arranged for targeted students	Reading buddy schedule and log of mentor hours
3	None	Identify and track student progress	Teachers, administration team	Weekly team level meetings	Team meeting notes and list of student progress

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:	44% (58) of students identified in the Economically Disadvantaged subgroup will demonstrate proiciency in reading on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (56)	44% (58)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase supplemental materials	Students identified in this subgroup will receive supplemental reading instruction	Reading Coach	Regular fluency checks and comprehension testing	Results of fluency checks; comprehension assessment
2	None	Use of reading buddy or mentor to practice reading	Classroom teacher, mentor coordinator	Weekly meetings arranged for targeted students	Reading buddy schedule and log of mentor hours
3	None	Identify and track student progress	Teachers, administration team	Weekly team level meetings	Team meeting notes and list of student progress

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	K-5, All subjects	Administrative Team	All Staff	Weekly Team Meetings; Monthly Staff Meetings	Agendas, observations	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Maintain curriculum resources	Imagine It!	District funds	$21,000.00
41% (114) of students will score at levels 4 and 5 on the 2013 FCAT 2.0.	Workshop Training, training materials, stipends for teachers	TEC	$1,093.88
			Subtotal: $22,093.88
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
68% (34) of students in the lowest 25% will make learning gains in reading on the 2013 FCAT 2.0.	Purchase additional computers to run reading softward	Title II	$2,520.00
			Subtotal: $2,520.00
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: $24,613.88

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 percentage of ELL students proficient in listening and speaking English will increase by at least 1% as evidenced by performance on the CELLA.

2012 Current Percent of Students Proficient in listening/speaking:

Currently, 89% of ELLs at W. T. Moore are proficient in Listening/Speaking as evidenced by performance on the CELLA.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Continued instruction by ESOL certified/endorsed teachers.	Administration, ESOL Coordinator	Students are monitored on an on going basis by the school ESOL Coordinator.	2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	W. T. Moore will maintain a 100% proficiency rating in the reading area of the CELLA.

2012 Current Percent of Students Proficient in reading:

Currently, 100% of W. T. Moore's ELLs are proficient in reading as evidenced by performance on the CELLA.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	none	Continued instruction by ESOL certified/endorsed teachers.	Administration, ESOL Coordinator	Student progress is monitored on an on going basis by the school ESOL Coordinator.	2013 CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of ELL students proficient in writing will increase by at least 1% as evidenced by performance on the CELLA.

2012 Current Percent of Students Proficient in writing:

Currently, 89% of W. T. Moore's students are proficient in writing as evidenced by performance on the CELLA.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Continued instruction by ESOL certified/endorsed teachers.	Administrators, ESOL Coordinator	ELLs academic progress is monitored on an on going basis by the school ESOL Coordinator.	2013 CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No funds are currently available.			$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:	26% (72) of students will score at level 3 in math on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (70)	26% (72)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.3 Recruit math sponsors	1.3 Continuation of weekly after school math club to remediate and enhance math skills	1.3 Math club sponsors	1.3 Enrollment and attendance at math club; planned activities	1.3 Analysis of student performance
2	None	1.1 Students will receive 60 minutes of daily direct math instruction.	1.1 Administration team	1.1 Monitoring of lesson plans; classroom walkthroughs	1.1 Student performance on end of chapter tests
3	1.2 None	1.2 Students will receive additional computer generated instruction using Success Maker	1.2 Classroom teachers; lab manager	1.2 Lab schedule	1.2 IP and Pearson data reports

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:	50% (1) of students will score at or above achievement levels 4, 5 or 6 in mathematics on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	50% (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	None	Students will receive teacher directed instruction supplemented by ESE teacher support in addition to computer lab sessions using SuccessMaker.	Administrative Team; Classroom Teacher	Results will be analyzed and discussed during team meetings; classroom observations by administrative team; classes scheduled into computer labs	2013 Florida Alternate Assessment

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:	39% (109) of students will score at levels 4 and 5 in math on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (107)	39% (109)

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	2.1 None	2.1 Identify students who have high proficiency levels in math	2.1 Classroom teachers and administration team	2.1 Analyze 2012 FCAT scores	2.1 List of identified students
2	2.2 None	2.2 Provide enrichment activities	2.2 Classroom teachers	2.2 Monitor student assessments	2.2 Lesson plans
3	2.3 None	2.3 Increase number of students achieving proficiency	2.3 Classroom teachers	2.3 List of students identified and receiving enrichment in math	2.3 2013 FCAT scores

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:	50% (1) of students will score at or above achievement level 7 in mathematics on the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	50% (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	None	Students will receive teacher directed instruction supplemented by ESE Teacher support in addition to computer lab sessions using SuccessMaker	Administrative Team; Classroom Teacher	Results will be analyzed and discussed during team meetings; classroom observation by administrative team; classes scheduled into the computer labs	2013 Florida Alternate Assessment

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:	65% (121) of students will make learning gains in math on the 2013 FCAT 2.0.

2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (119)	65% (121)

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	3.1 None	3.1 Students will receive ongoing instruction in problem solving techniques.	3.1 Classroom teachers	3/1 Assignments will reflect practice in problem solving	3.1 Lesson plans; student work
2	3.2 None	3.2 Students will use Success Maker to target math skills.	3.2 Classroom teachers, lab manager	3.2 Track student progress	3.2 Lab reports and student instructional levels
3	3.3 None	3.3 Participation in weekly math club and district-wide Mini-Mu events	3.3 Math club sponsors	3.3 Enrollment and attendance in math club; planned activities	3.3 Analysis of student performance

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:	100 %(2) of students will make learning gains on the mathematics portion of the 2013 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100 % (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	None	Students will receive teacher directed instruction supplemented by ESE teacher support in addition to computer lab session using SuccessMaker	Administrative Team; Classroom Teacher	Results will be analyzed and discussed during team meetings; classroom observations by administrative team; classes scheduled into computer labs	2013 Flordia Alternate Assessment

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:	59% (30) of students in the lowest 25% will make learning gains in math on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (28)	59% (30)

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	4.2 None	4.2 Students will participate in supplemental math activities using manipulatives, math games and kits.	4.2 Classroom teachers	4.2 Lesson plans, student assignments	4.2 Student logs and documentation in activities
2	4.3 Staff development	4.3 Students will be exposed to differentiated instruction strategies	4.3 Administration team	4.3 Lesson plans, group activities	4.3 Increased student performance
3	4.1 Professional development	4.1 Technology will be integrated into math lessons through Success Maker, Promethean Boards and Mimio Devices	4.1 Administration team, tech con	4.1 Computer lab schedule	4.1 Lab reports, math websites used

---

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 2016-17, 81% of identified students will score at level 3 or above in mathematics; reducing the achievement gap by 50%.
	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:	58% (58) of students in the Black Subgroup will make adequate yearly progress in math on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (56)Black Subgroup	58%(58) Black Subgroup

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	5A.1 Addressing low skills	5A.1 Identify students	5A.1 Classroom teachers and administration team	5A.1 District demographic and student reports	5A.1 Student list of subgroup members
2	5A.2 None	5A.2 Assess current skill levels	5A.2 Classroom teachers	5A.2 Pre/post assessment	5A.2 Student scores on assessments

---

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

5C. English Language Learners (ELL) not making

	satisfactory progress in mathematics. Mathematics Goal #5C:	W. T. Moore does not have an ELL Subgroup.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	W. T. Moore does not have an ELL Subgroup.	W. T. Moore does not have an ELL Subgroup.

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	73% (20) of students identified in the Students with Disablities subgroup will demonstrate proficiency in math on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (18)	73% (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	None	Students will receive teacher directed instruction supplemented by ESE Teacher support in addition to computer lab sessions using SuccessMaker.	Administrative Team; Classroom Teacher	Results will be analyzed and discussed during team meetings; classroom observations by adminstrative team; classes scheduled into the computer labs	2013 Florida Alternate Assessment

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:	53% (70) of students in the Economically Disadvantaged Subgroup will make adequate yearly progress in math on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (68) Economically Disadvantaged Subgroup	53% (70) Economically Disadvantaged Subgroup

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	5D.1 Addressing low skills	5D.1 Identify students	5D.1 Classroom teachers and administration team	5D.1 District demographic and student reports	5D.1 Student list of subgroup members
2	5D.2 None	5D.2 Assess current skill levels	5D.2 Classroom teachers	5D.2 Pre/Post assessment	5D.2 Student scores on assessments
3					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	K-5, All subjects	Administrative Team	All staff	Weekly team meetings, monthly staff meetings	Agendas, observations	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
39% (109) of students will score level 4 and 5 on the math portion of the 3013 FCAT 2.0.	Instructional training for teachers and stipends	TEC	$1,095.88
		Subtotal: $1,095.88	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
59% (30) of students in the lowest 25% will make learning gains in math on the 2013 FCAT 2.0	Upgraded computers to run math software	Title II	$2,520.00
		Subtotal: $2,520.00	
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: $3,615.88	

Elementary and Middle School Science Goals

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	42%(48) of students will score at level 3 in science on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (46)	42% (48)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. None	1. Students will receive daily instruction using Houghton-Mifflin Fusion Science Curriculum and Scott Foresman Science	1.Administration team	1. Classroom observations, lesson plans	1. Formative assessments
2	2. None	2. Students will be exposed to SRA Science Snapshot kits as a supplemental resource	2. Classroom teachers, team leaders	2. Lesson plans	2. Student work documenting mastery
3	3. None	3. Students will receive systematic science vocabulary instruction and exposure to science experiments via hands-on science centers and manipulatives.	3. Administration team, classroom teachers	3. Student progress reports and grades	3. Pre/post tests

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:	There were no 5th grade students tested on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There were no 5th grade students tested on the FAA.	There were no 5th grade students tested on the FAA.

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	19% (22) of students will score at levels 4 and 5 in science on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (20)	19% (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	2.1 None	2.1 Continue to encourage students to explore and build their knowledge in the area of science.	2.1 Classroom teacher	2.1 Weekly test scores and participation in science activities	2.1 Report card grades, Data Director and 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:	There were no 5th grade students tested on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There were no 5th grade students tested on the FAA.	There were no 5th grade students tested on the FAA.

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

Common Core Standards	K-5, All subjects	Administrative Team	All staff	Weekly team meetings, monthly staff meetings	Agendas and observations	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
61% (70) of students will score 3 and above on the science 2013 FCAT 2.0.	Science projects, science experiments, materials	USDOE Grant	$3,000.00
			Subtotal: $3,000.00
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: $3,000.00

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:	86% (68) of students will score at a level 3.0 or higher on FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (66)	86% (68)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. None	1. Students will receive daily writing instruction and practice across all curriculum areas.	1. Classroom teachers, administration team	1. Lesson plans, classroom walk-throughs	1. Student writing samples
2	2. None	2. Students will receive practice opportunities to prepare for the Writes Upon Request	2. District testing coordinator and administration team	2. Weekly practice sessions monitored	2. Writes Upon Request data

3	3. None	3. Teachers will utilize a variety of strategies to encourage writing skills.	3. Language Arts Advocate	4. Monitor lesson plans and meet with teacher	4. Workshop attendance

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% (2) of students will score at level 4 or higher on the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	100% (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	No students will be tested in writing on the 2013 FAA.	N/A	N/A	N/A	N/A

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
FCAT 2.0 Writing Criteria	4th	Administrative Team	4th Grade Teachers	Weekly Team Meetings	Agendas and observations	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No funds are currently available.			$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

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:	99% (586) of students will show improved attendance during the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
98.89% (578)	99% (586)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
158	157
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
179	178

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	1.1 Contacting parents and guardians	1.1 Phone calls and letters to parents of children who are chronically late or absent.	1.1 Front office staff and administration team	1.1 Daily attendance checks and response to phone calls, letters	1.1 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
Professional						

Development in this area is not scheduled.						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No funds are currently available.			$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 suspensions by 50%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
3	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
26	13
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

11		6		

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	Continue using PBS school-wide to guide our schools' expectations for our students: Respect, Responsibility, Ready to Learn. Also, continue implementing our school-wide discipline plan.	Administration Team, Classroom Teachers	Faculty Meetings and Team Meetings,	Genesis and Educator's Handbook Data Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior System	K-5	PBS Chairperson	All Staff	Montly meetings	Agenda, Suspension Data	Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No funds are currently available.			$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.*	
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
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						

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

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:	39% (109) of students will score at levels 4 and 5 in math on the 2013 FCAT 2.0.

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	None	Identify Students who have high proficiency levels in math	Classroom teachers and administration team	Analyze 2012 FCAT Scores	List of identified students
2	None	Provide enrichment activities	Classroom teachers	Monitor student assessments	Lesson Plans
3	None	Increase number of students achieving proficiency	Classroom Teachers	List of students identified and receiving enrichment in math	2013 FCAT Scores

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
Integration of STEM Curriculum	4,5	Team Leader	4th and 5th grade Teachers	Monthly meetings	Agendas and observations	Principal

STEM Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Increase the number of students achieving proficiency on the 2013 FCAT 2.0	Implementation of STEM initiative	USDOE Grant	$3,000.00
			Subtotal: $3,000.00

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: $3,000.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Maintain curriculum resources	Imagine It!	District funds	$21,000.00
Reading	41% (114) of students will score at levels 4 and 5 on the 2013 FCAT 2.0.	Workshop Training, training materials, stipends for teachers	TEC	$1,093.88
CELLA	No funds are currently available.			$0.00
Mathematics	39% (109) of students will score level 4 and 5 on the math portion of the 3013 FCAT 2.0.	Instructional training for teachers and stipends	TEC	$1,095.88
Science	61% (70) of students will score 3 and above on the science 2013 FCAT 2.0.	Science projects, science experiments, materials	USDOE Grant	$3,000.00
Writing	No funds are currently available.			$0.00
Attendance	No funds are currently available.			$0.00
Suspension	No funds are currently available.			$0.00
STEM	Increase the number of students achieving proficiency on the 2013 FCAT 2.0	Implementation of STEM initiative	USDOE Grant	$3,000.00
				Subtotal: $29,189.76

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	68% (34) of students in the lowest 25% will make learning gains in reading on the 2013 FCAT 2.0.	Purchase additional computers to run reading softward	Title II	$2,520.00
Mathematics	59% (30) of students in the lowest 25% will make learning gains in math on the 2013 FCAT 2.0	Upgraded computers to run math software	Title II	$2,520.00
				Subtotal: $5,040.00

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: $34,229.76

Differentiated Accountability

School-level Differentiated Accountability Compliance

ᶨᵐ Priority	ᶨᵐ Focus	ᶨᵐ Prevent	ᶨᵐ NA

Are you a reward school: ᶨᵐ Yes ᶨᵐ No

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

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
No funds are currently available.	$0.00

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

W. T. Moore's SAC will serve an advisory capacity to monitor and suggest strategies to meet the goals and objectives of our SIP. They will meet monthly with presentations made by staff in the areas of reading, math, writing, science, professional development and technology.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Leon School District
W T MOORE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	83%	82%	69%	316	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	59%	45%			104	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	46% (NO)			101	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					521	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Leon School District
W T MOORE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	84%	80%	58%	309	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%	57%			132	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?	54% (YES)	57% (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					552	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested