

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ALACHUA ELEMENTARY SCHOOL

District Name: Alachua

Principal: Eva M. Copeland

SAC Chair: Samantha Ward

Superintendent: Dr. Daniel Boyd

Date of School Board Approval:

Last Modified on: 11/4/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		BS, Special Education, Elementary Education - Southern Illinois University; MEd, Educational			2011-2012 Grade D Meeting High Standards: Reading-48%; Math-48%; Science-52% Gains for Lower 25%: Reading 50%; Math 37% 2010-2011 Grade A (97%) Meeting High Standards: Reading-81%; Math-81%; Writing-90%; Science-62% % Making Learning Gains: Reading-69%; Math-76% Adequate Progress of Lower 25%: Reading-63%; Math-60% 2009-2010 Grade A (90%) Meeting High Standards: Reading-79%; Math-79%; Writing-89%; Science-64% % Making Learning Gains: Reading-67%; Math-72% Adequate Progress of Lower 25%: Reading-58%; Math-66%

Principal	Eva Copeland	Leadership - University of Florida; Specialist Degree, Curriculum & Instruction - University of Florida; Principal Certification	1	6	<p>2008-2009 Grade A (90%) Meeting High Standards: Reading-81%; Math-75%; Writing-91%; Science-61% % Making Learning Gains: Reading-67%; Math-65% Adequate Progress of Lower 25%: Reading-62%; Math-62%</p> <p>2007-2008 Grade A (92%) Meeting High Standards: Reading-83%; Math-75%; Writing-92%; Science-56% % Making Learning Gains: Reading-65%; Math-69% Adequate Progress of Lower 25%: Reading-63%; Math-63%</p> <p>2006-2007 Grade A (97%) Meeting High Standards: Reading-83%; Math-77%; Writing-97%; Science-63% % Making Learning Gains: Reading-68%; Math-69% Adequate Progress of Lower 25%: Reading-66%; Math-65%</p>
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Elizabeth Filippi	Ed.S. - Educational Leadership, Elementary Education, Specific Learning Disabilities, Emotionally Behaviorally Disabled Endorsements: ESOL, Gifted, Pre-K Disabilities	.5	.5	Unavailable at this time
Technology	Gennette Gailey	B.S. - Elementary Education; M.Ed - Early Childhood/Certifications in Early Childhood, Elementary, Media K-12, Reading K-12 and Supervision	1	3	Terwilliger Elementary 2005-2006 Grade C 2006-2007 Grade A 2007-2008 Grade C

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	PDS/Intern mentors	CRT	May 2013	
2	PDS/PLC	Principal	June 2013	
3	Perspective Teacher Interview Workshops	Principal	Spring, 2013	
4	County level mentor assigned to new teachers	Principal, District HR	March 2013	
		Principal		

5	Host Teacher Intern Program through the University of Florida, College of Education	CRT University Intern Coordinator	May 2013
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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
One instructional staff teaching out of field in ESOL but had a Principal rating of effective.	Teacher encouraged and given information to complete ESOL endorsement.

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
31	3.2%(1)	29.0%(9)	29.0%(9)	32.3%(10)	48.4%(15)	0.0%(0)	3.2%(1)	9.7%(3)	25.8%(8)

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
Eva Copeland	Kaytlynn Milliken Chelsea Iobst Erica Coyne	Beginning Teacher (retention)	Mentor and teacher meet for curriculum development, lesson planning, and research-based instructional strategies for all domains and benchmarks. Team and Department meetings will assist new teachers. Administrator mentor.
District Mentor	Kaytlynn Milliken Chelsea Iobst	Beginning Teacher (retention)	Mentor and teacher meet for curriculum development, lesson planning, and research-based instructional strategies for all domains and benchmarks. Team and Department meetings will assist new teachers. Administrator mentor.
Angela Valentine	Kaytlynn Milliken	Beginning Teacher (retention)	Mentor and teacher meet for curriculum development, lesson planning, and research-based instructional strategies for all domains and benchmarks. Team and Department meetings will assist new teachers.
Diana Case	Chelsea Iobst	Beginning Teacher (retention)	Mentor and teacher meet for curriculum development, lesson planning, and research-based instructional strategies for all domains and benchmarks. Team and Department meetings

Katie Endelicato	Erica Coyne	Beginning Teacher (retention)	will assist new teachers. Mentor and teacher meet for curriculum development, lesson planning, and research-based instructional strategies for all domains and benchmarks. Team and Department meetings will assist new teachers.
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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 are provided to ensure students requiring additional remediation are assisted through additional instruction. FCIM coordinator oversees disaggregation and interpretation of school-wide grade level and classroom data to determine strengths and weaknesses. Pullout tutorial provided by teacher tutors to targeted students.

Title I, Part C- Migrant

Natalie Norris - District Migrant Coordinator
 Alachua Elementary School:
 * Hosts summer program for migrant students
 * Provides adult ELL classes

Title I, Part D

The district receives funds to support the Educational Alternatives Outreach program. Services are provided with district drop-out prevention.

Title II

The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. In addition, Digital educators will model technology lessons and assist teachers in infusing technology across the curriculum. District Literacy Coach will support teachers in implementation of reading initiatives.

Title III

ESOL - District Services Coordination; Dictionaries provided to ESOL students

Title X- Homeless

Courtney Allen – District Homeless Coordinator. Transportation school supplies provided to homeless students. The school works with the district Homeless Coordinator to provide resources (clothing, school supplies, social services, referrals, etc.) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Not applicable

Violence Prevention Programs

Anti-bullying program provided in classrooms by dean, counselor.
 Positive Behavior Support funded by district ESE.

Nutrition Programs

Food4Kids provides weekend food staples for 20 families.

Housing Programs

School supports afterschool tutoring in subsidized housing complex.

Head Start

N/A

Adult Education

ESOL classes for adults offered on campus at night in Family Service Center.

Career and Technical Education

Career awareness activities and annual career fair provided for all students.

Job Training

N/A

Other

Afterschool tutoring provided by senior volunteers from local churches and civic groups.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, BRT, CRT, Counselor, FCIMS Facilitator, Literacy Coach

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

Meets weekly to review academic and behavioral data from a variety of sources, assist with developing and scheduling instructional strategies based on data review, and monitor implementation of instructional strategies. The team will also identify those students at moderate or high risk for not meeting benchmarks and will collaborate with additional staff members, such as general education teachers, speech/language pathologist, school psychologist, literacy coach, and ESE teachers to develop and implement more intensive research-based interventions as needed.

Specific responsibilities of team members is as follows:

Principal: Provides leadership, coordinates staff development and ensures fidelity of the RtI process.

CRT: Provides expertise to classroom teachers on development of appropriate instructional strategies for individual students. Assists in intervention design.

FCIMS Facilitator: Oversees the data analysis process. Meets with teachers to discuss data trends and creates action plans to address student needs.

Dean: Provides expertise to classroom teachers on development of appropriate behavioral strategies for individual students.

Assists classroom teachers with the design and implementation of Functional Behavior Assessment. Monitors behavior data.

Counselor: Oversees implementation of the RtI process. Assists classroom teachers with assessments and interventions.

Literacy Coach: Provides assistance and data analysis expertise in administering Reading tests and interpreting data.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Team members will monitor data, student academic progress trends, intervention effectiveness and curricular resources. Teams analysis will be used to determine overall instructional success.

MTSS Implementation

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

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

Describe the plan to train staff on MTSS.

District staff will provide a school wide refresher inservice for all faculty and staff on the RtI process. Guidance counselor will monitor the RtI process along with the school psychologist. The district staffing specialist will provide RtI technical assistance. Follow up training will be provided as needed.

Describe the plan to support MTSS.

The Principal will schedule weekly meetings with the team. At these meetings, data in reference to academics, behavior, tardies, attendance, and RtI data will be discussed. Strategies and interventions will be brainstormed and discussed. Members of the team will be assigned specific tasks that will support the RtI process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, CRT, CIMS Facilitator, Reading Endorsed Teacher, and a cross section of teacher leaders.

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

Regularly scheduled meetings throughout the year are convened to monitor progress against established benchmarks. Benchmark success is determined through careful, ongoing analysis of teacher and student data collected through various means. The team engages in on-going professional dialogue and makes decisions bases on review of current research, theories and practices linked to improved student achievement as well as school-based data collection. The plan is fluid and able to be modified based on data.

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

Defining and implementing a comprehensive differentiated schoolwide reading program that challenges students at all achievement levels.

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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By the end of the 2012-2013 school year, 60% of students will be proficient in Reading as measured by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (95)	44% (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	Time for training and meetings.	Regional and District coaches will provide professional development that trains teachers in data driven instruction.	Principal and district personnel.	Data Chat Notes	District and State Benchmark testing.
2	Time for training in differentiated instruction and teacher's time to plan and prepare for differentiation.	Differentiated Instruction training.	Principal, CRT, Literacy Coach, and staff.	Formal and informal observations.	Evidence of differentiation in lesson plans.
3	Time for meetings.	School based leadership team (which also includes the district reading coach) will support teachers through coaching to implement data driven instruction.	Principal, Administrative Leadership Team	Data Chat Notes Data Notebook	Assessments
4	Lack of understanding on how to interpret testing data	The school, with assistance from the Literacy Coach, will utilize assessment data to drive instruction.	Principal, CRT, Literacy Coach and Classroom teachers	Review of assessment data reports to ensure teachers are assessing students according to schedule and using data to address students' reading needs.	FAIR assessment data STAR Reading Reading Benchmark Tests Unit Tests Passport Assessments
5	Making and using literacy workstations	Literacy Workstation Training	CRT	Observation, mentoring	Classroom Walkthroughs
6	Students unfamiliar with advanced indepth questioning	Increase rigor through the use of DOK.	Principal, CRT	Lesson plans indicate Webb's DOK questioning.	Review of lesson plans.
7	Lack of understanding of how to implement the 90 minute reading block.	Common 90 minute reading block plan format.	Principal, Literacy Coach	Lesson plans indicate fidelity to reading model and plans for differentiated instruction.	Review of lesson plans.
8	Lack of reading motivation	Students in grades 3-5 will utilize the Ticket to Read program.	Principal, Title 1 Teacher Tutors, CRT	Ticket To Read Reports	Increased usage of Ticket To Read.
	Lack of understanding of the 90 minute reading block.	District and school staff will provide professional development on the	District Literacy Coach, Principal, school-based	Evidence of 90 minute reading block in lesson plans.	FAIR assessment data STAR Reading

9		components of the 90 minute reading block. Regional support will be provided monthly.	leadership.		Reading Benchmark Tests Unit Tests Passport Assessments
10	Lack of understanding of the 90 minute reading block.	District and school staff will support teachers through the intensive coaching cycle (e.g., co-planning, modeling, co-teaching, observing and debriefing) of the structures of the 90 minutes reading block.	Principal, District Literacy Coach, school based leadership	Evidence of 90 minute reading block in lesson plans.	FAIR assessment data STAR Reading Reading Benchmark Tests Unit Tests Passport Assessments
11	Lack of understanding of the 90 minute reading block.	Teachers will implement the structures of the 90 minute reading block with fidelity.	Principal, District Literacy Coach, school based leadership	Evidence of 90 minute reading block in lesson plans.	FAIR assessment data STAR Reading Reading Benchmark Tests Unit Tests Passport 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 reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By the end of the 2012-2013 school year, 60% of students will be proficient in Reading as measured by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (95)	40% (158)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Time for meetings.	FCIM Facilitator will conduct Data Chats with grade level teams to plan for proficient students.	Principal, FCIM Facilitator, CRT, Literacy Coach, Teachers.	Data Chat notes	Data notebooks Lesson plans
2	Time for training in differentiated instruction and teacher's time to plan and prepare for differentiation.	Differentiated Instruction inservice.	CRT, Literacy Coach, Staff.	Formal and Informal observations.	Evidence of differentiation in lesson plans.
3	Grouping students within the classroom.	Differentiated Instruction Training	Principal, CRT, Literacy Coach	Formal and Informal Observation.	Classroom walkthroughs FAIR test results Benchmark Tests Unit tests
4	Making and using literacy workstations	Literacy Workstation Training	Principal, CRT	Observation, mentoring	Classroom walkthroughs
5	Students unfamiliar with advanced indepth questioning	Increase rigor through the use of DOK.	Principal, CRT	Formal and informal observations and DOK questions in lesson plans.	Lesson plans Observation

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:	By the end of the 2012-2013 school year, the number of students proficient in Reading as measured by the FAA will remain the same.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (2)	One student remains who is assessed by the Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for meetings	FCIM Facilitator will conduct Data Chats with grade level teams to plan for proficient students.	Principal, FCIM Facilitator, CRT, Literacy Coach, Teachers.	Data Chat notes	Data notebooks Lesson plans
2	Time for training in differentiated instruction and teacher's time to plan differentiation.	Differentiated Instruction inservice.	Principal, CRT, Literacy Coach, and Staff.	Formal and informal observations.	Evidence of differentiation in lesson plans.
3	Sustained reading growth over time.	Implementing high student engagement through modified curriculum reflecting high interest, low readability.	Principal, CRT, Literacy Coach, teacher.	Reflection of strategies and materials in lesson plans. Observation of strategies and materials in use.	Periodic review of lesson plans. FAA

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the end of the 2012-2013 school year, 71% of students will make learning gains in Reading as measured by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (142)	71% (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	Time for meetings.	FCIM Facilitator will conduct Data Chats with grade level teams.	Principal, FCIMS Facilitator, CRT, Literach Coach, Teachers	Data Chat notes	Data notebooks Lesson plans
2	Time for training in differentiated instruction and teacher's time to plan for differentiation.	Differentiated Instruction inservice.	Principal,CRT, Literacy Coach,	Formal and informal observations	Evidence of differentiation in lesson plans.
3	Lack of grouping students within classroom.	Differentiated Instruction Training	Principal, CRT, Literacy Coach	Formal and Informal Observation Evidence of differentiation in lesson plans.	Reading Benchmark Tests FAIR testing STAR Reading
4	Making and using Literacy workstations	Literacy Workstation Training	Principal, CRT	Observation, mentoring	Classroom Walkthroughs
5	Sustained reading growth over time.	Implement high student engagement learning strategies such as CRISS, Kagan, etc.	Principal,CRT, Classroom Teachers, CIMS Facilitator	CIMS Facilitator meets with grade level teams to discuss subgroup data. Identification of mastery groups, reflection of strategies in lesson plans, observations of strategy usage through walk throughs and formal observations.	STAR Reading;FCAT Reading; Reading series tests; FAIR Test

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By the end of the 2012-2013 school year, 57% of students in the lowest 25% will make learning gains in reading as measured by the FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (30)	61% (39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for meetings.	FCIM Facilitator will conduct Data Chats with grade level teams.	Principal, FCIM Facilitator, Literacy Coach, CRT, teachers	Data Chat notes	Data notebooks Lesson plans
2	Time for training in differentiated instruction and teacher's time to plan and prepare for differentiation.	Differentiated Instruction inservice.	Principal, FCIM Facilitator, CRT, Literacy Coach,	Formal and informal observations.	Evidence of differentiation in lesson plans.
3	Grouping students with classroom	Differentiated Instruction Training	Principal, CRT	Observation, Curriculum Based Assessment	Classroom Walkthroughs, Review of Data
4	Making and using Literacy workstations	Literacy Workstation Training	Principal, CRT	Observation, mentoring	Classroom Walkthroughs
5	Sustained reading growth over time.	Implement high student engagement learning strategies; CRISS, Kagan, etc.	Principal, CRT, Classroom Teachers, CIMS Facilitator	CIMS Facilitator meets with grade level teams to discuss subgroup data. Identification of mastery groups, reflection of strategies in lesson plans, observations of strategy usage through classroom walk throughs and formal observations.	STAR Reading; FCAT Reading; Reading series unit tests; FAIR test
6	Limited student interest in reading for pleasure in and out of school.	Increase independent reading through the Accelerated Reader program and Ticket to Read. Provide incentives for participation in the Accelerated Reader program.	Principal, Media Specialist, Classroom Teachers	Students changing levels in the Accelerated Reader Program and Ticket to Read.	STAR Reading; FCAT Reading; Reading series unit tests; FAIR test
7	Scheduling	Students scoring below mastery on the Reading portion of the FCAT will receive at least 30 minutes of intensive reading instruction daily by the Intervention Teachers or through Literacy Work Stations in their homeroom class. Literacy coach will assist teacher tutors with tutoring curriculum and implementation.	Principal, CRT, Literacy Coach, Intervention Teacher Tutors, Teachers	Weekly assessments incorporated into intervention materials.	Intervention series assessment. STAR Reading FAIR Testing Benchmark Testing
8	Poor attendance	After school homework help.	Principal, FCIMS Facilitator	Pre and post testing	Reading Benchmark Test FAIR Testing STAR Reading Test

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 the end of the 2016-2017 school year, the number of students proficient in Reading as measured by the FCAT will increase by 1%. 5A :
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	60	64	68	72	

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:	To continue to decrease the gap between the subgroups reported on the 2012 NCLB School Accountability Report while maintaining high expectations for achievement for all students, specifically focusing on raising our African American students scores by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
African American - 28% (36) Hispanic - 33% (14) White - 63% (127)	African American - 43% (55) Hispanic - 41% (17) White - 74% (149)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for meetings.	FCIM Facilitator will conduct Data Chats with grade level teams.	Principal, FCIM Facilitator, CRT, Literacy Coach	Data chat notes	Data notebooks Lesson plans
2	Time for training in differentiated instruction and teacher's time to plan differentiation.	Differentiated Instruction inservice.	Principal, CRT, Literacy Coach	Formal and informal observations.	Evidence of differentiation in lesson plans.
3	Non mastery of basic reading strategies	Teachers will receive all necessary information for incoming students and identify student levels to plan instruction and verify that students are placed in the appropriate group within the reading block.	Principal, CRT, CIMS Facilitator, Literacy Coach	Data chats between Principal, CRT, FCIM facilitator, Literacy Coach and teachers.	STAR Reading; Benchmark Reading Test FAIR test
4	Students not able to maintain pacing and mastery of current reading pacing guides.	Provide intensive reading support for students not meeting expectations. Students will receive a second dose of reading instruction.	Principal, CRT, CIMS Facilitator, Title 1 teachers,	CIMS Facilitator will meet with grade level teams to discuss subgroup data. Lesson plan review, Administrator observations, Professional Development Plan monitoring, monitor instructional calendar pacing, review walk through data with teachers, evidence of CRISS and Kagan strategies. Students receiving second dose of reading instruction.	STAR Reading; FCAT Reading test; Reading series unit assessments; Assessments for second dose of reading students.

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:	By the end of the 2012-2013 school year, the number of ELL students making learning gains in Reading as measured by the FCAT 2.0 will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

40% (2)		50% (3)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for meetings.	FCIM Facilitator will conduct Data Chat with ESE teachers.	Principal, FCIM Facilitator, CRT, Literacy Coach.	Data Chat notes	Data notebook Lesson plans
2	Missing resource classes.	Targeted students will receive an additional 45 minutes of instruction in Reading using Passport Reading and Florida Ready curriculum.	Principal, FCIM Facilitator, Literacy Coach, Intervention Teachers	Lesson plan review. Formal and informal observations.	Reading Benchmark tests Unit assessments FAIR Testing STAR Testing
3	Lack of parent involvement due to language barrier	Provide additional reading instruction during the school day with researched bases supplemental materials.	Principal, FCIM Facilitator, Literacy Coach, Intervention Teachers	Lesson plan review. Formal and informal observations.	Reading Benchmark tests Unit assessments FAIR Testing STAR Testing

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:	By the end of the 2012-2013 school year, 44% of Students with Disabilities will make satisfactory progress in Reading as measured by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (13)	44% (23)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for meetings.	FCIM Facilitator will conduct data chats with grade level teams.	Principal, FCIM Facilitator, CRT, Literacy Coach.	Data Chat notes	Data notebook Lesson plans
2	Time for training in differentiated instruction and teacher's time to plan and prepare differentiation.	Differentiated Instruction inservice.	Principal, CRT, Literacy Coach	Formal and informal observations.	Evidence of differentiation in lesson plans.
3	Parents refusing pull out services.	SWD students scoring a Level 1 on the FCAT 2.0 Reading will receive daily remediation by the ESE teacher.	Principal, FCIMS Facilitator, CRT and Literacy Coach	Data chats with Principal, FCIMS facilitator, CRT, Literacy Coach, ESE Teachers	Reading Benchmark Tests Unit Tests FAIR Testing STAR Testing
4	Lack of knowledge in writing measurable IEP goals.	Focused and specific strategies written in IEPs with implementation by ESE professionals.	Principal, Guidance Counselor	Monitoring of IEPs. Formal and informal observations.	Reading Benchmark Tests Unit Tests FAIR Testing STAR Testing

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	
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satisfactory progress in reading. Reading Goal #5E:	By the end of the 2012-2013 school year, the number of students proficient in Reading as measured by the FCAT will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (89)	48% (119)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not keeping pace with annual learning gains in reading.	Provide intensive reading support for students not meeting grade level expectations. Students will receive second dose of reading instruction.	Principal, CRT, CIMS Facilitator, Intervention teacher tutors, classroom teachers	CIMS Facilitator will meet with grade level teams to discuss subgroup data. Lesson plan review, Administrator observations, Professional Development Plan monitoring, monitor instructional calendar pacing, review classroom walk through data with teachers, evidence of CRISS and Kagan strategies. Students receiving second dose of reading instruction.	STAR Reading; FCAT Reading test; Reading series unit assessments; Formal and informal assessment for students receiving second dose of reading.
2	Lack of planning and implementation time.	Students scoring below mastery on the Reading portion of the FCAT 2.0 will receive at least 30 minutes of intensive reading instruction daily.	Principal, CRT, FCIMS Facilitator, Literacy Coach, Intervention Teacher Tutors, Classroom Teachers	Data Chats with FCIMS Facilitator. Lesson plan review. Formal and informal observations.	Reading Benchmark Tests Unit Tests FAIR Testing Intervention Curriculum Assessment
3	Lack of time to plan and prepare differentiated instruction.	Differentiated Instruction with a focus on non-proficient students will be a part of the Reading block.	Principal, CRT, Literacy Coach	Formal and informal observations	Reading Benchmark Tests Unit tests FAIR Testing
4	Time for training in differentiated instruction and teacher's time to plan and prepare for differentiation.	Differentiated Instruction Inservice for teachers in Reading	Principal, FCIM Facilitator, Literacy Coach, CRT, Teachers	Formal and informal observations. Lesson Plan review	Evidence of differentiation in lesson plans
5	Time for meetings	FCIM Facilitator will conduct Data Chats with grade level teams.	Principal, FCIM Facilitator, Literacy Coach, CRT, teachers	Data Chat notes	Data notebooks

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
Literacy Workstations	Grades 3-5/Reading	Literacy Coach	All teachers	September 2012-May 2013	Observations and walkthroughs	Principal, CRT, Literacy Coach

Reading Fluency, vocabulary, comprehension	Grades 3-5/Reading	Literacy Coach	All teachers	September 2012-May 2013	Observations and walkthroughs	Principal, CRT, Literacy Coach
Differentiated Instruction	Grades 3-5/Reading	Staff	All teachers	September 2012-May 2013	Observations and walkthroughs	Principal, CRT, Literacy Coach
Lesson Study	Grades 3-5	Principal	All teachers	December 2012-May 2013	Review of Lesson Study Feedback	Principal
CRISS Strategies	Grades 3-5	Principal	All Teachers	September 2012-May 2013	Review of Lesson Plans Observations and walkthroughs	Principal
90 Minute Reading Block Instruction	Grades 3-5	Literacy Coach	All Teachers	October 2012-May 2013	Review of Lesson Plans Observations and walkthroughs	Principal, CRT, Literacy Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Voyager Passport Series through Title 1 Intervention Services	Supplemental Reading Materials	Title 1	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grades 3-5 will use AR and Star Reading	AR and STAR Reading Subscription	Title 1	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of CRISS Strategies	CRISS Training	School	\$100.00
Implementation of Differentiated Instruction	Differentiated Training	School	\$100.00
Voyager Passport will be implemented during Literacy Work Stations	Passport Training Stipends	Title 1	\$1,800.00
Data analysis meetings to plan, implement and monitor instructional calendar	Data analysis meetings	School	\$0.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement after school homework help	Tutoring program	School	\$200.00
Daily remediation of targeted students	2 Teacher Tutors, 1 para tutor	Title 1	\$139,000.00
			Subtotal: \$139,200.00
			Grand Total: \$145,700.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.
CELLA Goal #1:

By the end of the 2012-2013 school year, the number of ELL students scoring proficient in listening/speaking, as measured by CELLA, will increase by 10%.

2012 Current Percent of Students Proficient in listening/speaking:

83% (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
No Data Submitted				

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

2. Students scoring proficient in reading.
CELLA Goal #2:

By the end of the 2012-2013 school year, the number of ELL students proficient in Reading as measured by CELLA will increase by 10%.

2012 Current Percent of Students Proficient in reading:

83% (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 parent involvement due to language barrier	Provide additional reading instruction during the school day.	Title 1 Intervention Teachers	Review of Assessment data	FAIR STAR Reading Passport Assessments CELLA Assessments
2	Lack of vocabulary	Increased exposure to fiction and nonfiction text.	CRT, Media Specialist, Teachers	Review of Assessment data	FAIR STAR Reading Passport Assessments CELLA Assessments

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

3. Students scoring proficient in writing.
CELLA Goal #3:

By the end of the 2012-2013 school year, the number of students proficient in writing as measured by the CELLA will increase 10%.

2012 Current Percent of Students Proficient in writing:

83% (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 prerequisite skills.	Teachers will supplement writing instruction with high student engagement strategies.	Principal,CRT,classroomteachers	Lesson plans reflect writing models, evidence of writing strategies as observed in classroom walk throughs.	CELLA, writing prompts, classroom assignments.
2	Time for feedback to students on their writing.	Minimum protected 30 minute block for writing. Use of rubrics to give individual	Principal,CRT,classroom teachers	Lesson plans reflect protected writing block. Formal and informal observation	CELLA, writing prompts, classroom 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:	By the end of the 2012-2013 school year, 66% of students will be proficient in math as measured by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (111)	33% (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	Time for training and meetings.	Regional and District coaches will provide professional development that trains teachers in data driven instruction.	Principal and district personnel.	Data Chat Notes	District and State Benchmark testing.
2	Time for training in differentiated instruction and teacher's time to plan and prepare for differentiation.	Differentiated Instruction training.	Principal, CRT, Literacy Coach, and staff.	Formal and informal observations.	Evidence of differentiation in lesson plans.
3	Time for meetings.	School based leadership team (which also includes the district reading coach) will support teachers through coaching to implement data driven instruction.	Principal, Administrative Leadership Team	Data Chat Notes Data Notebook	Assessments
4	Lack of math vocabulary.	Students will increase Math vocabulary using CRISS strategies.	Principal, CRT, FCIMS Facilitator, Classroom teachers	Evidence of strategies implemented during Math lessons. Use of CRISS and Kagan strategies.	STAR Math; FCAT Math Assessments; OnTrack testing; Big Idea tests
5	Lack of manipulatives.	Increase the use of manipulatives and hands-on activities during math instruction.	Principal, CRT, FCIMS Facilitator	Math Committee will assist in the creation of math centers and lessons incorporating hands on activities. Principal, FCIMS Facilitator and CRT will monitor implementation of activities.	STAR Math; FCAT Math Assessment; OnTrack Testing; Big Idea Tests
6	Lack of time for a 60 minute math block.	District and school personnel will develop and deliver professional development on fully utilizing a research-based instructional delivery model that includes gradual release, vocabulary instruction, higher order questioning, and concept development.	Principal, district math coach, school based administration.	Evidence of high yield teaching practices in lesson plans and seen through walk-throughs and observations.	STAR Math; FCAT Math Assessment; OnTrack Testing; Big Idea Tests
	Few teachers are utilizing the entire math block.	District and school personnel will support	Principal, district math coach,	Evidence of high yield teaching practices in	STAR Math; FCAT Math Assessment;

7		teachers through the intensive coaching cycle (e.g., co-planning, modeling, co-teaching, observing, and debriefing) a researched-based instructional delivery model that includes gradual release, vocabulary instruction, higher order thinking and concept understanding.	school based administration.	lesson plans and seen through walk-throughs and observations.	OnTrack Testing; Big Idea Tests
8	Few teachers are utilizing the entire math block.	Mathematics teachers will fully utilize a research-based instructional delivery model that promotes a gradual release of responsibility (e.g., explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment.	Principal, school based administration.	Evidence of high yield teaching practices in lesson plans and seen through walk-throughs and observations.	STAR Math; FCAT Math Assessment; OnTrack Testing; Big Idea Tests
9	Checks for understanding are not being used to determine if students understand the concept before moving to independent practice.	District mathematics coach and school personnel will deliver professional development on the need for checks for understanding.	Principal, school and district based staff.	Evidence of Check for Understanding in walk throughs and observations.	The percentage of students scoring at or above proficiency on district and state created assessments will increase.
10	Checks for understanding are not being used to determine if students understand the concept before moving to independent practice.	Mathematics teachers will implement checks for understanding.	Principal, school and district based staff.	Evidence of Check for Understanding in walk throughs and observations.	The percentage of students scoring at or above proficiency on district and state created assessments will increase.
11	Checks for understanding are not being used to determine if students understand the concept before moving to independent practice.	District and school based leadership team will monitor and provide followup as needed.	Principal, school based leadership teams.	Data chats	The percentage of students scoring at or above proficiency on district and state created assessments will increase.

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:	By the end of the 2012-2013 school year, the number of students proficient in Math as measured by the FAA will increase by one student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1)	There is only 1 student currently on FAA. The 2013 expected level of performance is that this student advance one level.

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 prerequisite and basic skills.	Additional tutorial and one-on-one instruction.	Principal, General Education Teacher,	Lesson plan reflects Calendar Math, evidence	STAR Math Curriculum Based

1			ESE para	of strategies during walkthrough, use of manipulatives and hands on instruction with emphasis on problem solving skills. Relfex math computer based program for drill.	Assessment
2	Student not able to maintain pacing and mastery of current math pacing guide.	Targeted interventions will be planned and implemented based on individual needs.	Principal, General Education Teacher	Progress review by FCIMS facilitator, CRT and Principal.	STAR Math Curriculum Based Assessment
3	Lack of understanding of Math vocabulary.	Direct instruction of Math vocabulary.	General Education Teachers, ESE para	Evidence of vocabulary instruction in lesson plans and observations.	STAR Math Curriculum Based Assessment
4	Lack of basic computational skills.	Direct instruction of basic computational skills through use of modified curriculum.	General Education Teacher, ESE para	Evidence of computation skills instruction in lesson plans and observations.	STAR Math Curriculum Based 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:	By the end of the 2012-2013 school year, 66% of students will be proficient in math as measured by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (80)	33% (131)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for meetings.	FCIM Facilitator will conduct Data Chats with grade level teams to plan for proficient students.	Principal, FCIM Facilitator, CRT, Literacy Coach, Teachers.	Data Chat notes	Data notebooks Lesson plans
2	Time for training in differentiated instruction and teacher's time to plan and prepare for differentiation.	Differentiated Instruction inservice.	CRT, Literacy Coach, Staff.	Formal and Informal observations.	Evidence of differentiation in lesson plans.
3	Grouping students within classroom	Differentiated Instruction Training	Principal, CRT	Evidence of differentiation during classroom walk throughs and formal evaluations; lesson plans reflect differentiation	STAR Math; Big Idea tests; OnTrack testing; chapter tests
4	Lack of sufficient time to plan for higher order questioning.	Teachers will increase the use of higher order questioning, requiring students to justify responses.	Principal, CRT	Lesson plan review, formal and informal observation.	Lesson plans Assessment scores
5	Lack of sufficient time to plan.	Provide extension activities to those students who are proficient in Math as evidenced by FCAT 2.0 Math scores and teacher observation.	Principal, teachers	Lesson plan review, formal and informal observation.	STAR Math; Big Idea tests; OnTrack testing; chapter 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	By the end of the 2012-2013 school year, all students all FAA will score in the proficient range.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1)	The only student presently taking the FAA will score in the proficient range.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for training in differentiated instruction and teacher's time to plan differentiation.	Differentiated Instruction inservice.	Principal, CRT, Literacy Coach, and Staff.	Formal and informal observations.	Evidence of differentiation in lesson plans.

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By the end of the 2012-2013 school year, 68% of students will make learning gains in math as measured by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (125)	68% (200)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for meetings.	FCIM Facilitator will conduct Data Chats with grade level teams.	Principal, FCIMS Facilitator, CRT, Literach Coach, Teachers	Data Chat notes	Data notebooks Lesson plans
2	Time for training in differentiated instruction and teacher's time to plan for differentiation.	Differentiated Instruction inservice.	Principal, CRT, Literacy Coach,	Formal and informal observations	Evidence of differentiation in lesson plans.
3	Grouping students within classroom	Differentiated Instruction Training	Principal, CRT	Observation	Classroom Walkthroughs
4	Lack of critical thinking skills required to solve every day problems.	Critical thinking skills will be developed using Webb's Depth of Knowledge questioning	Principal, CRT, Teachers	Evidence of higher order questioning reflected in lesson plans, classroom walk throughs and formal evaluation.	STAR Math; OnTrack Benchmark testing; Big Idea tests; Chapter tests
5	Lack of Math vocabulary.	Direct instruction of Math vocabulary.	Principal, Teachers	Evidence of CRISS strategies within lesson plans to assist students with Math vocabulary acquisition.	STAR Math; OnTrack Benchmark testing; Big Idea tests; Chapter tests Review of lesson plans
	Lack of basic Math skills.	Reflex Math and VMath	Principal, CRT,	Reports reviewed during	STAR Math;

6		will be utilized to provide basic Math skills drill.	FCIMS Facilitator, Teachers	Data Chats.	OnTrack Benchmark testing; Big Idea tests; Chapter tests
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By the end of the 2012-2013 school year, 51% of students in the lowest 25% will make learning gains in math as measured by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (22)	51% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for meetings.	FCIM Facilitator will conduct Data Chats with grade level teams.	Principal, FCIM Facilitator, Literacy Coach, CRT, teachers	Data Chat notes	Data notebooks Lesson plans
2	Time for training in differentiated instruction and teacher's time to plan and prepare for differentiation.	Differentiated Instruction inservice.	Principal, FCIM Facilitator, CRT, Literacy Coach,	Formal and informal observations.	Evidence of differentiation in lesson plans.
3	Non mastery of basic skills in math	Students performing below Math proficiency as evidenced by the FCAT 2.0 Math scores will be provided supplemental interventions.	Principal, CRT, FCIMS Facilitator, classroom teachers	Lesson plans reflect Every Day Counts Calendar Math, manipulatives, and hands on programs which emphasize problem solving skills, Reflex Math and VMATH computer	STAR Math; OnTrack Math assessments; Big Idea Tests

				based programs for drill, evidence of CRISS and Kagan Strategies. Formal and informal observations.	
4	Availability of manipulatives.	Increase the use of manipulatives and hands-on activities.	Principal, CRT	Hands-on activities and manipulatives noted during formal and informal observations.	STAR Math; OnTrack Math assessments; Big Idea Tests
5	Lack of critical thinking skills required to solve every day Math problems.	Critical thinking skills will be developed using Webb's Depth of Knowledge questioning.	Principal, CRT, Teachers	Evidence of higher order questioning reflected in lesson plans. Formal and informal observations.	Lesson plan review STAR Math; OnTrack Math assessments; Big Idea Tests
6	Lack of transportation	Students scoring Level 1 or 2 will be provided one hour of intensive remediation beyond the school day three times per week.	Principal, FCIM Facilitator	Formal and informal assessments.	STAR Math; OnTrack Math assessments; Big Idea Tests; Passport Math assessments

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 # By the end of the 2016-2017 school year, the number of students proficient in math as measured by the FCAT will increase by 15%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	62	66	69	73	

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:	To continue to decrease the gap between the subgroups reported on the 2012 NCLB School Accountability Report while maintaining high expectations for achievement for all students, specifically focusing on raising our African American students scores by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
African-American 31% (40) Hispanic 31% (13) White 61% (123)	African-American 48% (61) Hispanic 46% (19) White 72% (145) White 72% (145)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for meetings.	FCIM Facilitator will conduct Data Chats with grade level teams.	Principal, FCIM Facilitator, CRT, Literacy Coach	Data chat notes	Data notebooks Lesson plans
2	Time for training in differentiated instruction and teacher's time to plan differentiation.	Differentiated Instruction inservice.	Principal, CRT, Literacy Coach	Formal and informal observations.	Evidence of differentiation in lesson plans.
3	Interpreting current and new data elements integrated in daily Math instruction	Data will be used to monitor student progress and plan differentiated instruction within the 60 minutes math block.	Principal, CRT, FCIMS Facilitator, teachers	Data from ongoing assessments will be reviewed. Percent of students making progress toward benchmarks will	STAR Math; Data from OnTrack Benchmark testing, Big Idea tests, Chapter tests

				be calculated.	
4	Lack of prerequisite and basic skills	Intervention strategies will be provided to students who are not mastering Math benchmarks.	CIMS Facilitator, classroom teachers	Lesson plans reflect Every Day Counts Calendar Math, manipulatives, and hands on programs which emphasize problem solving skills, Reflex Math and VMath computer based programs for drill, evidence of CRISS and Kagan Strategies.	STAR Math; Data from OnTrack Benchmark Assessments; Chapter tests; Big Idea Tests
5	Student not able to maintain pacing and mastery of current Math pacing guide.	Targeted interventions will be planned and implemented based on individual student needs.	Classroom teachers	Progress reviewed by grade level teams and the CIMS Facilitator. Percent of students making adequate progress toward benchmarks is calculated.	STAR Math; Data from OnTrack Benchmark Assessments; Chapter tests; Big Idea Tests
6	Lack of critical thinking skills required to solve every day problems.	Critical thinking skills will be developed using Webb's Depth of Knowledge questioning.	Principal, CRT, Teachers	Evidence of higher order questioning reflected in lesson plans. Formal and informal observation.	Lesson plan review. STAR Math; Data from OnTrack Benchmark Assessments; Chapter tests; Big Idea Tests
7	Lack of math vocabulary.	Direct instruction of math vocabulary.	Teachers	Evidence of CRISS strategies in lesson plans. Formal and informal observation.	Lesson plan review. STAR Math; Data from OnTrack Benchmark Assessments; Chapter tests; Big Idea 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	By the end of the 2012-2013 school year, the number of ELL students making satisfactory progress in Math, as measured by the FCAT 2.0, will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (3)	70% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for meetings.	FCIM Facilitator will conduct Data Chat with ESE teachers.	Principal, FCIM Facilitator, CRT, Literacy Coach.	Data Chat notes	Data notebook Lesson plans
2	Time for training in differentiated instruction and teacher's time in to plan and prepare differentiation.	Differentiated Instruction inservice for teachers in Math.	Principal, FCIM Facilitator, CRT, Literacy Coach.	Formal and informal observation. Lesson plans.	Evidence of differentiation in lesson plans.
3	Lack of prerequisite and basic skills.	Intervention strategies will be provided to students who are not mastering Math benchmarks.	FCIMS Facilitator, classroom teachers	Lesson plans reflect Every Day Counts Calendar Math, manipulatives and hands on programs which emphasize problem	STAR Math; Data from OnTrack Benchmark Assessments; Chapter tests; Big Idea Tests

				solving skills, Relfex Math and VMath computer based programs for drill, evidence of CRISS and Kagan strategies.	
4	Student not able to maintain pacing and mastery of current Math pacing guide.	Targeted interventions will be planned and implemented based on individual needs.	Principal, Classroom teachers	Progress reviewed by grade level teams and the FCIMS facilitator. Percent of students making adequate progress toward benchmark is calculated.	STAR Math; Data from OnTrack Benchmark Assessments; Chapter tests; Big Idea Tests
5	Lack of critical thinking skills required to solve every day problems.	Critical thinking skills well be developed using Webb's Depth of Knowledge questioning.	Principal, CRT, Teachers	Evidence of higher order questioning reflected in lesson plans. Formal and informal observations.	Lesson plan review. STAR Math; Data from OnTrack Benchmark Assessments; Chapter tests; Big Idea Tests
6	Lack of math vocabulary.	Direct instruction of math vocabulary.	Principal, Teachers	Evidence of CRISS strategies in lesson plans. Formal and informal observation.	Lesson plan review. STAR Math; Data from OnTrack Benchmark Assessments; Chapter tests; Big Idea 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	By the end of the 2012-2013 school year, 43% of Students with Disabilities will make satisfactory progress in Math measured by the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%% (11)	43% (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	Time for meetings.	FCIM Facilitator will conduct data chats with grade level teams.	Principal, FCIM Facilitator, CRT, Literacy Coach.	Data Chat notes	Data notebook Lesson plans
2	Time for training in differentiated instruction and teacher's time to plan and prepare differentiation.	Differentiated Instruction inservice.	Principal, CRT, Literacy Coach	Formal and informal observations.	Evidence of differentiation in lesson plans.
3	Lack of prerequisite and basic skills.	Intervention strategies will be provided to students who are not mastering Math benchmarks through ESE pullout.	Principal, FCIMS Facilitator, CRT	Lesson plans reflect manipulatives and hands on programs which emphasize problem solving skills, Relfex Math and VMath computer based programs for drill, evidence of CRISS and Kagan strategies.	STAR math; Data from OnTrack Benchmark Assessments, Chapter tests, Big Idea Tests
4	Student not able to maintain pacing and mastery of current Math pacing guide.	Targeted interventions will be planned and implemented based on individual student needs.	Principal, ESE teacher	Progress reviewed by ESE teachers and FCIMS facilitator.	STAR math; Data from OnTrack Benchmark Assessments, Chapter tests, Big

					Idea Tests
5	Lack of critical thinking skills required to solve every day problems.	Critical thinking skills will be developed using Webb's Depth of Knowledge questioning.	Principal, CRT, ESE Teachers	Evidence of higher order questioning reflected in lesson plans. Formal and informal observation.	STAR math; Data from OnTrack Benchmark Assessments, Chapter tests, Big Idea Tests Lesson plan review.
6	Lack of math vocabulary.	Direct instruction of math vocabulary.	ESE teachers	Evidence of CRISS strategies in lesson plans. Formal and informal observation.	STAR math; Data from OnTrack Benchmark Assessments, Chapter tests, Big Idea Tests Lesson plan review.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By the end of the 2012-2013 school year, 53% of Economically Disadvantaged students will make satisfactory progress in math as measured by the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (92)	53% (131)

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	Interpreting current and new data elements integrated into the daily Math instruction	Data will be used to monitor student progress and plan differentiated instruction within the 60 minute Math block.	Principal, CRT, CIMS Facilitator, teachers	Progressed reviewed using chapter tests, OnTrack Benchmark testing, Big Idea assessment data. Percent of students making adequate progress toward benchmarks will be calculated.	STAR Math; Data from OnTrack Benchmark Assessment, Chapter tests; Big idea tests
2	Students not able to maintain pacing and mastery of current Math pacing guides.	Small group instruction will address OnTrack and Math series assessments. Explicit instruction with hands-on guided and independent practice will be incorporated.	Classroom teachers	Lesson plans reflect Every Day Counts Calendar Math, manipulatives and hands on programs which emphasize problem solving skills, Reflex Math and VMath computer based programs for drill, evidence of CRISS and Kagan Strategies. Formal and informal observation.	STAR Math; Data from OnTrack Benchmark Assessment, Chapter tests; Big idea tests
3	Time for meetings.	FCIM Facilitator will conduct Data Chats with grade level teams.	Principal, FCIMS Facilitator, CRT	Data Chat notes	Data notebooks Lesson Plans
4	Lack of prerequisite and basic skills.	Intervention strategies will be provided to students who are not mastering Math benchmarks.	Principal, FCIMS Facilitator, CRT, teachers	Lesson plans reflect Every Day Counts Calendar Math, manipulatives and hands on programs which emphasize problem solving skills, Reflex Math and VMath computer	STAR Math; Data from OnTrack Benchmark Assessment, Chapter tests; Big idea tests

				based programs for drill, evidence of CRISS and Kagan Strategies. Formal and informal observation.	
5	Lack of critical thinking skills required to solve every day problems.	Critical thinking skills will be developed using Webb's Depth of Knowledge questioning.	Principal, CRT, teachers	Evidence of higher order questioning reflected in lesson plans. Formal and informal observation.	STAR Math; Data from OnTrack Benchmark Assessment, Chapter tests; Big idea tests. Lesson plan review.
6	Lack of math vocabulary.	Direct instruction of math vocabulary	Principal, teachers	Evidence of CRISS strategies in lesson plans. Formal and informal observation.	STAR Math; Data from OnTrack Benchmark Assessment, Chapter tests; Big idea tests. Lesson plan review.

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction Training	Grades 3-5	School Staff	All teachers	September 2012 - December 2012/once monthly	Observations and lesson plans.	Principal, CRT
Webb's Depth of Knowledge - Part 2	Grades 3-5	District Staff	All teachers	January - March 2012/monthly	Observations and lesson plans.	Principal, CRT
CRISS Strategy Refresher	Grades 3-5	School Staff	All teachers	September 2012-May 2013/monthly	Observations and lesson plans.	Principal, CRT
60 Minute Math block	Grades 3-5	District Staff	Mathematics teachers	October 2012-May 2013	Observations and lesson plans.	Principal, CRT
Checks for Understanding	Grades 3-5	District Staff	Mathematics teachers	October 2012-May 2013	Observations and lesson plans.	Principal, CRT

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
Utilize STAR Math Assessment three times a year	STAR Math	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiate instruction during the Math block	Differentiated Instruction training	School	\$100.00

Implement CRISS strategies to enhance Math vocabulary	CRISS training	School	\$100.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study	Stipends	Title 1	\$2,500.00
			Subtotal: \$2,500.00
			Grand Total: \$3,700.00

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:		By the end of the 2012-2013 school year, 60% of students will be proficient in science as measured by the FCAT 2.0.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Grade 5 Total Students 123 - 37% (46)		Grade 5 Total Students 123 - 40% (49)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students unfamiliar with advanced indepth questioning	Webb's Depth of Knowledge Training	Principal, CRT, CIMS Facilitator	Observation; questions reflected in lesson planning	FCAT Science Assessment; Big Idea tests; chapter tests
2	Scheduling of science time.	Extended time in science.	Principal, CRT	Data chat with FCIMS Facilitator, CRT, Teachers and Principal	FCAT Science Assessment; Big Idea tests; chapter tests
3	Expository text format.	Teachers will implement CRISS strategies into lesson presentations.	Principal,CRT,Teachers	CRISS strategies reflected in lesson plans.	FCAT Science Assessment; Big Idea tests; chapter tests
4	Students requiring concrete representation of expository text.	Teachers will increase the use of hands-on science inquiry activities.	Principal,CRT,teachers	Inquiry lessons are reflected in lesson plans.	FCAT Science Assessment; Big Idea tests; chapter tests
5	Interpreting current and new data elements integrated into the daily Science instruction.	Implement data analysis meeting with CIMS Facilitator.	Principal,CIMS Facilitator, teachers	CIMS Facilitator meets with grade level teams to discuss subgroup data; reflection of strategies in lesson plans; observation of strategies through classroom walk throughs.	FCAT Science Assessment; Big Idea tests; chapter tests
6	Lack of differentiated instruction training.	Differentiated instruction training will be provided to faculty with emphasis on leveled readers.	Principal, CRT	Lesson plans and observation.	FCAT Science Assessment; Big Idea tests; chapter tests

7	Lack of materials.	Utilize science lab and materials.	Principal, Science Committee, CRT	Lesson plans and classroom observation reflect experiments associated with Science curriculum.	FCAT Science Assessment; Big Idea tests; chapter tests
8	Use of the complete Gradual Release model in all science classrooms.	District science coach and school based leadership will provide professional development to teachers on implementation of the Gradual Release model in science.	Principal, district science coach and school-based administration.	Lesson plans and classroom observation reflect the Gradual Release Model.	The percentage of students scoring at or above proficiency on district and state created assessments will increase.
9	Use of the complete Gradual Release model in all science classrooms.	School-based administration will support teachers through the intensive coaching cycle on use of the Gradual Release Model in science.	Principal and school-based administration.	Lesson plans and classroom observation reflect the Gradual Release Model.	The percentage of students scoring at or above proficiency on district and state created assessments will increase.
10	Use of the complete Gradual Release model in all science classrooms.	Teachers will implement the gradual release model in science.	Principal, school-based administration and teachers.	Lesson plans and classroom observation reflect the Gradual Release Model.	The percentage of students scoring at or above proficiency on district and state created assessments will increase.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By the end of the 2012-2013 school year, 60% of students will be proficient in science as measured by the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Grade 5 Total Students 123 - 15% (18)			Grade 5 Total Students 123 - 20% (25)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students unfamiliar with advanced indepth questioning	Webb's Depth of Knowledge Training	Principal, CRT	Observation	Review of Data
2	Scheduling of Science time.	Extended time in science.	Principal, CRT	Review of data.	FCAT Science Assessment; Big Idea tests; Chapter tests
3	Lack of appropriate extension activities for level 4 and 5 Science students.	Differentiated instruction will be provided in Science to provide an enriched curriculum for students scoring 4 and 5.	Principal, CRT, CIMS Facilitator, teachers	Lesson plans reflect differentiated lesson; differentiated lessons observed during classroom walk throughs.	FCAT Science Assessment; Big Idea tests; Chapter tests
4	Lack of materials	Utilize science lab and materials.	Principal, Science Committee, CRT	Lesson plans and observations reflect experiments associated with curriculum.	FCAT Science Assessment; Big Idea tests; Chapter 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Differentiated Instruction Training	Grades 3-5	Principal, Staff	All teachers	September 2012-December 2012/monthly	Lesson plan review and observation.	Principal
CRISS Strategies incorporated into lesson plans	Grades 3-5	Principal, CRT	All teachers	September 2012-May 2012/monthly	Lesson plan review and observation.	Principal
Science Block Instruction	Grades 3-5	District Staff	Science Teachers	October 2012-May 2013	Lesson plan review and observation.	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Webb's Depth of Knowledge Part 2	Higher order questioning training	School	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Daily/weekly/use of journals	Science journals	School	\$350.00
			Subtotal: \$350.00
			Grand Total: \$450.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By the end of the 2012-2013 school year, 75% of students will be proficient in writing as measured by FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Grade 4 Total Students 128 - 65% (83)	Grade 4 Total Students 128 - 75% (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
grouping students	Differentiated	Principal, CRT	Review of lesson plans	Lesson plans

1	within classroom	Instruction Training		reflecting differentiated instruction. Formal and informal observation.	Writing prompts Classroom Assignments FCAT Writing 2.0
2	Lack of prerequisite skills.	Teachers will supplement writing instruction with strategies aligned with the new FCAT Writing 2.0 assessment.	Principal,CRT,classroom teachers	Lesson plans reflect writing models, evidence of writing strategies as observed in classroom walk throughs.	FCAT Writing 2.0, writing prompts, classroom assignments.
3	Time for feedback to students on their writing.	Minimum protected 30 minute block for writing.	Principal,CRT,classroom teachers	Lesson plans reflect protected writing block. Formal and informal observation	FCAT Writing 2.0, writing prompts, classroom assignments.
4	Lack of knowledge of the FCAT Writing 2.0.	Provide professional development to teachers on the FCAT Writing 2.0 and the new rubric.	Principal, literacy coach	Lesson plans reflect writing models, evidence of writing strategies as observed in classroom walk throughs.	FCAT Writing 2.0, writing prompts, classroom assignments.

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:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	Grades 3-5	School staff	All teachers	September 2012-December 2013/monthly	Lesson plans and observation	Principal
Writing: Narrative & expository	Grades 3-5	District staff	All teachers	September 2012-December 2013/monthly	Lesson plans and observation	Principal

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:		By the end of the 2012-2013 school year, daily student attendance and tardies will maintain at the 99% attendance rate.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
Daily Average Attendance: 99.78% (470)		Daily Average Attendance: 99.90 (377)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
Number of students with Excessive Absences: 56		Number of students with Excessive Absences: 35			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
Number of students with Excessive Tardies: 116		Number of students with Excessive Tardies: 100			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Parent cooperation	Individual parent contact, follow up	BRT	monthly attendance monitoring	attendance records
2	Interpreting current and new data elements on attendance.	The guidance counselor and BRT will track student attendance and notify parents when there are excessive absences and tardies.	Guidance counselor, BRT	Weekly Administrative meetings to review collected data.	Monthly attendance report.
3	Communicating effectively with parents the importance of students attending school every day and arriving to school on time.	Call parents on the student's third unexcused absence or tardy.	Teachers, BRT	Weekly monitoring of attendance and tardy reports.	Number of absences and tardies reduced.

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
Communicating effectively with parents.	Grades 3-5	Parent Involvement Committee Facilitator	All teachers	Monthly	Homeroom teacher monitoring and point of contact	BRT
Positive Behavior Support Program	Grades 3-5	PBS Committee Facilitator	All teachers	Monthly	Review attendance/tardy report	Dean/Database/Truancy Officer

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

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:		By the end of the 2012-2013 school year, the number of both InSchool and Out of School Suspensions will decrease by rate by 20%			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
Total number of days of ISS: General Education: 31 SWD: 9 504: 6 Total Days ISS: 46		Total number of days of ISS: General Education: 6 SWD: 2 504: 1 Total Days ISS: 9			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
Total number of students suspended in school: General Education: 20 SWD: 6 504: 3 Total: 29		Total number of students suspended in school: General Education: 4 SWD: 1 504: 1 Total: 6			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
Total number of Out-of-School Suspensions: General Education: 40 SWD: 11 504: 0 Total: 51		Total number of Out-of-School Suspensions: General Education: 8 SWD: 22 504: 0 Total: 30			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
Total number of students suspended Out-of-School: General Education: 15 SWD: 4 504: 0 Total: 19		Total number of students suspended out-of-school: General Education: 3 SWD: 1 504: 0 Total: 4			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Preventive discipline strategies	Continue implementing Positive Behavior Support PBS program	BRT	Monitor discipline referrals	Discipline referral reports
2	Fidelity of program implementation of Positive Behavior Support Program	Active involvement with identified group based on top 10% of referrals.	Principal, BRT	Weekly review of discipline referral data.	Reduction of number of suspensions, in and out of school.
3	Frustration of parents of students with high level of suspensions.	CARE Program implemented with students who have a high level of suspensions.	BRT, Guidance Counselor, Teacher	Students showing evidence of utilizing positive decision making and coping techniques.	Students demonstrating targeted positive traits. Reduction in suspensions verified for high incident targeted group.

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 Support Behavior Committee	Grades 3-5	PBS Facilitator	School-wide	Monthly meetings	Monitor data report at PBS meetings	Principal, facilitator, teachers

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
Swamp Shop as an incentive to support PBS	Incentives	School	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

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>	By the end of the 2012-20123 school year, parent participation in Parent Involvement Meetings will increase by 20%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
90%	93%

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 information	New school, classroom websites	site Tech	website access monitoring	Website
2	Availability of Internet access	Maintain the school website to keep parents informed of activities	Site Tech	Feedback on climate survey Spring 2013, SAC, and PTA feedback	Climate survey results
3	Meeting times with working parents and teachers	Provide parents with ongoing information through progress reports, report cards, weekly parent newsletter, progress monitoring plans and use of student planners.	Principal,CRT,BRT,teachers,parents and students	Parent Climate Survey Spring 2013	Climate survey results
4	Parent unwilling to participate in school activities	Create a Parent Resource Room inviting parents through availability of computer usage, resources and volunteer opportunities.	Title 1 Parent Involvement Coordinator, Parent Involvement Committee, Principal	Parents using the Parent Resource Room will use a sign in system.	Parent sign in Parent survey
5	Parent feeling they have no voice at the school level.	Make available to parents a suggestion box in the Parent Resource Room to enable parents to give input.	Principal, Parent Involvement Committee	Collection of suggestions, documentation of meeting and results of meeting.	Parent survey
6	Parents schedule	Provide alternate time for activities to accommodate parents' schedule through morning and evening activities. Two evening conference nights will be provided.	Principal, Parent Involvement Committee, Media Specialist, Teachers	Title 1 Parent Involvement Sign In	Parent survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Involvement Committee	Grades 3-5	Facilitators	School-wide	Monthly meetings	Checking attendance activities	Parent Involvement Facilitators
Parent Involvement Book Study	Grades 3-5	Parent Involvement Facilitator	All teachers	September 2012-December 2012/Monthly meetings	Completion of Book	Principal, Parent Involvement Facilitator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy activities will be planned by the parent involvement committee and presented to parents at Family Workshops once a month	Take home support materials	Title 1	\$2,000.00
Helping students with organizational skills	Student planners	Title 1	\$1,500.00
3rd Grade FCAT 2.0 workshop	Parent Workshop	Title 1	\$200.00
			Subtotal: \$3,700.00
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
Faculty Book Study - 101 Ways to Create Real Family Engagement	Book for book study	Title 1	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide pizza for AR nights	Food incentives	PTA	\$1,200.00
Stipends for teachers support after school AR nights	Stipends	Title 1	\$1,800.00
Maintaining written communication with parents on a weekly basis	Weekly parent newsletter	School	\$1,400.00
			Subtotal: \$4,400.00
			Grand Total: \$8,600.00

End of Parent Involvement Goal(s)

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

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

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

(PLC) or PD Activity

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implementation of Voyager Passport Series through Title 1 Intervention Services	Supplemental Reading Materials	Title 1	\$2,500.00
Parent Involvement	Literacy activities will be planned by the parent involvement committee and presented to parents at Family Workshops once a month	Take home support materials	Title 1	\$2,000.00
Parent Involvement	Helping students with organizational skills	Student planners	Title 1	\$1,500.00
Parent Involvement	3rd Grade FCAT 2.0 workshop	Parent Workshop	Title 1	\$200.00
				Subtotal: \$6,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students in grades 3-5 will use AR and Star Reading	AR and STAR Reading Subscription	Title 1	\$2,000.00
Mathematics	Utilize STAR Math Assessment three times a year	STAR Math	Title 1	\$1,000.00
				Subtotal: \$3,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implementation of CRISS Strategies	CRISS Training	School	\$100.00
Reading	Implementation of Differentiated Instruction	Differentiated Training	School	\$100.00
Reading	Voyager Passport will be implemented during Literacy Work Stations	Passport Training Stipends	Title 1	\$1,800.00
Reading	Data analysis meetings to plan, implement and monitor instructional calendar	Data analysis meetings	School	\$0.00
Mathematics	Differentiate instruction during the Math block	Differentiated Instruction training	School	\$100.00
Mathematics	Implement CRISS strategies to enhance Math vocabulary	CRISS training	School	\$100.00
Science	Webb's Depth of Knowledge Part 2	Higher order questioning training	School	\$100.00
Parent Involvement	Faculty Book Study - 101 Ways to Create Real Family Engagement	Book for book study	Title 1	\$500.00
				Subtotal: \$2,800.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement after school homework help	Tutoring program	School	\$200.00
Reading	Daily remediation of targeted students	2 Teacher Tutors, 1 para tutor	Title 1	\$139,000.00
Mathematics	Lesson Study	Stipends	Title 1	\$2,500.00
Science	Daily/weekly/use of journals	Science journals	School	\$350.00
Suspension	Swamp Shop as an incentive to support PBS	Incentives	School	\$500.00
Parent Involvement	Provide pizza for AR nights	Food incentives	PTA	\$1,200.00

Parent Involvement	Stipends for teachers support after school AR nights	Stipends	Title 1	\$1,800.00
Parent Involvement	Maintaining written communication with parents on a weekly basis	Weekly parent newsletter	School	\$1,400.00
				Subtotal: \$146,950.00
				Grand Total: \$158,950.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 11/5/2012)

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
-Funding field trips -Supplemental nursing supplies for the clinic -Lunch fund	\$2,000.00

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

The School Advisory Council will assist with the implementation of the 2010-2011 School Improvement Plan. Through scheduled meetings, the council will review the progress of the plan and student achievement, make suggestions and discuss strategies in place, and promote a positive working team comprised of parents, teachers, educational support personnel, business partners and community members.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Alachua School District ALACHUA ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	73%	83%	40%	265	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	36%			97	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?	63% (YES)	28% (NO)			91	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					453	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Alachua School District ALACHUA ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	90%	82%	55%	297	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	58%	90%			148	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?	42% (NO)	97% (YES)			139	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					584	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested