FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SADIE T. TILLIS ELEMENTARY SCHOOL

District Name: Duval

Principal: Kimberly M. Dennis

SAC Chair: Tarina Woods

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 1, 2011

Last Modified on: 10/23/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		Kimberly M. Dennis, Principal, received a B.S. Degree in Elementary Education from EdwardWaters. She then received a Master's Degree in Educational Leadership from the University of North Florida. Mrs. Dennis has received extensive training in Computer Curriculum Corporation (CCC), Clinical Education (CET),			Principal of Sadie T. Tillis Elementary, 2011-2012 Grade: D •34% Reading Proficiency •39% Math Proficiency •59% Writing at 3.5 or higher •20% Science Proficiency •56% Reading Gains •65% Math Gains •63% Bottom Quartile Reading Gains •77% Bottom Quartile Math Gains

Position	Name	Certification/Degrees	Years at Current School	Years as Admin	Performance Record
Principal	Kimberly M. Dennis	Florida Performance Management Systems (FPMS), Mathematics-through America's Choice (NCEE), Design Coach (Cohort Two), Multicultural Education, Interaction Management, Facilitating Effective Teams, Leadership Development (LDP I and LDP II) and ENCORE; Certified in Elementary Education 1-6 and Education Administration K-12, currently enrolled in the Principal Academy through the Schultz Center. Received extensive training on Common Core through the Dana Center. Attended the DA Academy.	3	10	Principal of Sadie T. Tillis Elementary, 2010-2011 Grade: C •52% Reading Proficiency •51% Math Proficiency •68% Writing at 3.5 or higher •25% Science Proficiency •63% Reading Gains •56% Math Gains •71% Bottom Quartile Reading Gains •77% Bottom Quartile Math Gains Principal of R.V. Daniels Elementary, 2007-2010 (K-2 and the feeder school of Susie E. Tolbert Elementary) Interim Principal of Susie E. Tolbert Elementary, (March –July 2005) 2004-2005: Grade: B Assistant Principal of San Mateo Elementary, 2003-2004 Grade: A
Assis Principal	Cassandra L. Thomas	BS in Liberal Arts MS in Education Leadership Education Leadership (All Levels); School Principal (All Levels); Elementary Education (1-6); Math (5-9); Middle Schools Integrated Curriculum; Gifted Endorsed; School Principal (All Levels) Currently pursuing Reading Endorsement		3	Hyde Grove Elementary School 2011-2012 Student Performance 2011-2012 • Reading Proficiency 24% • Math Proficiency 32% • Reading Learning Gains 50% • Math Learning Gains 54% • Bottom Quartile Reading 51% • Bottom Quartile Math 54% • Writing 42% • Science 20% Northwestern Middle School 2009-2011 • Map Award 2009-2010 and 2010-2011 Student Performance 2010-2011 • Reading Proficiency 30% • Math Proficiency 42% • Reading Learning Gains 60% • Math Learning Gains 63% • Bottom Quartile Reading 53% • Bottom Quartile Math 63% • Writing 69% • Science 23% Student Performance 2009-2010 • Reading Proficiency 34% • Math Proficiency 45% • Reading Learning Gains 58% • Math Learning Gains 71% • Bottom Quartile Reading 52% • Bottom Quartile Math 63% • Writing 91% • Science 12% Math Coach at Northwestern Middle 2008-2009 Increased student gains in math. Highlands Elementary 2006-2008 school grade C to B; Sam's Club Teacher of the Year; Received the MAP award both years. Kernan Middle 2003 to 2006 maintained an "A" school grade while improving proficiency among the subgroups; Mayport Middle 1999 to 2003 School grade moved from a D to A.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Cheryl W. Vandergriff	Bachelor of Arts in Elementary Education 1-6 at Florida State University and ESOL Endorsement. Attended the DA Academy.	2	2	Sadie T. Tillis Elementary 2011-2012: Grade: D •34% Reading Proficiency •39% Math Proficiency •59% Writing at 3.5 or higher •20% Science Proficiency •56% Reading Gains •65% Math Gains •63% Bottom Quartile Reading Gains •77% Bottom Quartile Math Gains Sadie T. Tillis Elementary 2010-2011: Grade: C •52% Reading Proficiency •51% Math Proficiency •68% Writing at 3.5 or higher •25% Science Proficiency •63% Reading Gains •56% Math Gains •71% Bottom Quartile Reading Gains •77% Bottom Quartile Math Gains West Riverside Elementary 2009-2010 Grade: B Math Mastery:93% Math Gains:93% Math BQ Gains: 92% West Riverside Elementary 2004-2009 Math Average Gains:91% Math BQ Gains: 93% MAP Award 2007-2010
Reading	Denise N. Pedro	Bachelor of Arts in Spanish and Education, Wagner College; Master of Science in Learning Disabilities, Wagner College; Master of Science in Special Education, Wagner College; Reading Recovery Certification, University of North Florida; Elementary Education K-6, Varying Exceptionalities K-12 and ESOL Endorsement	6	6	Sadie T. Tillis Elementary 2011-2012: Grade: D •34% Reading Proficiency •39% Math Proficiency •59% Writing at 3.5 or higher •20% Science Proficiency •56% Reading Gains •65% Math Gains •63% Bottom Quartile Reading Gains •77% Bottom Quartile Math Gains Sadie T. Tillis Elementary 2010-2011: Grade: C •52% Reading Proficiency •51% Math Proficiency •68% Writing at 3.5 or higher •25% Science Proficiency •63% Reading Gains •56% Math Gains •71% Bottom Quartile Reading Gains •77% Bottom Quartile Math Gains Sadie T. Tillis Elementary in 2009-2010: Grade: D •51% Reading Proficiency •50% Math Proficiency •84% Writing at 3.5 or higher •23% Science Proficiency •51% Reading Gains •51% Math Gains •53% Bottom Quartile Reading Gains •58% Bottom Quartile Math Gains Sadie T. Tillis Elementary in 2008-2009: Grade: B •63% Reading Proficiency •62% Math Proficiency •86% Writing at 3.5 or higher •49% Science Proficiency •62% Reading Gains •71% Math Gains •53% Bottom Quartile Reading Gains •70% Bottom Quartile Math Gains Sadie T. Tillis Elementary in 2007-2008: Grade: B •69% Reading Proficiency •49% Math Proficiency •77% Writing at 3.5 or higher •45% Science Proficiency •65% Reading Gains •51% Math Gains •70% Bottom Quartile Reading Gains •70% Bottom Quartile Math Gains

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with principal and assistant principal.	Principal and Asssitant Principal	Ongoing	
2	2. Partner new teachers with mentors	Principal	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	None

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
37	5.4%(2)	24.3%(9)	48.6%(18)	21.6%(8)	43.2%(16)	100.0%(37)	2.7%(1)	2.7%(1)	75.7%(28)

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
Florida Dix	Justina Jefferson	Ms. Jefferson is a first year teacher teaching second grade and Ms. Dix is a veteran teacher with extensive training and experience.	The mentor and mentee will meet during their grade level meetings bi-weekly and before and after school as needed. The pair will also attend the monthly TIP meeting that is scheduled by the PDF (Professional Development Facilitator) to ensure new teachers are kept abreast of teaching strategies, classroom management techniques and educational trends.
			The mentor and mentee will meet during their

Kylie Holland	Sara Machado	Ms. Machado is a first year teacher teaching third grade and Ms. Holland is a veteran teacher with extensive training and experience.	grade level meetings bi-weekly and before and after school as needed. The pair will also attend the monthly TIP meeting that is scheduled by the PDF (Professional Development Facilitator) to ensure new teachers are kept abreast of teaching strategies, classroom management techniques and educational trends.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through after-school tutoring programs or summer school. The district coordinates with Title I in ensuring staff development needs are provided.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Title X- Homeless
District receives funds to support homeless families and assigns students to schools based on need.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

District provides funds for Second Step Program.

Nutrition Programs

Housing Programs

Head Start

[ ]

Adult Education

[ ]

Career and Technical Education

[ ]

Job Training

[ ]

Other

[ ]

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Kimberly M. Dennis- Principal: Acts as the instructional and learning leader who makes data-driven decisions and ensures instruction and student progress are being monitored. Works closely with the Instructional Coach, who is RTI trained and also will assist in the implementation of RTI. She has a clear vision and will provide the essential support and resources to the entire school, thus resulting in the success of this implementation. Student work and student data will be analyzed to determine if the core curriculum is not sufficient for Tier 2 and 3 students.

Cassandra L. Thomas – Assistant Principal: Assists the principal in providing a common vision for the use of data-based decision making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities

Stacy Cox – School Counselor/RtI Interventionist: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; and collaborates with staff to implement behavioral interventions.

Colette Thomas - Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Denise N. Pedro – Reading Coach: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction /intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. The RtI/Inclusion Facilitator will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

Selina Poole - Reading Interventionist: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Cheryl W Vandergriff- Math Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing mathematical situations based on scientific curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Meshell R. Harris- Math Interventionist: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing mathematical situations based on scientific curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Gaynell Johnson - Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students'
response to the implemented intervention is evaluated and measured.
The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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?

Members of the school-based RtI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the 2012-13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.
Topics for discussion include, but are not limited to, the following:
• FCAT scores and the lowest 25%
• Subgroup performance
• strengths and weaknesses of intensive programs
• Mentoring, tutoring, and other services.
The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

MTSS Implementation

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

Baseline data:
• Florida Comprehensive Assessment Test (FCAT)
• Curriculum Based Measurement

- Florida Assessment for Instruction in Reading (FAIR)
- Duval County Benchmarks
- Duval County Timed Writing Assessments

School Wide Florida's Continuous Improvement Model
Describe the plan to train staff on RtI.
- Duval County Math/Science Formatives/Summatives
- K-3 Literacy Assessment System
- Diagnostic Reading Assessment (DRA2)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:
- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Reading Assessment (DRA2)
- Duval County Benchmarks
- Duval County Timed Writing Assessments
- Duval County Math/Science Formatives/Summatives
- Progress Monitoring and Reporting Network (PMRN)
- K-3 Literacy Assessment System

End of year data:
- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Reading Assessment (DRA2)

Frequency of required Data Analysis and Action Planning Days:
- Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Professional development will be provided during early dismissal days and small sessions will occur throughout the year. Professional development will be offered to RtI/Inclusion Facilitator by district staff during the 2011-2012 school year. The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (i.e. early dismissal, planning days, and faculty meetings). The RTI team will also evaluate additional staff PD needs during bimonthly RTI Leadership meetings.

Describe the plan to support MTSS.

Professional development will be provided during early dismissal days and small sessions will occur throughout the year. Professional development will be offered to RtI/Inclusion Facilitator by district staff during the 2012-2013 school years. The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (i.e. early dismissal, planning days, and faculty meetings). The RTI team will also evaluate additional staff PD needs during bi-monthly RTI Leadership meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Kimberly M. Dennis- Principal
Cassandra L. Thomas- Assistant Principal
Stacy Cox- School Guidance Counselor
Selina M. Poole- Reading Interventionist
Denise N. Pedro- Reading Coach
Cheryl W. Vandergriff- Math Coach
Meshell R. Harris- Math Interventionist

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

> We meet weekly to discuss training needs for the teachers, based on weekly observations and student data.

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

> Our major initiative is to insure that effective reading instruction occurs every day in every classroom.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/11/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 28% (67) of the students will achieve mastery for reading on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5,21%(51) of students achieved mastery on the 2012 administration of the FCAT Reading Test.	In grades 3-5, 28% (67) of the students will achieve mastery for reading on the 2013 FCAT Reading Test.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Teachers' going deeper in their understanding of data disaggregation and how to use it to drive instruction.	1.1. To implement professional development workshops to train teachers how to go deeper in disaggregating reading data and how to use the information to effectively guide lesson planning and strategy groups.	Principal, Assistant Principal, District Reading Coach, Reading Coach and Reading Interventionist	1.1. Create data monitoring forms for assessments (i.e. - FAIR, Benchmarks, Learning Schedule Assessments/Unit Test), Data Chats and Lesson Plans	1.1 CAST (Collaborative Assessment System for Teachers)
2	1.2 Student attendance and tardies.	1.2. School Truancy Social Worker, Monthly attendance Intervention Team Meetings, Send home Parent Warning Letters	1.2 Principal Assistant Principal Guidance Counselor	1.2 Attendance Reports	1.2 Attendance Reports
3	1.3	1.3.	1.3	1.3	1.3

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:	In grades 3-5, 22% (45) of the students will achieve mastery for reading on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 13% (27) of students achieved mastery on the 2012 administration of the FCAT Reading Test.	In grades 3-5, 22% (45) of the students will achieve mastery for reading on the 2013 FCAT Reading Test.

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	Teachers limited understanding of providing rigorous differentiated instruction for enrichment instruction.	Provide differentiated, enrichment strategies and instruction.	Principal and Assistant Principal	Weekly classroom observations (informal/formal), lesson plans, and data chats.	Monitoring Forms, Data Chat Forms, 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning	

gains in reading. Reading Goal #3a:		In grades 3-5, 60% (71) of students will achieve mastery on the 2013 administration of the FCAT Reading Test.		

2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 56% (67) of students achieved mastery on the 2012 FCAT Reading Test.	In grades 3-5, 60% (71) of students will achieve mastery on the 2013 administration of the FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 Teachers' extended understanding of data disaggregation and how to use it to drive instruction.	3.1 To implement professional development workshops to extend teachers' understanding of disaggregating data and how to use the information to effectively guide lesson planning and strategy groups.	3.1 Principal and Assistant Principal	3.1 Create data monitoring forms for assessments (i.e. - FAIR, Benchmarks, Learning Schedule Assessments Unit Test, Data Chats,Classroom Observations and Lesson Plan Reviews.	3.1 CAST (Collaborative Assessment System for Teachers)
2	3.2 Student attendance and tardies.	3.2 School Truancy Social Worker, Monthly Attendance Intervention Team Meetings and Sending home Parent Warning Letters	3.2 Principal, Assistant Principal and Guidance Counselor	3.2 Attendance Reports	3.2 Attendance Reports
3					

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.	In grades 3-5, 67% (20) of the lowest 25% will achieve

			mastery for reading on the 2013 FCAT Reading Test.

Reading Goal #4:

2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 63% (19)of the lowest 25% achieved mastery on the 2012 administration of the FCAT Reading Test.	In grades 3-5, 67% (20) of the lowest 25% will achieve mastery for reading on the 2013 FCAT Reading Test.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Teachers' going deeper in their understanding of data disaggregation and how to use it to drive instruction.	4.1 To implement professional development workshops to train teachers how to go deeper in disaggregating data and how to use the information to effectively guide lesson planning and strategy groups.	4.1. Principal and Assistant Principal	4.1. Create data monitoring forms for assessments (i.e. - FAIR, Benchmarks, Learning Schedule Assessments/Unit Test), Data Chats and Lesson Plans	4.1. CAST (Collaborative Assessment System for Teachers)
2	4.2. Student attendance and tardies.	4.2. School Truancy Social Worker, Monthly attendance Intervention Team Meetings, Send home Parent Warning Letters	4.2. Principal, Assistant Principal and Guidance Counselor	4.2 Attendance Reports	4.2 Attendance Reports
3	4.3	4.3	4.3	4.3	4.3

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In grades 3-5, we will decrease the number of students scoring a level 2 or below on the 2013 FCAT Reading Test to 48% (39) of African American students, 36%(5) of Hispanic students and 42% (8)of White students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 53% (43) of African American students, 42% (6)of Hispanic students and 47% (9) of White students scored a level 2 or below on the 2012 FCAT Reading Test.	In grades 3-5, we will decrease the number of students scoring a level 2 or below on the 2013 FCAT Reading Test to 48% (39) of African American students, 36%(5) of Hispanic students and 42% (8)of White students.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	5A.1 Student attendance and tardies.	5A.1 School Truancy Social Worker,Monthly attendance Intervention Team Meetings, Send home Parent Warning Letters	5A.1 Principal Assistant Principal Guidance Counselor	5A.1. Attendance Reviews	5A.1 Attendance Reviews

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:	
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In grades 3-5, we will decrease the number of students scoring a level 2 or below on the 2013 FCAT reading test to 17% (3) of Students with Disabilities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 25% (4) of Students with Disabilities scored a level 2 or below on the 2012 FCAT Reading Test.	In grades 3-5, we will decrease the number of students scoring a level 2 or below on the 2013 FCAT reading test to 17% (3) of Students with Disabilities.

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	Teachers utilizing effective instructional strategies including scaffolding and differentiated instruction.	Assist teachers in developing a better understanding of strategies and scaffolding instruction to meet the unique needs of students with disabilities.	Principal and Assistant Principal	Monitoring student progress using assessments (benchmarks, teacher created mini-assessments, Learning Schedule Assessments) and track student understanding to determine where additional help is needed.	Data chats, benchmark results, monitoring forms, lesson plans and observations (formal/informal).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In grades 3-5, we will decrease the number of students scoring a level 2 or below on the 2013 FCAT Reading Test to 46% (44) of Economically Disadvantaged Students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 51% (48) of Economically Disadvantaged Students scored 2 or below on the 2012 FCAT Reading Test.	In grades 3-5, we will decrease the number of students scoring a level 2 or below on the 2013 FCAT Reading Test to 46% (44) of Economically Disadvantaged Students.

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	5D.1 Teachers utilizing effective instructional strategies including scaffolding and differentiated instruction.	5D.1 Assist teachers in developing a better understanding of strategies and scaffolding instruction to meet the unique needs of students with disabilities.	5D.1 Principal and Assistant Principal	5D.1 Monitoring student progress using assessments (benchmarks, teacher created mini-assessments, Learning Schedule Assessments) and track student understanding to determine where additional help is needed.	5D.1 Data chats, benchmark results, monitoring forms, lesson plans and observations (formal/informal).

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
Going deeper to analyze student work and their academic needs.	K-5	Reading Coach and Reading Interventionist	School-wide	Early Release and Weekly Common Planning time/PLCs	Formal and Informal Classroom Observations	Principal, Assistant Principal and Academic Coaches
Conferencing with students	K-5	Reading Coach and Reading Interventionist	School-wide	Early Release and Weekly Common Planning time/PLC	Formal and Informal Classroom Observations	Principal, Assistant Principal and Academic Coaches
Disaggregating Reading Data	K-5	Reading Coach and Reading Interventionist	School-wide	Early Release and Weekly Common Planning time/PLC	Formal and Informal Classroom Observations	Principal, Assistant Principal and Academic Coachers

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Additional support in NGSS Standards for grades 3-5	Florida Ready student workbooks for grades 3-5	School Based	$5,000.00
Additional Support in Common Core Standards for grades 1-2	Common Core Clinics- Reading Workbooks for grades 1-2	School based	$8,500.00
			Subtotal: $13,500.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Additional support in NGSS Standards and scaffolding instruction for grades 3-5	FCAT Test Maker	School Based	$475.00
			Subtotal: $475.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Differentiated needs based training	Weekly common planning time, PLCs, Early Release and Faculty Meetings	School Based	$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: $13,975.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

1. Students scoring proficient in listening/speaking.

CELLA Goal #1:

2012 Current Percent of Students Proficient in listening/speaking:

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In grade 3-5, 35% (72) of students will achieve mastery on the 2013 administration of the FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 28% (57) of students achieved mastery on the 2012 FCAT Mathematics Test.	In grade 3-5, 35% (72) of students will achieve mastery on the 2013 administration of the FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Teachers' going deeper in their understanding of data disaggregation and how to use it to drive instruction.	1.1 To implement professional development workshops to train teachers how to go deeper in disaggregating math data and how to use the information to effectively guide lesson planning and strategy groups.	1.1 Principal,Assistant Principal,Math Coach and Math Interventionist	1.1 Create data monitoring forms for assessments (i.e. - FAIR, Benchmarks, Learning Schedule Assessments/Unit Test), Data Chats and Lesson Plans	1.1 CAST (Collaborative Assessment System for Teachers)
2	1.2. Student attendance and tardies.	1.2 School Truancy Social Worker, Monthly attendance Intervention Team Meetings, Send home Parent Warning Letters	1.2 Principal Assistant Principal Guidance Counselor	1.2 Attendance Reports	1.2 Attendance Reports
3	1.3	1.3	1.3		

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

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

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

No Data Submitted

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grade 3-5, 20% (41)of students will achieve mastery on the 2013 administration of the FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 11% (23) of students achieved mastery on the 2012 administration of the FCAT Mathematics Test.	In grade 3-5, 20% (41)of students will achieve mastery on the 2013 administration of the FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Teachers limited understanding of providing rigorous differentiated instruction for enrichment instruction.	2.1 Provide differentiated, enrichment strategies and instruction.	2.1 Principal, Assistant Principal,Math Coach and Math Interventionist	2.1 Weekly classroom observations (informal/formal), lesson plans, and data chats.	2.1 Monitoring Forms, Data Chat Forms, 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grades 3-5, 69% (82) of students will achieve mastery on the 2013 administration of the FCAT Mathematics Test.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	In grades 3-5, 65% (77) of students achieved mastery on the 2012 administration of the FCAT Mathematics Test.	In grades 3-5, 69% (82) of students will achieve mastery on the 2013 administration of the FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 Teachers' going deeper in their understanding of data disaggregation and how to use it to drive instruction.	3.1. To implement professional development workshops to train teachers how to go deeper in disaggregating data and how to use the information to effectively guide lesson planning and strategy groups.	3.1 Principal, Assistant Principal, Math Coach and Math Interventionist	3.1. Create data monitoring forms for assessments (i.e. - FAIR, Benchmarks, Learning Schedule Assessments/Unit Test), Data Chats and Lesson Plans	3.1. CAST (Collaborative Assessment System for Teachers)
2	3.2 Student attendance and tardies.	3.2. School Truancy Social Worker, Monthly attendance Intervention Team Meetings, Send home Parent Warning Letters	3.2. Principal, Assistant Principal and Guidance Counselor	3.2 Attendance Reports	3.2 Attendance Reports
3	3.3	3.3	3.3	3.3	3.3.

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:	Increase the learning gains of the lowest 25% in grades 3-5 to 79% (24) on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	In grades 3-5, 77% (23) of the lowest 25% made learning gains on the 2012 FCAT Mathematics.	Increase the learning gains of the lowest 25% in grades 3-5 to 79% (24) on the 2013 FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Teachers' going deeper in their understanding of data disaggregation and how to use it to drive instruction.	4.1 To implement professional development workshops to train teachers how to go deeper in disaggregating data and how to use the information to effectively guide lesson planning and strategy groups.	4.1. Principal, Assistant Principal, Math Coach and Math Interventionist	4.1. Create data monitoring forms for assessments (i.e. - FAIR, Benchmarks, Learning Schedule Assessments/Unit Test), Data Chats and Lesson Plans	4.1. CAST (Collaborative Assessment System for Teachers)
2	4.2. Student attendance and tardies.	4.2. School Truancy Social Worker, Monthly attendance Intervention Team Meetings, Send home Parent Warning Letters	4.2. Principal,Assistant Principal and Guidance Counselor	4.2. Attendance Reports	4.2. Attendance Reports
3	4.3	4.3	4.3	4.3	4.3.

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 school year 2016-2017, only 34% will not make satisfactory performance. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38%	43%	49%	55%	60%	

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:	In grades 3-5, 41%(33) Black students, 30% (6) White students and 53% (7) Hispanic scored a level 2 or below on the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 46%(37) Black students, 36% (7) White students and 57% (8) Hispanic scored a level 2 or below on the 2012 FCAT Math Test.	In grades 3-5, 41%(33) Black students, 30% (6) White students and 53% (7) Hispanic scored a level 2 or below on the 2013 FCAT Math Test.

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
	5A.1 Student attendance and	5A.1. School Truancy Social	5A.1. Principal, Assistant	5A.1 Attendance Reviews	5A.1. Attendance

	tardies.	Worker,Monthly attendance Intervention Team Meetings, Send home Parent Warning Letters	Principal, Guidance Counselor		Reviews
1					

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:	
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In grades 3-5, we will decrease the number of students scoring a level 2 or below on the 2013 FCAT Mathematics Test to 52% (8) of Students with Disabilities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 56% (9) of Students with Disabilities scored a level 2 or below on the 2012 FCAT Mathematics Test.	In grades 3-5, we will decrease the number of students scoring a level 2 or below on the 2013 FCAT Mathematics Test to 52% (8) of Students with Disabilities.

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	5D.1 Teachers utilizing effective instructional strategies including scaffolding and differentiated instruction.	5D.1 Assist teachers in developing a better understanding of strategies and scaffolding instruction to meet the unique needs of students with disabilities.	5D.1 Principal and Assistant Principal	5D.1 Monitoring student progress using assessments (benchmarks, teacher created mini-assessments, Learning Schedule Assessments) and track student understanding to determine where additional help is needed.	5D.1 Data chats, benchmark results, monitoring forms, lesson plans and observations (formal/informal).

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

	5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:		In grades 3-5, we will decrease the number of students scoring a level 2 or below on the 2013 FCAT Math Test to 38% (36) of Economically Disadvantaged Students.		

2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 44% (42) of economically disadvantaged students scored 2 or below on the 2012 FCAT Math Test.	In grades 3-5, we will decrease the number of students scoring a level 2 or below on the 2013 FCAT Math Test to 38% (36) of Economically Disadvantaged Students.

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	5E.1 Teachers utilizing effective instructional strategies including scaffolding and differentiated instruction.	5E.1. Assist teachers in developing a better understanding of strategies and scaffolding instruction to meet the unique needs of students with disabilities.	5E.1. Principal and Assistant Principal	5E.1. Monitoring student progress using assessments (benchmarks, teacher created mini-assessments, Learning Schedule Assessments) and track student understanding to determine where additional help is needed.	5E.1. Data chats, benchmark results, monitoring forms, lesson plans and observations (formal/informal).

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
Conferencing with Students	K-5	Math Coach and Math Interventionist	School-Wide	Early Release Wednesdays and Weekly Common Planning time/PLCs	Formal and Informal Observations	Principal, Assistant Principal and Academic Coaches
Disaggregation of Data	K-5	Math Coach and Math Interventionist	School- wide	Early Release Wednesdays and Weekly Common Planning time/PLCs	Formal and Informal Observations	Principal, Assistant Principal and Academic Coaches
Going deeper to analyze student work and their academic needs.	K-5	Math Coach and Math Interventionist	School-wide	Early Release Wednesdays and Weekly Common Planning time/PLCs	Formal and Informal Observations	Principal, Assistant Principal and Academic Coaches

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Additional support in NGSS Standards for grades 3-5	Florida Ready student workbooks for grades 3-5	School based	$5,000.00
Additional support in Common Core Standards for grades 1-2	Common Core Clinics- Reading Workbooks for grades 1-2	School based	$8,500.00

			Subtotal: $13,500.00

Strategy	Description of Resources	Funding Source	Available Amount
Additional support in NGSS Standards for grades 3-5	FCAT Test Maker	School based	$475.00
			Subtotal: $475.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Differentiated needs based training	Weekly common planning time, PLCs, Early Release and Faculty Meetings	School based	$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: $13,975.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In grade 5, 28% (21) of students will achieve mastery on the 2013 FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 20% (15) of the students that achieved mastery on the 2012 on the FCAT Science Test	In grade 5, 28% (21) of students will achieve mastery on the 2013 FCAT Science Test.

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Teachers' going deeper in their understanding of data disaggregation and how to use it to drive instruction.	1.1 To implement professional development workshops to train teachers how to go deeper in disaggregating science data and how to use the information to effectively guide lesson planning and strategy groups.	1.1. Principal, Assistant Principal, District Science Coach and Academic Coaches	1.1. Create data monitoring forms for assessments (i.e. - FAIR, Benchmarks, Learning Schedule Assessments/Unit Test), Data Chats and Lesson Plans	1.1. CAST (Collaborative Assessment System for Teachers)
2	1.2 Student attendance and tardies.	1.2 School Truancy Social Worker, Monthly Attendance Intervention team Meetings and Send	1.2 Principal Assistant Princiupal Guidance Counselor	1.2 Attendance reports	1.2 Attendance reports

	home warning letters			

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:	In grade 5, 14% (11) of students will achieve mastery on the 2013 administration of the FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 5, 4%(3) of students achieved mastery on the 2012 FCAT Science Test.	In grade 5, 14% (11) of students will achieve mastery on the 2013 administration of the FCAT Science Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Teachers limited understanding of providing rigorous differentiated instruction for enrichment instruction.	2.1. Provide differentiated, enrichment strategies and instruction.	2.1 Principal, Assistant Principal and Academic Coaches	2.1 Weekly classroom observations (informal/formal), lesson plans, and data chats.	2.1 Monitoring Forms, Data Chat Forms, 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:

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
Going deeper to analyze student work and their academic needs	K-5	Academic Coaches and Teachers	School-wide	Early Release and Weekly Common Planning time/PLCs	Formal and Informal Observations	Principal, Assistant Principal and Academic Coaches
Conferencing with Students	K-5	Academic Coaches and Teachers	School-wide	Early Release and Weekly Common Planning time/PLCs	Formal and Informal Observations	Principal, Assistant Principal and Academic Coaches
Disaggregation of Data	K-5	Academic Coaches and Teachers	School-wide	Early Release and Weekly Common Planning time/PLCs	Formal and Informal Observations	Principal, Assistant Principal and Academic Coaches

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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Additional support in NGSS Standards for grades 3-5	Florida Coach Workbooks for students	School based	$1,500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Additional support in NGSS Standards for grades 3-5	FCAT Test Maker	School based	$475.00
			Subtotal: $475.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated needs based training	Weekly common planning time, PLCs, Early Release and Faculty Meetings	School based	$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: $1,975.00

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:	In grade 4, 80% (55)of students achieved 4.0 on the 2013 Florida Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 4, 58% (40)of students achieved 4.0 on the 2012 Florida Writing Test.	In grade 4, 80% (55)of students achieved 4.0 on the 2013 Florida Writing Test.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Teachers' going deeper in their understanding of data disaggregation and how to use it to drive instruction.	1.1 To implement professional development workshops to train teachers how to go deeper in disaggregating writing data and how to use the information to effectively guide lesson planning and strategy groups.	1.1. Principal, Assistant Principal and Academic Coaches	1.1. Create data monitoring forms for assessments (i.e. - FAIR, Benchmarks, Learning Schedule Assessments/Unit Test), Data Chats and Lesson Plans	1.1. CAST (Collaborative Assessment System for Teachers)
2	1.2 Student attendance and tardies.	1.2. School Truancy Social Worker, Monthly Attendance Intervention Team Meetings and Send home warning letters	1.2. Principal,Assistant Principal and Guidance Counselor	1.2 Attendance Reports	1.2 Attendance Reports
3	1.3	1.3	1.3	1.3	1.3.

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
Conferencing with students	K-5	Academic Coaches	School-wide	Early Release Wednesdays and Weekly Common Planning time/PLCs	Formal and Informal Classroom Observations	Principal and Assistant Principal
Disaggregating Data	K-5	Academic Coaches	School-wide	Early Release Wednesdays and Weekly Common Planning time/PLCs	Formal and Informal Classroom Observations	Principal and Assistant Principal
Going deeper to analyze student work and their academic needs.	K-5	Academic Coaches	School-wide	Early Release Wednesdays and Weekly Common Planning time/PLCs	Formal and Informal Classroom Observations	Principal and Assistant 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
Additional support for teachers to create writing prompts.	FCAT Test Maker	School based	$475.00
		Subtotal: $475.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated needs based training	Weekly common planning time, PLCs, Early Release and Faculty Meetings	School based	$0.00
Differentiated needs based training	Weekly common planning time, PLCs, Early Release and Faculty Meetings	School based	$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: $475.00

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	In 2013, our attendance rate will be 97% (538) students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, our attendance rate was 95.13% (514) students.	In 2013, our attendance rate will be 97% (538) students.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, we had 22.8% (127) students with excessive absences.	In 2013, we expect 17% (95)students to have excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, we had 3% (17) students with excessive tardies.	In 2013, we expect 2% (11) students to have excessive tardies.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Reduction of bus routes causing late arrivals because of students walking to school.	1.1 Contact Florida Department of Transportation, and continue to participate in "The Walking School Bus" program.	1.1. Principal, Assistant Principal and Guidance Counselor	1.1. Monthly Attendance Intervention Team Meeting.	1.1. Monthly Attendance Intervention Team Meeting.

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 Workshop on Attendance Procedures	K-5	Guidance Counselor	Parents and Students	Open House- September 13, 2012	Monitor Attendance	Principal and Assistant Principal
Teacher Workshop on Attendance Procedures	K-5	Guidance Counselor and Truancy Officer	School-wide	August 29, 2012	Monitor Progress Reports	Principal and Assistant Principal

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	In 2013, we expect to have 2.7% (15) Out-of-School Suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, 0.7% (4) students had In-School Suspensions.	In 2013, we expect to have 0.7% (4) In-School Suspensions.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, we had a total of 0.7% (4) In-School Suspensions.	In 2013, we expect to have 0.7% (4) In-School Suspensions.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, we had a total of 5.6% (31) Out-of-School	In 2013, we expect a total of 2.8% (16) Out-of-School

	Suspensions.		Suspensions.		

	2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School		
	In 2012, we had a total of 5.2% (29) Out-of-School Suspensions.		In 2013, we expect to have 2.7% (15) Out-of-School Suspensions.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Referrals that have been written without going through the process.	1.1. Use the School-wide Progressive Discipline Plan.	1.1. Principal and Assistant Principal	1.1. Monitoring the number of referrals and incident report	1.1. End of the quarter incident report.
2	1.2 Some teachers not consistently implementing CHAMPs with fidelity.	1.2. Reviewing CHAMPs procedures	1.2. Principal, Assistant Principal and CHAMPs Trainers	1.2. Decrease in the number of referrals. Principal and Assistant Principal	1.2. End of the quarter incident report.

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
CHAMPs Training/Review	K-5	CHAMPs Trainers	School-wide	Ongoing	Informal Observations	Principal, Assistant Principal and CHAMPs Trainers

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
CHAMPs and Foundations continued implementation	Randy Sprick's Resources	School based	$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

<div style="background:#8B0000;color:white">Grand Total: $0.00</div>

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	In 2013, we expect 30% of our parents to attend Parent Workshops.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012, 14% of our parents attended Parent Workshops	In 2013, we expect 30% of our parents to attend Parent Workshops.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. A lot of parents work during the day, have a second job and transportation issues.	1.1 Provide parents with the yearly Parent Involvement Calendar in advance.	1.1 Principal and Assistant Principal	1.1 Provide sign-in sheets for each event	1.1 Sign-in Sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional/Informational Trainings for Parents	K-5	Academic Coaches and Teachers	Parents	Ongoing	Parent Sign-in Attendance Sheets	Principal and Assistant Principal

Parent Involvement Budget:

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

			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Printing materials for parent use.	Printing	School-based	$400.00
			Subtotal: $400.00
Grand Total: $400.00			

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

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

Technology

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

Professional Development

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

Other

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

End of STEM Goal(s)

Additional Goal(s)

Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Safety Goal Safety Goal #1:	In 2012- 2013, we will decrease the number of students that were involved in accidents that caused various types of injuries to 10% (58).
2012 Current level:	2013 Expected level:
In 2011-2012, 18% (100) of students were involved in accidents that caused various types of injuries.	In 2012- 2013, we will decrease the number of students that were involved in accidents that caused various types of injuries to 10% (58).
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Too many students on the playground.	Create a grade level specific playground schedule.	Principal and Assistant Principal	Foundations Survey and monitoring by administrators.	Foundations Survey and incident reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPs and Foundations Training	K-5	Principal, Assistant Principal and FoundationsTeam	School-wide	Early Release Wednesdays and Weekly Common Planning time/PLCs	Monitor the number of incident reports	Principal and Assistant Principal

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 Safety Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Additional support in NGSS Standards for grades 3-5	Florida Ready student workbooks for grades 3-5	School Based	$5,000.00
Reading	Additional Support in Common Core Standards for grades 1-2	Common Core Clinics-Reading Workbooks for grades 1-2	School based	$8,500.00
Mathematics	Additional support in NGSS Standards for grades 3-5	Florida Ready student workbooks for grades 3-5	School based	$5,000.00
Mathematics	Additional support in Common Core Standards for grades 1-2	Common Core Clinics-Reading Workbooks for grades 1-2	School based	$8,500.00
Science	Additional support in NGSS Standards for grades 3-5	Florida Coach Workbooks for students	School based	$1,500.00
				Subtotal: $28,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Additional support in NGSS Standards and scaffolding instruction for grades 3-5	FCAT Test Maker	School Based	$475.00
Mathematics	Additional support in NGSS Standards for grades 3-5	FCAT Test Maker	School based	$475.00
Science	Additional support in NGSS Standards for grades 3-5	FCAT Test Maker	School based	$475.00
Writing	Additional support for teachers to create writing prompts.	FCAT Test Maker	School based	$475.00
				Subtotal: $1,900.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Differentiated needs based training	Weekly common planning time, PLCs, Early Release and Faculty Meetings	School Based	$0.00
Mathematics	Differentiated needs based training	Weekly common planning time, PLCs, Early Release and Faculty Meetings	School based	$0.00
Science	Differentiated needs based training	Weekly common planning time, PLCs, Early Release and Faculty Meetings	School based	$0.00
Writing	Differentiated needs based training	Weekly common planning time, PLCs, Early Release and Faculty Meetings	School based	$0.00
Writing	Differentiated needs based training	Weekly common planning time, PLCs, Early Release and Faculty Meetings	School based	$0.00
Attendance	Parent and Teacher Workshop on Procedures	Workshop	School-based	$0.00
Suspension	CHAMPs and Foundations continued implementation	Randy Sprick's Resources	School based	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount

Parent Involvement	Printing materials for parent use.	Printing	School-based	$400.00
			Subtotal:	$400.00
			Grand Total:	$30,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	*jn* Focus	*jn* Prevent	*jn* NA

Are you a reward school: *jn* Yes *jn* No

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

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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.

 No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

We are continuing to recruit parents, community members and business partners through Parent Nights and PTA meetings.

Projected use of SAC Funds	Amount
SAC funds will be used for school-wide student incentives and materials to improve student academic success.	$500.00

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

Review the School Improvement Plan at monthly SAC meetings. Also, the SAC committee will determine how school improvement funds will be utilized to accommodate all students for the 2012-2013 school year. Furthermore, the SAC committee will make modifications to current and future goals as needed.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
SADIE T. TILLIS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	52%	51%	68%	25%	196	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	63%	56%			119	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?	50% (YES)	71% (YES)			121	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					436	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District
SADIE T. TILLIS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	50%	84%	23%	208	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	51%	51%			102	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?	53% (YES)	58% (YES)			111	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					421	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested