FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MELROSE PARK ELEMENTARY SCHOOL

District Name: Columbia

Principal: Joseph N. Adkins

SAC Chair: Courtney C. Baisden

Superintendent: Michael F. Millikin

Date of School Board Approval:

Last Modified on: 9/28/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Joseph N. Adkins	Degrees: Master of Science in Educational Leadership Bachelor of Music in Music Education Certifications: School Principal - all levels Educational Leadership - all levels Music K - 12	3.5	6	2006-2007 Grade A 100% AYP criteria met. 2007-2008 Grade A, 92% AYP criteria met. Students with disabilities did not make AYP in reading and math Did not meet AYP requirements in writing 2008-2009 Grade A 97% AYP criteria met. Black students did not make AYP in math. 2009 - 2010 Grade B 82% AYP criteria met. Black students, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading and Math. 2010-2011

					Grade A 90% AYP criteria met. Black students and economically disadvantaged students did not make AYP in Reading. 2011-2012 Grade B

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Cherie Stone	Master of Science in Elementary Education Bachelor of Science in Elementary Education Certifications: Elementary 1-6 Pre-K Primary Media Specialist Reading Endorsed ESOL Endorsed	18	2	2009 - 2010 Grade B 82% AYP criteria met. Black students, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading and Math. 2010-2011 Grade A 90% AYP criteria met. Black students and economically disadvantaged students did not make AYP in Reading. 2011-2012 Grade B

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	Through NEFEC and its Foundation for Rural Education Excellence, Columbia County Public Schools will participate in teacher recruitment efforts designed to help districts "grow their own." Specifically, partnerships between high schools and local community colleges are being established to increase interest in teaching within the Northeast Florida region. In addition, NEFEC and its Foundation are establishing a retention program that will increase mentoring to beginning, alternatively certified, and struggling teachers. Through NEFEC's newly created mentor cadre, high performing teachers are receiving training in mentoring skills and being matched with teachers in need of a mentor. To further the district's efforts to retain highly qualified reading teachers, teachers are given a variety of opportunities to receive endorsement in reading. These opportunities are specifically outlined in the professional development section of this plan.	Joseph N. Adkins	Until all positions are filled.	

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
Not available at this time.	

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
43	7.0%(3)	32.6%(14)	27.9%(12)	32.6%(14)	41.9%(18)	100.0%(43)	25.6%(11)	2.3%(1)	62.8%(27)

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
Beth Cason	Sara Coe	Highly Qualified Teacher with Clinical Education Training	District Teacher Assistance Program, weekly planning, analyzing student work/data, developing assessments, conferencing, and problem solving.
Baye Ballew	Karen McClain	Highly Qualified Teacher with Clinical Education Training	District Teacher Assistance Program, weekly planning, analyzing student work/data, developing assessments, conferencing, and problem solving.
Jennie Lord	Dedra Hollingsworth	Highly Qualified Teacher with Clinical Education Training	District Teacher Assistance Program, weekly planning, analyzing student work/data, developing assessments, conferencing, and problem solving.

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

> We receive funding that is allocated for faculty and staff salaries, teacher in-service, educational materials and supplies, Professional Development and Parent Involvement activities which provide additional academic help in the classrooms.

Title I, Part C- Migrant

> The Title I, Part C Migrant Education Program (MEP) will closely monitor migrant student progress at each school site by meeting on a regular basis with students, teachers, guidance personnel and other appropriate staff. The MEP will implement supplementary literacy and mathematics tutorials that address the unique needs of migrant students. The MEP will also provide a family advocate to serve as the liaison between the student's family and school.

Title I, Part D

NEED TO COMPLETE

Title II

Professional Development in accordance with the District plan.

Title III

The District did not qualify for Title III funding.

Title X- Homeless

The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds provide a paraprofessional tutor for 3rd - 5th grades during math instruction.

Violence Prevention Programs

Per state statute, the district has adopted and now implements a district wide bullying policy. The Too Good for Drugs and Too Good for Violence programs are used in K-5th grades. School Resource Officers are on-call for all Elementary schools. The school has a Crisis Prevention team in place. A counselor from Meridian frequently meets with students who need counseling. Several teachers are CPI certified to handle crisis situations.

Nutrition Programs

Free and reduced lunch program is provided for students who meet the Federal Poverty guidelines. Free breakfast is provided to all students by the Universal Breakfast Program. Physical Education teaches a Nutritional Unit to Kindergarten - 5th grade. The University of Florida Nutrition Education Program visits and provides valuable information and activities for first and second grade students.

Housing Programs

No programs are available at this time.

Head Start

Information is received regarding new kindergarten students, from the local Head Start Program, if available.
Pre-K handicap is provided for students with disabilities. Voluntary Pre-K is provided at Melrose Park Elementary for 4 year olds.

Adult Education

Adult education is made available by the District.

Career and Technical Education

Does not apply at the elementary school level.

Job Training

Does not apply at the elementary school level.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Joseph N. Adkins, Principal
Cherie Stone, Reading Coach
Courtney C. Baisden, Curriculum Resource Teacher
Tanya Neeley, Media Specialist
Holly Casey, Guidance
Jayne Townsend, Staffing Specialist
Penny Bellamy, Speech and Language Pathologist

ESE teachers
School Psychologist

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 purpose of the MTSS Leadership Team in our school is to ensure high quality instruction/intervention is matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSS Leadership Team reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve proficiency and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The MTSS Leadership Team is considered the main leadership team in our school. The MTSS Leadership Team will meet weekly and use the problem solving process to:
•Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
•Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
-Tutoring during the day in small group pull-outs in math with SAI tutor.
-Small group instruction during reading and math
-Create, manage and update the school resource map
•Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
•Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
•Review and interpret student data (academic, behavior and attendance) at the school and grade levels
•Organize and support systematic data collection as needed
•Strengthen the Tier 1 (core curriculum) instruction through supportive coaching, management or resources, and providing professional development in research based instructional strategies.

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

•The MTSS Leadership Team and SAC were involved in the School Improvement Plan development.
•The School Improvement Plan is the working document that guides the work of the MTSS Leadership Team.
•The MTSS Leadership Team will communicate with and support the PLCs in implementing the proposed strategies by assigning MTSS Leadership Team members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger MTSS Leadership Team team through the subject area MTSS Leadership Team representatives.
•The MTSS Leadership Team and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
1. Review and analyze screening and collateral data
2. Develop and test hypotheses about why student/school problems are occurring (changeable barriers)
3. Develop and target interventions based on confirmed hypotheses
4. Establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
5. Develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichment)
6. Review goal statements to ensure they are ambitious, time-bound and meaningful
7. Assess the fidelity of instruction/intervention implementation and other PS/MTSS processes

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.

Core Curriculum (Tier 1)
Data Source – Data Management System

1. FCAT released test (Reading, Math, Science, and Writing) - Performance Matters database
2. Performance Matters Progress Monitoring Assessments (Reading, Math, and Science) - Performance Matters
3. FAIR (Reading) - Progress Monitoring and Reporting Network
4. STAR (Reading and Math) – Renaissance
5. Common Assessments (*see below) of chapter/segments tests using adopted curriculum resources (Reading, Math,

Science, and Writing) – Grade book

6. Mini-Assessments on specific tested Benchmarks (Reading, Math, and Writing) – Grade book
7. Navigator Plus data management (Reading, Math, and Writing) - NEFEC
8. School-wide behavior plan - Discipline Referrals, Weekly behavior sheet, School Generated database, and/or Grade book
9. Columbia Writes (Writing) - School Generated Excel Database

*A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:
•Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
•Determine which skills need to be taught with alternative strategies.
•Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
•Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)
Data Source – Data Management System

1. All of the same data sources and management systems as mentioned above will be used to summarize data plus the following:
2. Individualized Progress Monitoring assessments based on area of intervention: mini-assessments and other assessments from adopted curriculum resource materials (all areas) - School Generated, easycbm.com (University of Oregon)
3. Behavior Sheets - School Generated database

Describe the plan to train staff on MTSS.

MTSS Leadership Team received training provided by the District MTSS Coordinator in August 2012. The MTSS Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The MTSS Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

Professional Development on data analysis and the MTSS process takes place during Data Meetings that are held three times a year and during grade level planning times when needed. The MTSS Leadership Team trains teachers on how to read and interpret data and guides teachers in planning and carrying out instruction and interventions.

All instructional staff received training in Kagan strategies. Kagan strategies help teachers focus on student engagement and motivation.

As the District develops resources and staff development trainings on PS/MTSS, these tools and staff development sessions will be conducted with staff when they become available.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The School Leadership Team serves as the school's Literacy Leadership Team. The team is comprised of:

Joseph N. Adkins, Principal
Cherie Stone, Reading Coach
Courtney C. Baisden, Curriculum Resource Teacher
Tanya Neeley, Media Specialist
Holly Casey, Guidance

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

The LLT is a subset of the School Leadership Team.

The team provides leadership for the implementation of the reading strategies on the SIP.

The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.

The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the School Leadership Team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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

Implementation and evaluation of the SIP reading strategies across the content areas.

Professional Development in:
1. Kagan strategies
2. Common Core Writing and FCAT Writes writing instruction
3. Text Complexity
4. Common Core State Standards
5. Lesson Study

Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas.

Data analysis (on-going)

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/24/2012)

*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.

Melrose Park Elementary has two prekindergarten handicapped classes and a Voluntary PreK class. The children are provided with opportunities to attend school-wide activities. In addition, those PreK students who are to attend Kindergarten the next year are provided with opportunities to go into Kindergarten classrooms for socialization and other selected activities; this makes the transition smoother. Local PreK providers would provide the same opportunities.

*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

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

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, students scoring at Achievement Level 3 in reading on the FCAT 2.0 will increase from 27.6% to 32.6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.6% (54)	32.6% (64)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Engagement	Use Kagan Cooperative Learning Structures in lessons daily.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT FAIR STAR Performance Matters
2	Students lack efficient strategies for timed test situations.	Continue to use Larry Bell 12 Powerful Words strategy Kagan Cooperative Learning Structures FCAT Explorer Weekly fluency practice	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT FAIR STAR Performance Matters
3	Truancy Mobility	Encourage attendance by providing incentives Open communication with parents Utilize county-wide pacing guides to maintain cohesiveness among school curriculum	Classroom Teacher Guidance Counselor Principal Curriculum Resource Teacher Reading Coach	Review of attendance reports Evaluation of lesson plans Classroom walk through	Attendance Reports Performance Matters
4	Lack of vocabulary and background knowledge impedes comprehension	Teachers will use modeling think-alouds, visualizing, games, authentic conversations, and rich literature to build vocabulary. Reinforce weekly vocabulary during centers. Use of real life examples. During weekly grade level meeting, discuss strategies and activities for teaching vocabulary.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Performance Matters STAR FAIR Weekly vocabulary grades

| | 5 | Current Curriculum does not meet text complexity of Common Core State Standards | School-wide vocabulary program that is broadcasted on the morning news.

Use chapter and picture books, with higher text complexity to supplement core reading curriculum with whole group instruction.

As a grade level team, teachers will discuss and plan questions for upcoming lessons that use higher-level questioning

Classroom assessments will include higher-level thinking questions | Principal
Reading Coach
Curriculum Resource Teacher | Classroom Walk through to monitor

Weekly assessments | FCAT
Performance Matters
STAR
FAIR
Weekly grades |

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

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, students scoring at or above Achievement Level 4 in reading on the FCAT 2.0 will increase from 19% to 24%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (37)	24% (47)

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
Student Engagement	Use Kagan Cooperative	Principal	Classroom Walk through	FCAT

1		Learning Structures in lessons daily.	Reading Coach Curriculum Resource Teacher	to monitor. Weekly assessments	FAIR STAR Performance Matters
2	Students lack efficient strategies for timed test situations.	Continue to use Larry Bell 12 Powerful Words strategy Kagan Cooperative Learning Structures FCAT Explorer Weekly fluency practice	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT STAR Performance Matters
3	Truancy Mobility	Encourage attendance by providing incentives Open communication with parents Utilize county-wide pacing guides to maintain cohesiveness among school curriculum	Classroom Teacher Guidance Counselor Principal Curriculum Resource Teacher Reading Coach	Review of attendance reports Evaluation of lesson plans Classroom walk through	Attendance Reports Performance Matters
4	Current Curriculum does not meet text complexity of Common Core State Standards	Use chapter and picture books, with higher text complexity to supplement core reading curriculum with whole group instruction. As a grade level team, teachers will discuss and plan questions for upcoming lessons that use higher-level questioning Classroom assessments will include higher-level thinking questions	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Performance Matters STAR FAIR Weekly grades
5	Limited resources or personnel for enrichment activities	Utilize paras and qualified volunteers to meet with small groups for enrichment activities Literacy circles SRA kits will be used with students in 1st - 5th	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Performance Matters STAR FAIR Weekly grades

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

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, the percentage of students making learning gains in reading on the FCAT 2.0 will increase from 52% to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (101)	57% (112)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Student Engagement	Use Kagan Cooperative Learning Structures in lessons daily.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT FAIR STAR Performance Matters
2	Students lack efficient strategies for timed test situations.	Continue to use Larry Bell 12 Powerful Words strategy Kagan Cooperative Learning Structures FCAT Explorer Weekly fluency practice	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT FAIR STAR Performance Matters
3	Truancy Mobility	Encourage attendance by providing incentives Open communication with parents Utilize county-wide pacing guides to maintain cohesiveness among school curriculum	Classroom Teacher Guidance Counselor Principal Curriculum Resource Teacher Reading Coach	Review of attendance reports Evaluation of lesson plans Classroom walk through	Attendance Reports Performance Matters
4	Current Curriculum does not meet text complexity of Common Core State Standards	Use chapter and picture books, with higher text complexity to supplement core reading curriculum with whole group instruction. As a grade level team, teachers will discuss and plan questions for upcoming lessons that use higher-level questioning Classroom assessments will include higher-level	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Performance Matters STAR FAIR Weekly grades

		thinking questions			
5	Gaps between grade levels	Cross grade level meetings to build consistency for grade level curriculum and for a smoother transition	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor

Weekly assessments

Grade level meeting minutes | FCAT Performance Matters STAR FAIR Weekly grades |
| 6 | Teachers do not consistently use data to guide instruction for remediation | Grade level monthly meetings with Lead Team to analyze progress monitoring and classroom data and to plan for remediation. | Principal Reading Coach Curriculum Resource Teacher | Classroom Walk through to monitor

Weekly assessments

Grade level meeting minutes | FCAT Performance Matters STAR FAIR Weekly grades |

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

| 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:	In grades 3-5, the percentage of students in lowest 25% making learning gains in reading on the FCAT 2.0 will increase from 50% to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (25)	55% (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	Student Engagement	Use Kagan Cooperative Learning Structures in lessons daily.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor

Weekly assessments | FCAT FAIR STAR Performance Matters |

2	Students lack efficient strategies for timed test situations.	Continue to use Larry Bell 12 Powerful Words strategy Kagan Cooperative Learning Structures FCAT Explorer Weekly fluency practice	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT FAIR STAR Performance Matters
3	Truancy Mobility	Encourage attendance by providing incentives Open communication with parents Utilize county-wide pacing guides to maintain cohesiveness among school curriculum	Classroom Teacher Guidance Counselor Principal Curriculum Resource Teacher Reading Coach	Review of attendance reports Evaluation of lesson plans Classroom walk through	Attendance Reports Performance Matters
4	Motivation	Successful Reader Book Clubs Accelerated Reader "Caught ya reading" program - Recognize students who are reading outside the classroom	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Assessment data	FCAT FAIR STAR Performance Matters
5	Additional instructional time needed	Notify parents of SES services provided by Title I for after school tutoring for grades 3-5.	Curriculum Resource Teacher	Classroom Teachers Curriculum Resource Teacher	Progress Notes from SES Provider
6	Gaps between grade levels	Cross grade level meetings to build consistency for grade level curriculum and for a smoother transition	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments Grade level meeting minutes	FCAT Performance Matters STAR FAIR Weekly grades

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, the percentage of students in the ethnicity subgroup, black, scoring a Level 3 or higher in reading on the FCAT 2.0 will increase from 31% to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 31% (29)	Black: 36% (33)

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 language, vocabulary and background knowledge impedes comprehension	Teachers will use modeling think-alouds, visualizing, games, authentic conversations, and rich literature to build vocabulary. Use of real life examples. School-wide vocabulary program that is broadcasted on the morning news.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Performance Matters STAR FAIR Weekly vocabulary grades
2	Truancy Mobility	Encourage attendance by providing incentives Open communication with parents Utilize county-wide pacing guides to maintain cohesiveness among school curriculum	Classroom Teacher Guidance Counselor Principal Curriculum Resource Teacher Reading Coach	Review of attendance reports Evaluation of lesson plans Classroom walk through	Attendance Reports Performance Matters
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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<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
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 3rd - 5th, 20% of students, in the subgroup SWD, will score at achievement level 3 or above on FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (6)	20% (8)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Engagement	Use Kagan Cooperative Learning Structures in lessons daily.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT FAIR STAR Performance Matters
2	Truancy Mobility	Encourage attendance by providing incentives Open communication with parents Utilize county-wide pacing guides to maintain cohesiveness among school curriculum	Classroom Teacher Guidance Counselor Principal Curriculum Resource Teacher Reading Coach	Review of attendance reports Evaluation of lesson plans Classroom walk through	Attendance Reports Performance Matters
3	Lack of language, vocabulary and background knowledge impedes comprehension	Teachers will use modeling think-alouds, visualizing, games, authentic conversations, and rich literature to build vocabulary. Use of real life examples. School-wide vocabulary program that is broadcasted on the morning news.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Performance Matters STAR FAIR Weekly vocabulary grades

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In grades 3-5, the percentage of Economically Disadvantaged students scoring a Level 3 or higher in reading on the FCAT 2.0 will increase from 44% to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (75)	49% (84)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Engagement	Use Kagan Cooperative Learning Structures in lessons daily.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT FAIR STAR Performance Matters
2	Truancy Mobility	Encourage attendance by providing incentives Open communication with parents Utilize county-wide pacing guides to maintain cohesiveness among	Classroom Teacher Guidance Counselor Principal Curriculum Resource Teacher Reading Coach	Review of attendance reports Evaluation of lesson plans Classroom walk through	Attendance Reports Performance Matters

				school curriculum	
3	Lack of language, vocabulary and background knowledge impedes comprehension	Teachers will use modeling think-alouds, visualizing, games, authentic conversations, and rich literature to build vocabulary. Use of real life examples. School-wide vocabulary program that is broadcasted on the morning news.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Performance Matters STAR FAIR Weekly vocabulary grades

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
Lesson Study	Kindergarten, 3rd, and 5th grade	Reading Coach	Kindergarten, 3rd, and 5th grade teachers	October 2012 - May 2013	Lesson Plans Meeting Minutes	Reading Coach Principal
Kagan Coaching	Kindergarten-5th Grade	Kagan Instructor Reading Coach Curriculum Resource Teacher	School-wide	November 2012-May 2013	Lesson Plans Classroom Walk throughs	Principal Curriculum Resource Teacher
Text Complexity	Kindergarten - 5th Grade	Reading Coach	school-wide	October 2012 - May 2013	Lesson Plans Classroom Walk throughs	Principal Reading Coach Curriculum Resource Teacher
Frayer Model	1st - 5th Grades	Reading Coach	1st - 5th Grades	November 2012	Lesson Plans Classroom Walk throughs	Reading Coach Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of fiction and non-fiction magazines to teach text features and comprehension strategies.	Weekly Readers, Storyworks, Naitonal Geographic Explorers, Ranger Rick, Your Big Backyard, and Studies Weekly	Title I and Title VI	$3,200.00
Use SRA for individualized instruction and enrichment in reading.	SRA kits	Title VI	$5,163.00
			Subtotal: $8,363.00
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
Use high complexity picture and chapter books for reading instruction.	Class sets of Chapter books and picture books	Title VI	$8,825.00
			Subtotal: $8,825.00
			Grand Total: $17,188.00

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 grades 3-5, the percentage of students scoring at Achievement Level 3 in mathematics on the FCAT 2.0 will increase from 27.6% to 32.6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.6% (54)	32.6% (64)

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	Truancy Mobility	Encourage attendance by providing incentives Open communication with parents Utilize county-wide pacing guides to maintain cohesiveness among school curriculum	Classroom Teacher Guidance Counselor Principal Curriculum Resource Teacher Reading Coach	Review of attendance reports Evaluation of lesson plans Classroom walk through	Attendance Reports Performance Matters
2	Students lack proficiency with basic math facts (addition, subtraction, multiplication, division- at the appropriate grade level).	Daily practice of basic facts that are required at each grade level. Use of Math Facts in a Flash and Accelerated Math in 1st - 5th grades. Teacher modeling and instruction of basic facts, so that students understand "why" and "how" for each concept.	Principal Curriculum Resource Teacher Grade Level Team Leader	Classroom Walk through to monitor Weekly assessments	FCAT STAR Accelerated Math Tests Performance Matters
3	Student understanding of math vocabulary and language.	Teacher modeling think-alouds, visualizing, and using the math vocabulary daily. Using real life objects and math manipulatives during lessons, independent practice, and in centers. During weekly grade level meetings, discuss strategies and activities for successfully teaching math vocabulary.	Principal Curriculum Resource Teacher Grade Level Team Leader	Classroom Walk through to monitor Weekly assessments	Weekly assessments FCAT STAR Accelerated Math Tests Performance Matters
4	Student Engagement	Use Kagan Cooperative Learning Structures in lessons daily.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	Weekly assessments FCAT STAR Accelerated Math Tests

					Performance Matters
5	Student Engagement	Use Kagan Cooperative Learning Structures in lessons daily.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	Weekly Assessments FCAT Performance Matters
6	Students lack efficient strategies for timed test situations.	Continue to use Larry Bell 12 Powerful Words strategy Kagan Cooperative Learning Structures FCAT Explorer Weekly fluency practice	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	Weekly assessments FCAT STAR Accelerated Math Tests Performance Matters

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 grades 3-5, the percentage of students scoring at or above Achievement Level 4 in mathematics on the FCAT 2.0 will increase from 16% to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (31)	21% (41)

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
	Truancy	Encourage attendance by providing incentives Open communication with	Classroom Teacher Guidance Counselor Principal Curriculum	Review of attendance reports	Attendance Reports

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility	parents Utilize county-wide pacing guides to maintain cohesiveness among school curriculum	Resource Teacher Reading Coach	Evaluation of lesson plans Classroom walk through	Performance Matters
2	Student Engagement	Use Kagan Cooperative Learning Structures in lessons daily.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Performance Matters STAR Accelerated Math Weekly Grades
3	Student Engagement	Use Kagan Cooperative Learning Structures in lessons daily.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Performance Matters Weekly Grades
4	Students lack efficient strategies for timed test situations.	Continue to use Larry Bell 12 Powerful Words strategy Kagan Cooperative Learning Structures FCAT Explorer Weekly fluency practice	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Accelerated Math STAR Performance Matters
5	Limited resources or personnel for enrichment activities	Utilize volunteers to pull high achieving students in grade K-5th for Math Superstars. Teachers will use differentiated instruction with small groups during the 60 minute math block. Teachers will utilize the Accelerated Math program and Math Facts in a Flash for differentiated math practice.	Principal Curriculum Resource Teacher Media Specialist	Classroom Walk through to monitor Weekly assessments	FCAT Performance Matters STAR Accelerated Math Weekly grades

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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, the percentage of students making learning gains in mathematics on the FCAT 2.0 will increase from 59% to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (114)	64% (125)

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	Truancy Mobility	Encourage attendance by providing incentives Open communication with parents Utilize county-wide pacing guides to maintain cohesiveness among school curriculum	Classroom Teacher Guidance Counselor Principal Curriculum Resource Teacher Reading Coach	Review of attendance reports Evaluation of lesson plans Classroom walk through	Attendance Reports Performance Matters
2	Student Engagement	Use Kagan Cooperative Learning Structures in lessons daily.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Performance Matters STAR Weekly grades
3	Students lack efficient strategies for timed test situations.	Continue to use Larry Bell 12 Powerful Words strategy Kagan Cooperative Learning Structures FCAT Explorer Weekly fluency practice	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Performance Matters STAR Weekly grades
4	Teachers do not consistently use data to guide instruction for remediation	Grade level monthly meetings with Lead Team to analyze progress monitoring and classroom data and to plan for remediation.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments Grade level meeting minutes	FCAT Performance Matters STAR Accelerated Math Weekly grades
5	Gaps between grade levels	Cross grade level meetings to build consistency for grade level curriculum and for a smoother transition	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments Grade level meeting minutes	FCAT Performance Matters STAR Accelerated Math Weekly grades

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

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:

<div align="center">

Problem-Solving Process to Increase Student Achievement

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Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

<div align="center">No Data Submitted</div>

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:	In grades 3-5, the percentage of students in lowest 25% making learning gains in mathematics on the FCAT 2.0 will increase from 58% to 63%
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
58% (113)	63% (123)

<div align="center">

Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Truancy Mobility	Encourage attendance by providing incentives Open communication with parents Utilize county-wide pacing guides to maintain cohesiveness among school curriculum	Classroom Teacher Guidance Counselor Principal Curriculum Resource Teacher Reading Coach	Review of attendance reports Evaluation of lesson plans Classroom walk through	Attendance Reports Performance Matters
2	Student Engagement	Use Kagan Cooperative Learning Structures in lessons daily.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT STAR Performance Matters Accelerated Math Weekly grades
3	Students lack efficient strategies for timed test situations.	Continue to use Larry Bell 12 Powerful Words strategy Kagan Cooperative Learning Structures FCAT Explorer Weekly fluency practice	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT STAR Performance Matters Accelerated Math Weekly grades

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

<div align="center">Elementary School Mathematics Goal #</div>

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In grades 3-5, 35% of students in the ethnicity subgroup, black, will score a Level 3 or higher in mathematics on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not available at this time	35% (32)

<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	Truancy Mobility	Encourage attendance by providing incentives Open communication with parents Utilize county-wide pacing guides to maintain cohesiveness among school curriculum	Classroom Teacher Guidance Counselor Principal Curriculum Resource Teacher Reading Coach	Review of attendance reports Evaluation of lesson plans Classroom walk through	Attendance Reports Performance Matters
2	Student understanding of math vocabulary and language.	Teacher modeling think-alouds, visualizing, and using the math vocabulary daily. Using real life objects and math manipulatives during lessons, independent practice, and in centers. During weekly grade level meetings, discuss strategies and activities for successfully teaching math vocabulary.	Principal Curriculum Resource Teacher Grade Level Team Leader	Classroom Walk through to monitor Weekly assessments	Weekly assessments FCAT STAR Accelerated Math Tests Performance Matters

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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA	NA

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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, 35% of students in the subgroup, SWD will score a Level 3 or higher in mathematics on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not available at this time	35% (14)

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	Truancy Mobility	Encourage attendance by providing incentives Open communication with parents Utilize county-wide pacing guides to maintain cohesiveness among school curriculum	Classroom Teacher Guidance Counselor Principal Curriculum Resource Teacher Reading Coach	Review of attendance reports Evaluation of lesson plans Classroom walk through	Attendance Reports Performance Matters
2	Student Engagement	Use Kagan Cooperative Learning Structures in lessons daily.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Accelerated Math STAR Performance Matters
3	Lack of language, vocabulary and background knowledge impedes comprehension	Teachers will use modeling think-alouds, visualizing, games, authentic conversations, and rich literature to build vocabulary. Use of real life examples. School-wide vocabulary program that is broadcasted on the morning news.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Performance Matters STAR Weekly vocabulary grades

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 3-5, 49% of Economically Disadvantaged students will score a Level 3 or higher in mathematics on the FCAT 2.0.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Not available at this time	49% (84)

				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	Truancy Mobility	Encourage attendance by providing incentives Open communication with parents Utilize county-wide pacing guides to maintain cohesiveness among school curriculum	Classroom Teacher Guidance Counselor Principal Curriculum Resource Teacher Reading Coach	Review of attendance reports Evaluation of lesson plans Classroom walk through	Attendance Reports Performance Matters
2	Student Engagement	Use Kagan Cooperative Learning Structures in lessons daily.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Accelerated Math STAR Performance Matters
3	Lack of language, vocabulary and background knowledge impedes comprehension	Teachers will use modeling think-alouds, visualizing, games, authentic conversations, and rich literature to build vocabulary. Use of real life examples. School-wide vocabulary program that is broadcasted on the morning news.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Performance Matters STAR Accelerated Math Weekly vocabulary grades

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
No Data Submitted						

Mathematics Budget:

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

			Subtotal: $0.00

Technology

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

Professional Development

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

Other

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In 5th grade the percentage of students scoring at Achievement Level 3 in science will increase from 38% to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (22)	43% (24)

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	Truancy Mobility	Encourage attendance by providing incentives Open communication with parents Utilize county-wide pacing guides to maintain cohesiveness among school curriculum	Classroom Teacher Guidance Counselor Principal Curriculum Resource Teacher Reading Coach	Review of attendance reports Evaluation of lesson plans Classroom walk through	Attendance Reports Performance Matters
2	Student Engagement	Use Kagan Cooperative Learning Structures in lessons daily.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	Weekly Assessments FCAT Performance Matters
	Teachers are at various levels of training and implementation with Fusion, the new	Integrate SUMS investigations with FUSION for more in-depth learning.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk-through to monitor Weekly assessments	FCAT Performance Matters

	science curriculum, and SUMS Science Investigations.	Integrate science into Reading using the leveled readers.		The number of quality science projects turned in.	
3	Having all necessary materials to complete science investigations in SUMS. Time to complete science investigations and experiments.	Use Discovery Education Science for streaming videos and online content. Technology Lab will use GIZMO Science during Tech Lab.			

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:

<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
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 5th grade the percentage of students scoring at or above Achievement Level 4 in science will increase from 9% to 14%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (5)	14% (8)

<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	Truancy Mobility	Encourage attendance by providing incentives Open communication with parents Utilize county-wide	Classroom Teacher Guidance Counselor Principal Curriculum Resource	Review of attendance reports Evaluation of lesson	Attendance Reports

		pacing guides to maintain cohesiveness among school curriculum	Teacher Reading Coach	plans Classroom walk through	Performance Matters
2	Student Engagement	Use Kagan Cooperative Learning Structures in lessons daily.	Principal Reading Coach Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Performance Matters Weekly Grades
3	Lack of time and resources to provide enrichment activities.	Utilize Discovery Education in the classroom and technology. Utilize science series Home connection component.	Principal Curriculum Resource Teacher	Classroom Walk through to monitor Weekly assessments	FCAT Performance Matters Weekly Grades

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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
No Data Submitted						

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
Real-life science experiences through experiments	GIZMO web based science learning resource	Title VI	$2,500.00
			Subtotal: $2,500.00
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: $2,500.00

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 4th grade the percentage of students scoring at or above Achievement Level 3.0 and higher in writing will increase from 80% to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (53)	85% (60)

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 are at different skill levels with the implementation and understanding the use of the Core Connections (Chris Lewis) approach to writing instruction.	Continue using the Core Connections approach to writing instruction. Continue with a scoring committee for writing to provide consistency in scoring.	Principal Curriculum Resource Teacher Writing Committee	Progress Monitoring with Columbia Writes 4th grade FCAT Writes	FCAT Writes Columbia Writes
2	Classroom teachers in 3rd an 4th grades are not familiar with state expectations for using anchor sets.	Train teachers in 3rd and 4th grade on how to use anchor sets using state provided materials.	Principal Curriculum Resource Teacher Writing Committee	Progress Monitoring with Columbia Writes 4th grade FCAT Writes	FCAT Writes Columbia Writes
3	Sufficient time to teach writing.	4th grade students will have writing once a week during their	Kay Osteen Principal	Progress Monitoring with Columbia Writes	FCAT Writes Columbia Writes

| | | special area block. | | 4th grade FCAT Writes | |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
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
Core Connections Writing	Kindergarten - 5th grade	Chris Lewis	Kindergarten - 5th grade teachers	October 2012 - August 2013	Classroom walk through Lesson Plans Writing Committee	Principal Reading Coach Curriculum Resource Teacher

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

Core Connections Writing Training	Core Connections Writing Training	Title II	$6,600.00
			Subtotal: $6,600.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $6,600.00

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:	The attendance rate will increase from 94.5% to 95%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.5% (456)	95% (467)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
44 students	40 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
69 students	65 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	Transportation issues Lack of understanding of attendance policy Family dynamics /living at different homes Homeless	The Leadership Team will meet monthly to assess the Attendance data to discuss targeted students and to ensure appropriate steps are being implemented. Classroom teachers will notify parent at 3 unexcused absences or 10 unexcused tardies. Classroom teacher will notify the Guidance Counselor at 4 unexcused absences or 15 unexcused tardies.	Principal, Guidance Counselor, and classroom teacher	Analyze Attendance records at monthly meetings	Attendance Report and Tardy Report

		Communicate with parents about attendance policy and the importance of their child's attendance.				

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						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of out-of-school suspensions will decrease by 10% due to suggested behavior changes made by Student Assistance Team.

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
None	None

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
None	None

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
26 out-of-school suspensions	25 out-of-school suspensions

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
24 students	20 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	Parental Support	Involve parents in creating discipline strategies that can be used at home and school	Principal, Guidance Counselor, and Student Assistance Team	Monitor Weekly behavior	Suspension Records Discipline Referrals Parent Conference Forms
2	Previous discipline problems Truancy	School-wide Discipline Plan is presented to students and parents in the Student Handbook. Teachers will review the School-wide Discipline Plan weekly with students.	Principal and Guidance Counselor	On going discussions with teachers and paraprofessionals. Discussions with students and parents.	Suspension Records Referral Records Parent Conference Forms

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The number of students whose parent will attend at least one parent conference will stay at 91% or increase.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
91% (440)	91% (448)

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
	Transportation Time of events Knowing when workshops are scheduled. Lack of incentive	Offer meetings at different times and different days of the week to help with transportation and work schedules. Send home multiple fliers advertising	Principal and Curriculum Resource Teacher	Sign-in sheets Agendas Handouts Parent Conference forms	Sign-in sheets Agendas Handouts

| 1 | | workshops. Include workshop information in bi-monthly newsletters. Use IRIS call-outs as a reminder before workshop.

Provide a snack or dinner when Title I funds allow. | | | |

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:	Could be SUMS. Address from the view point of science and math at the elementary level. Science Fair
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of fiction and non-fiction magazines to teach text features and comprehension strategies.	Weekly Readers, Storyworks, Naitonal Geographic Explorers, Ranger Rick, Your Big Backyard, and Studies Weekly	Title I and Title VI	$3,200.00
Reading	Use SRA for individualized instruction and enrichment in reading.	SRA kits	Title VI	$5,163.00
				Subtotal: $8,363.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Real-life science experiences through experiments	GIZMO web based science learning resource	Title VI	$2,500.00
				Subtotal: $2,500.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Core Connections Writing Training	Core Connections Writing Training	Title II	$6,600.00
				Subtotal: $6,600.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use high complexity picture and chapter books for reading instruction.	Class sets of Chapter books and picture books	Title VI	$8,825.00
				Subtotal: $8,825.00
				Grand Total: $26,288.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⃝ Priority	⃝ Focus	⃝ Prevent	⃝ NA

Are you a reward school: ⃝ Yes ⃝ No

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

No Attachment (Uploaded on 8/31/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

SAC will monitor student and school data for planning and input on the School Improvement Plan. SAC will discuss and make suggestions on how to increase Family Engagement.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Columbia School District
MELROSE PARK ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	79%	92%	47%	286	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%	78%			141	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?	43% (NO)	73% (YES)			116	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					543	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Columbia School District
MELROSE PARK ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	69%	77%	52%	277	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	60%			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?	40% (NO)	70% (YES)			110	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					506	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested