FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: J MICHAEL CONLEY ELEMENTARY SCHOOL AT SOUTHWOOOD

District Name: Leon

Principal: Laura Brooks

SAC Chair: Jeannette Hallock-Solomon

Superintendent: Jackie Pons

Date of School Board Approval:

Last Modified on: 9/26/2012

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	Laura Brooks	B.S. Physical Education, University of Florida; M.S. Education, University of Central Florida Certification: PreK-12 Guidance & Counseling 7-12 Health Education K-12 Physical Education K-12 Educational Leadership	4	6	Principal of J. Michael Conley Elementary at SouthWood in 2011-12: Grade A Principal of J. Michael Conley Elementary at SouthWood in 2010-2011: Grade A, Reading Mastery 81%, Math Mastery 80%, Writing Mastery: 83%, Science Mastery: 65%. AYP: 87%, 69% Making Learning Gains in Reading, 67% Making Learning Gains in Math, 57% of Lowest 25% Making Learning Gains in Reading, 60% of Lowest 25% Making Learning Gains in Math Principal of J. Michael Conley Elementary at SouthWood in 2009-2010: Grade B, Reading Mastery 84%, Math Mastery 78%, Writing Mastery: 83%, Science Mastery: 67%. AYP: 85% Assistant Principal of Hartsfield Elementary in 2008-2009: Grade B, Reading Mastery:

					69%, Math Mastery: 73%, Writing Mastery: 77%, Science Mastery: 32%, AYP: 97%
Assis Principal	Lisa Urban	B.S. Elementary Education, Florida State University; M.S. Educational Leadership/Administration, Florida State University; Ed.S. Educational Leadership and Policy Studies, Florida State University Certification: K-6 Elementary Education K-12 Educational Leadership	4	5	Assistant Principal of J. Michael Conley Elementary at SouthWood in 2012-2013: Grade A Assistant Principal of J. Michael Conley Elementary at SouthWood in 2010-2011: Grade A, Reading Mastery 81%, Math Mastery 80%, Writing Mastery: 83%, Science Mastery: 65%. AYP: 87%, 69% Making Learning Gains in Reading, 67% Making Learning Gains in Math, 57% of Lowest 25% Making Learning Gains in Reading, 60% of Lowest 25% Making Learning Gains in Math Assistant Principal of J. Michael Conley Elementary at SouthWood in 2009-2010: Grade B, Reading Mastery 84%, Math Mastery 78%, Writing Mastery: 83%, Science Mastery: 67%. AYP: 85% Assistant Principal of Belle Vue Middle School in 2008-2009: Grade C, Reading Mastery 40%, Math Mastery 38%, Writing Mastery: 87%, Science Mastery 20%, AYP: 82%; Only SWD subgroup made AYP in reading.

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	Angela Quiggins	Master's in Educational Leadership & Policy Studies, Certified in Elem Ed, National Board Certified Teacher, ESOL Administrator Endorsed	5	1	2011-2012 Teacher, Conley Elementary, School Grade A 2010-2011 Teacher, Conley Elementary, School Grade A 2009-2010 Teacher, Conley Elementary, School Grade B 2008-2009 Teacher, Conley Elementary, School Grade A

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	New teacher orientation with Reading Coach	Reading Coach	August 2, 2012 and ongoing	
2	Partnering new teachers with veteran staff	Principal	Ongoing	
3	New teacher mentoring	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
No data submitted	

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
65	7.7%(5)	41.5%(27)	32.3%(21)	18.5%(12)	26.2%(17)	100.0%(65)	9.2%(6)	9.2%(6)	30.8%(20)

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
Kim Glenn	Allison Feinbert	Kim is a highly effective teacher, met the district's Beginning Teacher Program Mentor qualifications and successfully completed the district's Mentor Training Program	Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.
Kim Glenn	Michelle Kearney	Kim is a highly effective teacher, met the district's Beginning Teacher Program Mentor qualifications and successfully completed the district's Mentor Training Program	Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.
Kim Glenn	Karen Levquese	Kim is a highly effective teacher, met the district's Beginning Teacher Program Mentor qualifications and successfully completed the district's Mentor Training	Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.

		Program	
Kim Glenn	Gretchen Hein	Kim is a highly effective teacher, met the district's Beginning Teacher Program Mentor qualifications and successfully completed the district's Mentor Training Program	Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.
Kim Glenn	David Schubert	Kim is a highly effective teacher, met the district's Beginning Teacher Program Mentor qualifications and successfully completed the district's Mentor Training Program	Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee. Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

Identify the school-based MTSS leadership team.

Principal: Provides 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 is provided to support RTI implementation and communicates with parents regarding school-based RTI plans and activities.

Select K-5 Teachers: 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.

Exceptional Education Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with the regular education teacher through such activities as co-teaching.

Reading Coach: Provides guidance on K-12 reading plan; Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning' supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support of intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

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 identify systematic patterns of student need with respect to language skills.

Student Service Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 leadership team will focus their meetings on how to develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students.

The team meets once a week to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus and making decisions about implementation.

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 RTI Leadership team met to help develop the School Improvement Plan. The team provided data on Tier 1, 2, 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a systematic approach to teaching; and aligned processes and procedures.

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: Progress Monitoring and Reporting Network (PMRN), FAIR, FLKRS, Pearson Successmaker and Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, Curriculum Based Measurements, Pearson Successmaker and FCAT mini-assessments.
Diagnostic Assessment: FAIR and Pearson Successmaker
Midyear: PMRN-FAIR assessments, Pearson Successmaker, CBM, and other FCAT mini-assessments.
End of Year: PMRN-FAIR, FCAT, CBM, and Pearson Successmaker.
Frequency of Data: twice a month for data analysis.

Describe the plan to train staff on MTSS.

Florida's web site Florida's Response to Intervention will be shared. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Common planning time will be provided during the year for grade level team meetings to discuss data and problem-solve strategies for improving struggling students' outcomes and addressing students whose needs are advanced. Monthly grade level team meetings with administration will focus on classroom data elements – below grade level, on grade level and above grade level performance. Print and on-line resources are provided for teachers to assist them during these activities.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Reading School Improvement Plan Committee consisting of administration, reading coach, classroom teachers, ESE teachers and IAT members.

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

This committee meets monthly to discuss and assess learning gains based on SuccessMaker reports, classroom progress monitoring, teacher feedback, AR program, FAIR, Lexia, and teacher and parent feedback.

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

To increase the amount of AR tests taken school-wide, increase FAIR scores, SuccessMaker gains and increase scores on classroom reading assessments.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

[ ]

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

[ ]

*High Schools Only

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

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

[ ]

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

[ ]

Postsecondary Transition

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

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

[ ]

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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, 23% of the students will achieve proficiency (Level 3) on the 2013 FCAT reading test.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
22% (71)	23% (91)

	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	Changing Demographics	Assess and enroll (into SM5, STAR) incoming students within 5 days of enrollment to determine their instructional levels and needs	Classroom Teacher, Administration,Technology Coordinator	Online Assessment tools, i.e. STAR, fluency assessments, Read Naturally, DA math assessment, Data Director assessments	Checklist of assessments given and placement made
2	Lack of Parental Involvement in their child's learning process	Provide Curriculum Nights, parent conferences, update classroom websites weekly with parent resources.	All classroom teachers and administration	Parent Feedback	Parent Questionnaires, Parent Climate Surveys
3	Lack of a unified vision for what quality instruction should look like among instructional faculty	Inquiry planning, Lesson Study, school-wide Marzano learning community.Teachers will provide clear learning goals and rubrics, track student progress and celebrate success	All classroom teachers and administration, Reading Coach	Teacher feedback, classroom strategies and behaviors, planning and preparation (lesson plans, team inquiry units, etc.), consistent use of Marzano strategies and techniques	Teacher evaluations climate surveys, training feedback.Appropriat benchmark assessments; classroom observation tools; various classroom assessments
4	Increase instructional rigor throughout the grade levels	Students will receive core curriculum reading instruction for at least 90 minutes a day, differentiated instruction will include the Re-teach, ELL and Enrichment portion of the curriculum,teachers will be provided professional development on higher order questioning and other reading strategies	Principal,Assistant Principal,Reading Coach,Classroom Teacher	Student Progress is assessed using the weekly and/or unit tests, Success Maker Reading reports, classroom walk-throughs focused on Imagine It strategies	AIMSweb data, progress monitoring, Imagine It Weekly and Unit Tests, Success Maker reading reports, FAII
5	Increase the number of teachers with ESOL certification.	Teachers will complete a minimum of 60 hours of Beacon online ESOL coursework.	Teachers, Administration	Teachers will complete an ESOL portfolio	Course completion, portfolio completion, increase in CELLA and FCAT Reading

scores

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

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, 61% of the students will achieve above proficiency (Levels 4 and 5) on the 2013 FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (139)	61% (242)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of Higher Order Thinking Skills	Incorporate GEMS strategies, inquiry lessons, and Webb's Depth of Knowledge questioning into all subject areas.	Classroom Teachers, Administration and Reading Coach	Teacher observation, progress monitoring, lesson plans	Informal and Formal Observation, Deliberate Practice
2	Teachers need more experience and training with questioning, preparation, and delivery of inquiry lessons.	Provide professional development opportunities for GEMS, STEM, Common Core, and Webb's Depth of Knowledge. Allow veteran teachers to model inquiry lessons through Lesson Study.	Classroom Teachers, Administration and Reading Coach	Teacher observations, lesson plans	FCAT scores, report card grades, teacher feedback (climate survey)
3	Teachers lack of knowledge of enrichment strategies.	Professional Development; Training by Reading Coach	Classroom Teacher and Administration, Reading Coach	Teacher observation and lesson plans improvement in FCAT Scores	Increase in FCAT scores; student evaluation of the enrichment activities through the use of rubrics.

	4	Students lack clear understanding of goals and expectations.	Teachers will provide clear learning goals and rubrics, track student progress and celebrate success.	Principal/Assistant Principal, Reading Coach	Monitoring of progress toward goals	Appropriate benchmark assessments; classroom observation tools; various classroom assessment

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

<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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 3-5, 79% of students will achieve learning gains on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (145)	79% (313)

<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	Teachers' lack of knowledge for progress monitoring strategies and tools, and how to use data to increase student achievement.	Provide teachers with progress monitoring strategies at bi-monthly progress monitoring meetings, ongoing disaggregation of data amongst teams.	Classroom Teachers and Administration, Reading Coach	Student progress and growth	Progress Monitoring Matrices, Data Director, AIMS Reading, AIMS Math, Read Naturally
2	Lack of teacher collaboration vertically, across grade levels	Cross-curricular/grade level collaboration	Classroom Teachers and Administration	Teacher Feedback	FCAT results
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:

<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:

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.

Reading Goal #4:	In grades 3-5, 75% of the lowest 25% will achieve adequate learning gains on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (37)	75% (74)

<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	Teachers' lack of knowledge for progress monitoring strategies, and how to use data to increase students' performance with proper instructional strategies.	Provide teachers with progress monitoring strategies at bi-monthly progress monitoring meetings. Train all teachers to use AIMS Web and SM5 for monitoring. Use weekly grade level meetings to identify instructional strategies to meet the needs of lowest 25%.	Classroom Teachers, Administration and Reading Coach	Student progress and growth	Progress Monitoring Matrices, Data Director, FCAT scores, AYP report, report card grades.
2	Teachers have difficulty targeting the lowest quartile of students in reading, in all of the grade levels	Identification of bottom quartile students-first week of school. Provide teachers with progress monitoring strategies at bi-monthly progress monitoring meetings. Use weekly grade level meetings to identify instructional strategies to	Classroom Teachers, Administration and Reading Coach	Student progress and growth	Progress Monitoring matrices, Data Director, FCAT scores, AYP report, report card grades.

		meet the needs of lowest 25%. Professional development in Early Interventions in Reading.			
3	Time	Teachers will provide 90 minutes of explicit, systematic, and uninterrupted reading instruction each day using the Imagine It curriculum school wide. 40+ minutes of Tier 3/RTI will be built into classroom schedules for additional reading and math instructional strategies.	Classroom Teachers and Administration	Student progress and growth	Progress Monitoring matrices, formativ benchmark assessments, Imagine It! assessments, FAIF assessments.
4					
5					

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

	Reading Goal #
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	In six years the school will reduce the achievement gap in Reading by 50%. Increase level 3 and higher rate to 90% in 2016-2017. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	82.5	84	85.5	87	88.5	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee 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, 32% of student subgroups based on ethnicity will not achieve Satisfactory Progress on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (106)	32% (127)

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 need to further understand progress monitoring strategies	Provide teachers with progress monitoring strategies at bi-monthly progress monitoring meetings, grade levels will monitor progress of students at weekly grade level meetings.	Classroom Teachers and Administration	Student progress and growth	Progress Monitoring Matrices
	Lack of Parental Involvement in their	Provide Curriculum Nights, parent	Classroom Teachers and Administration	Parent feedback (climate survey)	Parent Questionnaires/Climat

2	child's learning process	conferences, helpful instructional tips, student data sent with report cards (e.g. FAIR), mid-term progress alerts, after school library hours once/week, before school use of computers in classrooms.			Survey
3	Lack of mentors for students.	Increase number of mentors for students targeted in subgroups.	PTO Mentor Coordinator, Business Partners, Administration,teachers (will notify PTO Mentor Coordinator of candidates)	Increased number of mentors	Increase in the number of mentor/volunteer hours.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A

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, 55% of students with disabilities will not achieve satisfactory progress on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (20)	55% (31)

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	N/A	N/A	N/A	N/A	N/A

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Teachers lack of knowledge for progress monitoring strategies	Provide teachers with progress monitoring strategies at bi-monthly progress monitoring meetings	Classroom Teachers and Administration	Student progress and growth	Progress Monitoring Matrices
3	Lack of Parental Involvement in their child's learning process.	Provide Curriculum Night, parent conferences, and helpful instructional tips.	All classroom teachers and administration	Parent Feedback	Parent Questionnaires; Parent Climate Surveys
4	Lack of Parental Communication	Increase parental communication via, newletters, conferences, progress alerts, list-serve, emails, etc.	Classroom Teachers & Administration	Increase in parental involvement and parental feedback	Parent Climate Surveys and Questionnaires

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, 53% of economically disadvantaged (ED) students will not make satisfactory progress on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (61)	53% (89)

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 need increased knowledge of monitoring the progress of ED students.	Provide teachers with progress monitoring strategies at bi-monthly progress monitoring meetings, teachers will identify ED students the first week of school and monitor progress daily, discussing strategies for improvement at weekly grade level meetings.	Classroom Teachers and Administration	Student progress and growth	Progress Monitoring Matrices, report card grades
2	Lack of Parental Involvement in their child's learning process	Provide Curriculum Nights, parent conferences, helpful instructional tips, student data sent with report cards (e.g. FAIR), mid-term progress alerts, after school library hours once/week, before school use of computers in classrooms.	Classroom Teachers and Administration	Parent feedback (climate survey)	Parent Questionnaires/Climate Survey
3	Lack of student mentors	Increase number of mentors for students targeted in subgroups.	PTO Mentor Coordinator, Business Partners, Administration,teachers (will notify PTO Mentor Coordinator of candidates)	Increased number of mentors	Increase in the number of mentor/volunteer hours.
	Lack of Parental Communication	Increase parental communication via,	Classroom Teachers & Administration	Increase in parental involvement and	Parent Climate Surveys and

4		newletters, conferences, progress alerts, list-serve, emails, etc.			parental feedback	Questionnaires
5						
6						
7						

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 use of Success Maker Reading	Pre K though 5	Technology Coordinator	School-wide	Ongoing as needed	Successful implementation of Success Maker Reading into the daily classroom schedule and use of data for ongoing progress monitoring	Administration
FAIR Training	K, 3rd-5th	Reading Coach	School-wide	Ongoing as needed	Successful implementation of FAIR/FLKRS as well as FAIR data used for progress monitoring	Administration
AimsWeb Training	Pre K through 5	Reading Coach	School-wide	Ongoing as needed	Successful implementation of AimsWeb as well as AimsWeb data used for ongoing progress monitoring	Administration
Providing Clear Learning Goals and providing and developing Rubrics	Pre K through 5	Teachers and Administration	School-wide	Ongoing as needed	Monthly team meetings, faculty meetings, Administrative classroom walk throughs	Administration
Lesson Study	Grades 2-4	Fourth Grade Teachers	2nd-4th Grade Teachers	August 2012-June 2013	Discussion, observation, reflections, and student learning outcomes	Administration
Read Naturally	K-5th	Reading Coach	School-wide	Ongoing as needed	Successful implementation of Read Naturally as well as RN data used for progress monitoring	Administration, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement research-based reading program	SRA Imagine It	Textbook allocation, flex dollars, and district funds	$42,116.00
Implement supplemental reading program K-2	Awards Reading Program	Flex dollars	$2,000.00
			Subtotal: $44,116.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Implement instructional reading software within classroom instruction	Successmaker Software and computers	Flex dollars and District funds	$25,000.00
Implement supplemental reading program	Accelerated Reader, computers, Ipads	Flex dollars, PTO, Technology Funds, District funds	$11,000.00
			Subtotal: $36,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implement and use Data Director and AIMSweb to monitor benchmark mastery and learning gains	Data Director and AIMSweb resources	District and Flex funds	$200.00
			Subtotal: $200.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $80,316.00

End of Reading Go

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The percentage of ELL students proficient in listening and speaking English will increase by at least 1% as evidenced by performance on the CELLA.

2012 Current Percent of Students Proficient in listening/speaking:
51% (19) 2013 goal: 52% (31)

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

2012 Current Percent of Students Proficient in reading:
29% (11) 2013 goal: 30% (18)

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:	The percentage of ELL students proficient in listening writing English will increase by at least 1% as evidenced by performance on the CELLA.
2012 Current Percent of Students Proficient in writing:	
26% (10) 2013 goal: 27% (16)	

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
Implement instructional software	Rosetta Stone	District	$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
Identify students that may qualify for ESOL program	IPT screener, test books, and manuals	Flex dollars	$250.00
Accomodations for ESOL learners	Foreign Language dictionaries	Flex dollars	$200.00
			Subtotal: $450.00

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In grades 3-5, 29% of students will achieve mastery (Level 3) on the 2013 administration of the FCAT Mathematics Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (89)	29% (115)

	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	Changing Demographics	Assess and enroll (into SM5, STAR) incoming students within 5 days of enrollment to determine their instructional levels and needs	Classroom Teacher, Administration,Technology Coordinator	Online Assessment tools, i.e. STAR, fluency assessments, Read Naturally, DA math assessment, Data Director assessments	Checklist of assessments given and placement made
2	Lack of Parental Involvement in their child's learning process	Provide Curriculum Nights, parent conferences, update classroom websites weekly with parent resources.	All classroom teachers and administration	Parent Feedback	Parent Questionnaires, Parent Climate Surveys
3	Lack of a unified vision for what quality instruction should look like among instructional faculty	Inquiry planning, Lesson Study, school-wide Marzano learning community.Teachers will provide clear learning goals and rubrics, track student progress and celebrate success	All classroom teachers and administration, Reading Coach	Teacher feedback, classroom strategies and behaviors, planning and preparation (lesson plans, team inquiry units, etc.), consistent use of Marzano strategies and techniques	Teacher evaluations climate surveys, training feedback.Appropriat benchmark assessments; classroom observation tools; various classroom assessments
4	Limited technology in classrooms.	Teachers will allow students to come into classrooms at 7:45 a.m. each morning to allow for additional SuccessMaker and/or FAST math sessions.	Classroom Teachers	SucessMaker and FAST math reports	FCAT scores, percentage of math facts mastered.
5	Implementation of the Common Core Standards	Ongoing team level discussion and utlization of New Generation of CCS within lesson plans	Kindergarten Classroom Teachers and Administration	Lesson plans, formal and informal observations	Increase in benchmark proficiency and learning gains, forma and informal classroom assessments
6	Incorporating GEMS, inquiry, and STEMS strategies into math lessons.	GEMS training, STEM training	Administration	Lesson Plans, Teacher Feedback	FCAT scores; progress monitoring
7	Increase the number of teachers with ESOL certification.	Teachers will complete a minimum of 60 hours of Beacon online ESOL coursework.	Teachers, Administration	Teachers will complete an ESOL portfolio	Course completion, portfolio completion, increase in CELLA and FCAT Math

scores

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

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, 54% of the students will achieve above proficiency on the 2013 FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (127)	54% (214)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of Higher Order Thinking Skills	Incorporate GEMS strategies, inquiry lessons, and Webb's Depth of Knowledge questioning into all subject areas.	Classroom Teachers, Administration and Reading Coach	Teacher observation, progress monitoring, lesson plans	Informal and Formal Observation, Deliberate Practice
2	Teachers need more experience and training with questioning, preparation, and delivery of inquiry lessons.	Provide professional development opportunities for GEMS, STEM, Common Core, and Webb's Depth of Knowledge. Allow veteran teachers to model inquiry lessons through Lesson Study.	Classroom Teachers, Administration and Reading Coach	Teacher observations, lesson plans	FCAT scores, report card grades teacher feedback (climate survey)
3	Teachers lack of knowledge of enrichment strategies.	Professional Development; Training by Reading Coach	Classroom Teacher and Administration, Reading Coach	Teacher observation and lesson plans improvement in FCAT Scores	Increase in FCAT scores; student evaluation of the enrichment activities through the use of rubrics.

4	Teachers lack of knowledge of enrichment strategies	Professional Development including GEMS, STEM, The Art of Teaching and Learning (Marzano), and delivery of inquiry lessons. Teachers will engage students in complex tasks that require them to generate and test hypostheses	Classroom Teachers and Administration	iObservation and lesson plans	Improvement in FCAT Scores; student evaluation of the enrichment activities through the use of rubrics.
5					

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:

<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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grades 3-5, 68% of students will achieve learning gains on the 2013 administration of the FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (125)	68% (269)

<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	Teachers' lack of knowledge for progress monitoring strategies and tools, and how to use data to increase student achievement.	Provide teachers with progress monitoring strategies at bi-monthly progress monitoring meetings, ongoing disaggregation of data amongst teams.	Classroom Teachers and Administration, Reading Coach	Student progress and growth	Progress Monitoring Matrices, Data Director, AIMS Reading, AIMS Math, Read Naturally

2	Teachers lack of knowledge for progress monitoring strategies	Provide teachers with progress monitoring strategies at bi-monthly progress monitoring meetings	Classroom Teachers and Administration	Student progress and growth	Progress Monitoring Matrices
3	Increase vertical teacher collaboration across grade levels	Cross-curricular collaboration across grade levels	Classroom Teachers and Administration	Teacher Feedback	FCAT results

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:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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, at least 58% of the lowest 25% will achieve learning gains on the 2013 adminstration of the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (28)	58% (57)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Teachers' lack of knowledge for progress monitoring strategies, and how to use data to increase students' performance with proper instructional strategies.</td><td>Provide teachers with progress monitoring strategies at bi-monthly progress monitoring meetings. Train all teachers to use AIMS Web and SM5 for monitoring. Use weekly grade level meetings to identify instructional strategies to meet the needs of lowest 25%.</td><td>Classroom Teachers, Administration and Reading Coach</td><td>Student progress and growth</td><td>Progress Monitoring Matrices, Data Director, FCAT scores, AYP report, report card grades.</td></tr>
<tr><td></td><td>Teachers have difficulty</td><td>Identification of bottom</td><td>Classroom</td><td>Student progress and</td><td>Progress</td></tr>
</table>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	targeting the lowest quartile of students in reading, in all of the grade levels	quartile students-first week of school. Provide teachers with progress monitoring strategies at bi-monthly progress monitoring meetings. Use weekly grade level meetings to identify instructional strategies to meet the needs of lowest 25%. Professional development in Early Interventions in Reading.	Teachers, Administration and Reading Coach	growth	Monitoring matrices, Data Director, FCAT scores, AYP report, report card grades.
3	Teachers knowledge of meeting the needs of all learners	Common Core, Imagine It!, Webb's Depth of Knowledge, STEM. Lesson Study The Art and Science of Teaching (Marzano) school wide learning community	Classroom Teachers and Administration	Student progress and growth, teacher evaluations (e.g. Classroom Strategies and Behaviors)	Progress Monitoring matrices, formative benchmark assessments, Go Math! assessments, iObservation data (teachers).
4					
5					
6					

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	In six years, the school will reduce the achievement gap by 50%. Increase Level 3 and higher rate to 90% in 2016-2017
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	81.67	83.34	85	86.67	88.34	

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, 30% of student subgroups by ethnicity will not achieve satisfactory progress on the 2013 administration of the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (100)	30% (119)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Teachers need to further understand	Provide teachers with progress monitoring	Classroom Teachers and Administration	Student progress and growth	Progress Monitoring Matrices

1	progress monitoring strategies	strategies at bi-monthly progress monitoring meetings, grade levels will monitor progress of students at weekly grade level meetings.			
2	Lack of Parental Involvement in their child's learning process	Provide Curriculum Nights, parent conferences, helpful instructional tips, student data sent with report cards (e.g. FAIR), mid-term progress alerts, after school library hours once/week, before school use of computers in classrooms.	Classroom Teachers and Administration	Parent feedback (climate survey)	Parent Questionnaires/Climate Survey
3	Lack of mentors for students.	Increase number of mentors for students targeted in subgroups.	PTO Mentor Coordinator, Business Partners, Administration,teachers (will notify PTO Mentor Coordinator of candidates)	Increased number of mentors	Increase in the number of mentor/volunteer hours.
4					
5					

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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, 49% of student with disabilities will not make satisfactory progress on the 2013 administration of the FCAT math test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

50% (18)		49% (28)		

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	N/A	N/A	N/A	N/A	N/A
2	Teachers lack of knowledge for progress monitoring strategies	Provide teachers with progress monitoring strategies at bi-monthly progress monitoring meetings	Classroom Teachers and Administration	Student progress and growth	Progress Monitoring Matrices
3	Lack of Parental Involvement in their child's learning process.	Provide Curriculum Night, parent conferences, and helpful instructional tips.	All classroom teachers and administration	Parent Feedback	Parent Questionnaires; Parent Climate Surveys
4	Lack of Parental Communication	Increase parental communication via, newletters, conferences, progress alerts, list-serve, emails, etc.	Classroom Teachers & Administration	Increase in parental involvement and parental feedback	Parent Climate Surveys and Questionnaires

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 (ED) students will achieve satisfactory progress on the 2013 administration of the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (55)	49% (82)

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 need increased knowledge of monitoring the progress of ED students.	Provide teachers with progress monitoring strategies at bi-monthly progress monitoring meetings, teachers will identify ED students the first week of school and monitor progress daily, discussing strategies for improvement at weekly grade level meetings.	Classroom Teachers and Administration	Student progress and growth	Progress Monitoring Matrices, report card grades
2	Lack of Parental Involvement in their child's learning process	Provide Curriculum Nights, parent conferences, helpful instructional tips, student data sent with report cards (e.g. FAIR), mid-term progress alerts, after	Classroom Teachers and Administration	Parent feedback (climate survey)	Parent Questionnaires/Climate Survey

		school library hours once/week, before school use of computers in classrooms.			
3	Lack of student mentors	Increase number of mentors for students targeted in subgroups.	PTO Mentor Coordinator, Business Partners, Administration,teachers (will notify PTO Mentor Coordinator of candidates)	Increased number of mentors	Increase in the number of mentor/volunteer hours.
4	Lack of Parental Communication	Increase parental communication via, newletters, conferences, progress alerts, list-serve, emails, etc.	Classroom Teachers & Administration	Increase in parental involvement and parental feedback	Parent Climate Surveys and Questionnaires
5					
6					

End of Elementary School Mathematics Goa

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
Training on Data Director	Pre K though 5	Technology Coordinator, District Personnel	School-wide	Ongoing as needed	Monitoring Data Director reports, successfully use report for progress monitoring, an increase in student achievement	Administration
Thinking Math trainings	Pre K though 5	District personnel, teacher leaders	School-wide	Quarterly meetings	teacher feedback, increase in student achievement	Administration,Classroom Teachers
Professional development for teachers in the instructional uses of Success Maker Math	Pre K though 5	Technology Coordinator	School-wide	Ongoing as needed	Monitoring Success Maker Math reports, increase in student achievement	Administration
STEMS, GEMS, Inquiry, The Art of Teaching Professional Development	Pre K though 5	Dr . Ellen Granger, Todd Bevis, Administration, School-wide and District Personnel	School-wide	Throughout the school year	Teacher feedback, teacher growth (evaluations), evidence of student learning	Administration,Classroom Teachers

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement research-based math program	Harcourt GO MATH! Series	Textbook allocation, flex funds, district funds	$2,852.00
			Subtotal: $2,852.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Implement instructional math software within classroom instruction	Successmaker Software and computers	Flex funds and district funds	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Implement and use Data Director and AIMSweb to monitor benchmark mastery and learning gains	Data Director and Scanner; AIMSweb; paper	Flex funds and district funds	$200.00
			Subtotal: $200.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,052.00

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, 29% of the students will achieve proficiency (Level 3) on the 2013 FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (24)	29% (29)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---	---	---	---	---	---
1	Lack of Parental Involvement in their child's learning process	Provide Curriculum Nights, parent conferences, update classroom websites weekly with parent resources.	All classroom teachers and administration	Parent Feedback	Parent Questionnaires, Parent Climate Surveys
2	Lack of a unified vision for what quality instruction should look like among instructional faculty	Inquiry planning, Lesson Study, school-wide Marzano learning community.Teachers will provide clear learning goals and rubrics, track student progress and celebrate success	All classroom teachers and administration, Reading Coach	Teacher feedback, classroom strategies and behaviors, planning and preparation (lesson plans, team inquiry units, etc.), consistent use of Marzano strategies and	Teacher evaluations, climate surveys, training feedback.Appropriate benchmark assessments; classroom observation tools; various classroom assessments

					techniques
3	Changing Demographics	Assess incoming students within 5 days of enrollment to determine their instructional levels and needs.	Classroom Teacher/Administration/Technology Coordinator	Online Assessment tools, i.e. STAR, fluency assessments, Read Naturally, DA math assessments	Checklist of assessments given and placement made.
4	Students' lack of Higher Order Thinking Skills	Incorporate Blooms Taxonomy questioning strategies into all subject areas.	Classroom Teachers and Administration	Teacher Observation and lesson plans	Informal and Formal Observation and IPDP
5	Inconsistent utilization of science lab on an on-going basis	Organize and inventory existing science equipment	Classroom teachers and administration	Science lab schedule is followed	Science lab walkthroughs
6	Students lack skills that enable them to look for errors in logic or reasoning	The teacher helps students deepen their knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of the information presented.	Principal, Asst. Principal or designee	Observation of students using strategies; lesson plans that support the use of strategies	iObservation; classroom walkthroughs; examination of evidence provided by teacher

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, 32% of the students will achieve above proficiency on the 2013 FCAT Science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

31% (26)		32% (32)			

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of Higher Order Thinking Skills	Incorporate GEMS strategies, inquiry lessons, and Webb's Depth of Knowledge questioning into all subject areas.	Classroom Teachers, Administration and Reading Coach	Teacher observation, progress monitoring, lesson plans	Informal and Formal Observation, Deliberate Practice
2	Teachers need more experience and training with questioning, preparation, and delivery of inquiry lessons.	Provide professional development opportunities for GEMS, STEM, Common Core, and Webb's Depth of Knowledge. Allow veteran teachers to model inquiry lessons through Lesson Study.	Classroom Teachers, Administration and Reading Coach	Teacher observations, lesson plans	FCAT scores, report card grades, teacher feedback (climate survey)
3	Teachers lack of knowledge of enrichment strategies.	Professional Development; Training by Reading Coach	Classroom Teacher and Administration, Reading Coach	Teacher observation and lesson plans improvement in FCAT Scores	Increase in FCAT scores; student evaluation of the enrichment activities through the use of rubrics.
4	Students' lack of Higher Order Thinking Skills	Incorporate Blooms Taxonomy questioning strategies into all subject areas.	Classroom Teachers and Administration	Teacher Observation and lesson plans	Informal and Formal Observation and IPDP.
5	Inconsistent utilization of science lab on an on-going basis	Organize and inventory existing science equipment	Classroom teachers and administration	Science lab schedule is followed	Science lab walkthroughs
6	Teachers lack of knowledge of enrichment strategies	Professional Development/(GEMS, STEMS, etc.)	Classroom Teacher and Administration	Teacher Observation and lesson plans	Improvement in FCAT Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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
Teaching InquirySkills, GEMS, STEM	PreK-5th	Dr. Ellen Granger, Todd Bevis	School-wide	Ongoing	Teacher feedback, evidence in lesson plans and during classroom walk throughs, increase in student achievement	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement research-based science program	Scott Foresman and Science Fusion textbooks, consumables, and software	Textbook allocation, flex funds, district funds	$200.00
			Subtotal: $200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement instructional science software within classroom instruction	SRA Snapshot	Flex funds	$0.00
Implement inquiry units within classroom instruction	Inquiry Units	TEC and Title II funds	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implement inquiry units within classroom instruction	Inquiry Units	TEC and Title II funds	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,200.00

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.	On the 2013 FCAT Writing Test, 64% of the 4th grade

Writing Goal #1a:			students will achieve a 3.0 or above.		

2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (65)	64% (86)

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 consistency among grade levels in regards to curriculum	Writing checklist/matrix to monitor what is being taught at each grade level	Classroom Teacher	Lesson Plans and Formal/Informal Observations	Checklist/matrix
2	Overemphasis on prompt writing	Writing in context (i.e. content areas, invitations, posters, letters, etc.)	Classroom Teacher	Observations, process monitoring	WUR and weekly writing assessments
3	Students' lack of motivation for writing	Journaling and creative writing outlet	Classroom Teacher	Looking at beginning and ending year journal submissions	WUR and weekly writing assessments
4	Students write only through the draft stage	Provide revision instruction using very specific guidelines and implement student writing folder system (portfolios)	Administration and Teachers	On-going reviews of student writing samples to measure growth across time.	Quarterly writing probes.
5	Teachers deliver abstract writing instruction rather than concrete	Provide writing instruction using specific examples that students consider relevant and conduct periodic writing conferences with a focus in mind	Administration and teacher	Monitor the improvement in student writing; specifically elaboration	Writing conferences
6	Increase the number of teachers with ESOL certification.	Teachers will complete a minimum of 60 hours of Beacon online ESOL coursework.	Teachers, Administration	Teachers will complete an ESOL portfolio	Course completion, portfolio completion, increase in CELLA and FCAT Writing scores

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

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
District writing workshops	Grade 4	District Personnel	Fourth Grade Teachers	Ongoing	Implement writing strategies in all writing formats, teacher and student feedback, an increase on WUR and FCAT Writing scores	Administration, teachers

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize research proven writing instruction	Just Write! writing program materials	Flex funds and district funds	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Smart Boards and mobile laptop lab	Smart Boards in classrooms and 2 mobile laptop labs	Flex funds	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implement writing strategies and utilizing anchor papers to improve writing scores inservice	Teacher lesson plans and progress monitoring tools for assisting teachers with the writing process	District funds	$0.00
Kindergarten handwriting journals	Printed handwriting journals	Flex funds	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

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 school will be responsible for tracking attendance and printing attendance reports bi-weekly to track students with excessive absences and tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.26% (698)	98% (818)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
212	100
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
205	100

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are not familiar with the attendance statutes	Provide the parents with Leon County Policies and State Statutes	Administration	PinPoint attendance records	PinPoint attendance reports
2	Lack of transportation	Provide the parents with bus routes and alternative transportation, along with additional support	Classroom Teacher, School Social Worker, Registrar	PinPoint, registration information, parental feedback	PinPoint 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
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Inservice on identifying student health and financial concerns	School nurse and social worker	District funds	$0.00

			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Teachers will enter attendance data daily in PinPoint	Desktop Computers; PinPoint Computer Program	Technology Allocation, flex funds and district funds	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Inservice on identifying student health and financial concerns	School Nurse and Social Worker	District funds	$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:	Teachers will utlize and incorporate the PBS model in their classrooms to increase positive behavior and reduce the number of behavior referrals and suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
13	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
9	5

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

1	Lack of teacher training in PBS model (Positive Behavior Support) School	Provide school-wide in-service	PBS team	Reduction in the number of behavior referrals	PinPoint Reports and Educator Handbook

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
Inservice on PBS program	PBS Teacher Handbook	District funds, Flex funds	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Input behavior referrals into Educator Handbook	Desktop computers	District funds	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Inservice on PBS program	PBS Teacher Handbook	District funds, Flex funds	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide incentives for PBS program	Tangible items to reward the students	Flex funds	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

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:	93% of parents responding on the 2012-2013 Climate Survey will agree that the school will provide learning

activities to help students with individual needs and different learning styles.

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
92%	93%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of in-depth understanding of the teaching strategies and curricula used in classrooms.	Parent training on the precepts of the various instructional strategies used in classrooms (inquiry), Curriculum Nights	Administration	Analyze data from the climate surveys	Climate Surveys
2	Lack of usage of resources available for home use for core curriculums.	Provide parent and curriculum nights, provide after school library hours for parents and students to use, provide Accelerated Reader Home Connect information.	Classroom teachers and administration	Parent evaluations, climate surveys.	Parent evaluations, climate surveys

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Art and Science of Teaching and Common Core (strategies to related involvement and achievement, how to include in student recognition, how to involve parents in homework)	all	Reading Coach Reading Coach, Teacher Leaders	all teachers all teachers	Marzano professional learning community/blog (ongoing) Faculty Meeting	Climate Surveys Parent Input	Principal, Assistant Principal, Reading Coach, Teacher Leaders

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Provide teachers access to "The School Community Journal"	The School Community Journal	Flex funds	$0.00
			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide links to online research based community journals and articles on parental involvmment	Journals and articles	Flex funds	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers access to "The School Community Journal"	The School Community Journal	Flex funds	$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:	Students will be able to produce a product integrating science, technology, engineering and mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to integrate engineering activities into the classroom day.	After school STEM club	Club sponsors/teachers	Participation at STEM bowl and club, walkthroughs and collegial conversations	iObservation, conversations, classroom assessments
2	Access to materials for STEM instruction and activities	Borrow and check out materials from district and community partners	Team leaders and administration	Classroom walkthroughs and collegial conversations	iObservation, conversations, classroom assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

PLC, participation in blog	PreK-5th	Principal or designee	Schoolwide	Monthly	Monthly blog posts and activities	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement research-based science, technololgy, engineering, and math program	STEM grant materials	Flex funds	$500.00
			Subtotal: $500.00
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: $500.00

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	Implement research-based reading program	SRA Imagine It	Textbook allocation, flex dollars, and district funds	$42,116.00
Reading	Implement supplemental reading program K-2	Awards Reading Program	Flex dollars	$2,000.00
Mathematics	Implement research-based math program	Harcourt GO MATH! Series	Textbook allocation, flex funds, district funds	$2,852.00
Science	Implement research-based science program	Scott Foresman and Science Fusion textbooks, consumables, and software	Textbook allocation, flex funds, district funds	$200.00
Writing	Utilize research proven writing instruction	Just Write! writing program materials	Flex funds and district funds	$0.00
Attendance	Inservice on identifying student health and financial concerns	School nurse and social worker	District funds	$0.00
Suspension	Inservice on PBS program	PBS Teacher Handbook	District funds, Flex funds	$0.00
Parent Involvement	Provide teachers access to "The School Community Journal"	The School Community Journal	Flex funds	$0.00
STEM	Implement research-based science, technololgy, engineering, and math program	STEM grant materials	Flex funds	$500.00
				Subtotal: $47,668.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement instructional reading software within classroom instruction	Successmaker Software and computers	Flex dollars and District funds	$25,000.00
Reading	Implement supplemental reading program	Accelerated Reader, computers, Ipads	Flex dollars, PTO, Technology Funds, District funds	$11,000.00
CELLA	Implement instructional software	Rosetta Stone	District	$0.00
Mathematics	Implement instructional math software within classroom instruction	Successmaker Software and computers	Flex funds and district funds	$0.00
Science	Implement instructional science software within classroom instruction	SRA Snapshot	Flex funds	$0.00
Science	Implement inquiry units within classroom instruction	Inquiry Units	TEC and Title II funds	$500.00
Writing	Utilize Smart Boards and mobile laptop lab	Smart Boards in classrooms and 2 mobile laptop labs	Flex funds	$0.00
Attendance	Teachers will enter attendance data daily in PinPoint	Desktop Computers; PinPoint Computer Program	Technology Allocation, flex funds and district funds	$0.00
Suspension	Input behavior referrals into Educator Handbook	Desktop computers	District funds	$0.00
Parent Involvement	Provide links to online research based community journals and articles on parental involvmment	Journals and articles	Flex funds	$0.00
				Subtotal: $36,500.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	Implement and use Data Director and AIMSweb to monitor benchmark mastery and learning gains	Data Director and AIMSweb resources	District and Flex funds	$200.00
Mathematics	Implement and use Data Director and AIMSweb to monitor benchmark mastery and learning gains	Data Director and Scanner; AIMSweb; paper	Flex funds and district funds	$200.00
Science	Implement inquiry units within classroom instruction	Inquiry Units	TEC and Title II funds	$500.00
Writing	Implement writing strategies and utilizing anchor papers to improve writing scores inservice	Teacher lesson plans and progress monitoring tools for assisting teachers with the writing process	District funds	$0.00
Writing	Kindergarten handwriting journals	Printed handwriting journals	Flex funds	$1,000.00
Attendance	Inservice on identifying student health and financial concerns	School Nurse and Social Worker	District funds	$0.00
Suspension	Inservice on PBS program	PBS Teacher Handbook	District funds, Flex funds	$0.00
Parent Involvement	Provide teachers access to "The School Community Journal"	The School Community Journal	Flex funds	$0.00
				Subtotal: $1,900.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Identify students that may qualify for ESOL program	IPT screener, test books, and manuals	Flex dollars	$250.00
CELLA	Accomodations for ESOL learners	Foreign Language dictionaries	Flex dollars	$200.00
Suspension	Provide incentives for PBS program	Tangible items to reward the students	Flex funds	$1,000.00
				Subtotal: $1,450.00
				Grand Total: $87,518.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁ Priority	ꞁ Focus	ꞁ Prevent	**j**ꞁ NA	

Are you a reward school: ꞁ Yes ꞁ No

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

No Attachment (Uploaded on 9/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount

NA	$0.00

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

The School Advisory Council will assist in preparation and evaluation of the school improvement plan, and assist in the decision making process at the school regarding budget, training, instructional materials, staffing, student support services and other matters of resources as they relate to the School Improvement Plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Leon School District J MICHAEL CONLEY ELEMENTARY SCHOOL AT SOUTHWOOOD 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	80%	83%	65%	309	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	67%			136	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?	57% (YES)	60% (YES)			117	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					562	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Leon School District J MICHAEL CONLEY ELEMENTARY SCHOOL AT SOUTHWOOOD 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	78%	83%	67%	312	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	71%	59%			130	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?	59% (YES)	43% (NO)			102	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					544	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested