

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: THACKER AVENUE ELEMENTARY SCHOOL FOR INTERNATIONAL STUDIES

District Name: Osceola

Principal: Ben Osypian

SAC Chair: Trish O'Neill

Superintendent: Melba Luciano

Date of School Board Approval: October 10, 2012

Last Modified on: 9/20/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Shana Rafalski	Bachelor's and Master's Degrees from the University of South Florida in Elementary Education and Doctoral Coursework from Nova Southeastern University. Her certifications include Elementary Education, Early Childhood Education and Educational Leadership.	3	8	As school administrator in another Florida county, grades and AYP information as follows: 01-02 Grade A na 02-03 Grade A na 03-04 Grade A 97% AYP targets 04-05 Grade A AYP met 05-06 Grade B Provisional AYP 06-07 Grade B 92% AYP targets 07-08 Grade A 79% AYP targets 09-10 Grade C 85% AYP Targets 10-11 Grade C 83% AYP Targets
		Bachelor's			

Assis Principal	Yara Delafuentes	Degree from the City College of NY in Elementary Education and Master's from City College of NY in Bilingual Education and a Master's from Bank Street College in Educational Leadership. Her certifications include Elementary Education, Spanish K-12, ESOL and Educational Leadership	3	na
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Mary Tumbleson	Bachelor of Science in Education from University of Central Florida and a Masters in Elementary Ed. from University of Central Florida and Leadership Certification through Stetson University.	2	2	In various support positions assisted several schools and numerous teachers across the district with positive results.
IB Coordinator	Erin Dowd	BS Elementary Education from Salisbury University, Maryland MS Global and International Education from Drexel University, Pennsylvania	3	2	In various support positions assisted several schools and numerous teachers across the district with positive results.
LRS	Katie Layton	BS in Elementary Education from Florida Christian College and a Masters in Counseling from Stetson University. MS in Educational Leadership from American College.	2	2	In various support positions assisted several schools and numerous teachers across the district with positive results.

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	Partnering new teachers with veteran staff - Preparing New Educators Program	Shana Rafalski	on-going	
2	Soliciting referrals from colleagues.	Shana Rafalski	August 2010	

3	Participation in TEAM (Teacher Empowerment and Mentoring initiative through the CEC)	Shana Rafalski	June 2011
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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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
60	5.0%(3)	31.7%(19)	33.3%(20)	30.0%(18)	18.3%(11)	100.0%(60)	3.3%(2)	3.3%(2)	51.7%(31)

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
Ana Jimenez	Sussy Jimenez	Experienced teacher new to Osceola County	Training, observations, PLCs and reflections
Allen Root	Olga Crespo	Experienced teacher new to Osceola County	Training, observations, PLCs and reflections
Erin Dowd	Amanda Bennage	First year teacher	Orientation, training, observations, PLCs and reflections
	Stephanie Gomez	First year teacher with experience Dual Language teacher	Orientation, training, observations, PLCs and reflections
Stefanie Levine	Vicki Mellor	Experienced teacher new to Osceola County	Consultation
Katie O'Hara	Katalina DaSilva	First Year Teacher	Orientation, Training, Observations, PLC's and reflections

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds are used during the school year to provide tutoring and enrichment to students. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling. Our school also participates in an anti-bullying campaign.

Nutrition Programs

Universal free breakfast is offered to all students and we participate in the Federal School Lunch Program.

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

Career and Technical Education

n/a

Job Training

n/a

Other

Title IV

Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, Mentors at Middle Schools, etc.) that

support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

Select General Education Teachers (Primary and Intermediate): 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 Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach(es) Reading/Math/Science:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

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

Literacy 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 for 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.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

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

Student Services 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 meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, 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, increasing infrastructure, 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 with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); 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), Assessment and Information Management System (AIMS web), FAIR, District Formative Assessments, Running Records, Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation, DRA (Diagnostic Reading Assessment)
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)
End of year: FAIR, AIMS web, FCAT, DRA
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October.

The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based Literacy Leadership Team will be lead by the Literacy Coach. The members of the team will be a representative from each grade level and subgroup, administration and District personnel to include:
Reading Coach: Mary Tumbleson
Kindergarten: Lynn Orem, Betsy Ziegler
First Grade: Megan Phillips, Michelle Schon, Kristi Buhring, and Ana Jimenez-Torado (Dual Language)
Second Grade: Yvonne Escobar (Dual Language), Sandee Antaya and Sandra Rushlow
Third Grade: Nirali Patel
Fourth Grade: Tania Galinanes (Dual Language)
Fifth Grade: Maria Gomez
LRS: Katie Layton
District: Kim Beekman
Administration: Shana Rafalski (Principal), Yara Delafuentes (Assistant Principal)

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

Each month the LLT will meet for approximately an hour following a specific agenda. Included on the agenda will be a discussion of an research based article applicable to the goals and direction of the team and/or a book study. The current book study is "Classroom Instruction That Works" by Robert Marzano. Besides a discussion of the reading material team members will be asked how to share and encouraged to share the information with their teams. Following this discussion a data review will be conducted with all team players bringing data so plans can be developed to assure we are meeting the needs of all children in the area of reading. Next the team will make plans to promote reading with students and families by creating activities, family nights, etc. Finally celebrations will occur on accomplishments made through the teams endeavors.

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

Book study of all instructional staff with the book "Classroom Instruction That Works" by Robert Marzano
Implementing Marzano's Academic vocabulary along with Thinking Maps.
Conducting family activities to support families in reading and involve the families in reading.

Create a school wide reading incentive program.
Celebrate Literacy Week activities
Coffee Clutches with Parents to show valuable reading tools and how to use the Parenting Center
Needed professional development to equip teachers with the right tools for delivering effective reading instruction

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.

Our PreK students at Thacker are included in all events, activities and families are provided with the same information as other students, in addition to being encouraged to attend. We added a Dual Language program to our VPK program this year and have them participate in all school programs, including Arts rotation.

Preschools and daycares in the area are notified, as well as all members of the community, of Kindergarten Round-up each spring, in order to encourage families to register their children early for kindergarten.

At Thacker Avenue Elementary School for International Studies, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Bracken Basic Concept Scale-Revised (BBCS-R) will be used to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding prosocial behavior, self-regulation, self-concept, and self-efficacy.

Screening data will be collected and aggregated prior to September 10th, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

*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?

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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](#)

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency in reading increased from the previous school year. The percent of students achieving proficiency in reading was 1% short of meeting AYP target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% of the students in grades 3, 4 and 5 achieved proficiency in reading.	The percent of 3rd, 4th and 5th grade students achieving proficiency will increase by 7 % on the 2011 Reading FCAT.

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	Poor Academic Background and Vocabulary	Implementing Marzano's Academic Vocabulary using words from the Tennessee Project coupled with Thinking Maps	Principal, Assistant Principal and Literacy Coach	Data collected and Observations through Classroom Walk Throughs	DRA FAIR 2012 FCAT results
2	Inability to read Grade level passage	DRA students to know the "just right" level of students and provide students effective guided reading instruction using books from our new leveled library	Principal, Assistant Principal and Literacy Coach	Data collected and Observations through Classroom Walk Throughs	DRA FAIR 2012 FCAT results
3	Inability to read Grade level passage	Create a Reading Incentive Program to encourage reading	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	Reading Incentive Data collected	DRA FAIR 2012 FCAT results
4	Parent Involvement	Initiate Parent involvement and training to encourage parents to read and help their child (ren)	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	Parent night/ meeting sign in sheets	DRA FAIR 2012 FCAT results
5	Assuring benchmarks are taught with fidelity	Initiate the book study "Classroom Instruction that Works" by Marzano and offer Professional Development	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	Data collected, Professional Development Sign in sheets and Observations through Classroom Walk Throughs	DRA FAIR 2012 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:

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:	
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:

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making Learning Gains increased from the previous school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% of students in grades 4 and 5 made learning gains in reading.	75% of students in grades 4 and 5 made learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor Academic Background and Vocabulary	Implementing Marzano's Academic Vocabulary using words from the Tennessee Project coupled with Thinking Maps	Principal, Assistant Principal and Literacy Coach	Data collected and Observations through Classroom Walk Throughs	DRA FAIR 2012 FCAT results
2	Inability to read Grade level passage	DRA students to know the "just right" level of students and provide students effective guided reading instruction using books from our new leveled library	Principal, Assistant Principal and Literacy Coach	Data collected and Observations through Classroom Walk Throughs	DRA FAIR 2012 FCAT results
3	Inability to read Grade level passage	Create a Reading Incentive Program to encourage reading	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	Reading Incentive Data collected	DRA FAIR 2012 FCAT results
4	Parent Involvement	Initiate Parent involvement and training to encourage parents to read and help their child (ren)	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	Parent night/ meeting sign in sheets	DRA FAIR 2012 FCAT results
5	Assuring benchmarks are taught with fidelity	Initiate the book study "Classroom Instruction that Works" by Marzano and offer Professional Development	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	Data collected, Professional Development Sign in sheets and Observations through Classroom Walk Throughs	DRA FAIR 2012 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 reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the lowest quartile did not increase like we would have liked. After data disaggregation a plan of action was created.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% of students in grades 4 and 5 whom were in the Lowest 25% made learning gains in reading.	The percent of 4th and 5th grade students whom are in the lowest 25% making learning gains will increase by 7 % on the 2011 Reading FCAT.

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	Assuring benchmarks are taught with fidelity	Initiate the book study "Classroom Instruction that Works" by Marzano and offer Professional Development	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	Data collected, Professional Development Sign in sheets and Observations through Classroom Walk Throughs	DRA FAIR 2011 FCAT results
2	Parent Involvement	Initiate Parent involvement and training to encourage parents to read and help their child (ren)	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	Parent night/ meeting sign in sheets	DRA FAIR 2011 FCAT results
3	Inability to read Grade level passage	Create a Reading Incentive Program to encourage reading	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	Reading Incentive Data collected	DRA FAIR 2011 FCAT results
4	Inability to read Grade level passage	DRA students to know the "just right" level of students and provide students effective guided reading instruction using books from our new leveled library	Principal, Assistant Principal and Literacy Coach	Data collected and Observations through Classroom Walk Throughs	DRA FAIR 2011 FCAT results
5	Poor Academic Background and Vocabulary	Implementing Marzano's Academic Vocabulary using words from the Tennessee Project coupled with Thinking Maps	Principal, Assistant Principal and Literacy Coach	Data collected and Observations through Classroom Walk Throughs	DRA FAIR 2011 FCAT results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Out of the Ethnicity groups that count for Thacker (White and Hispanic) Hispanics did not make adequately yearly progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% of the Hispanic subgroup amde AYP.	65% of the Hispanic subgroup will make AYP and meet AYP target.

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	Poor Academic Background and Vocabulary	Implementing Marzano's Academic Vocabulary using words from the Tennessee Project coupled with Thinking Maps	Principal, Assistant Principal and Literacy Coach	Data collected and Observations through Classroom Walk Throughs	DRA FAIR 2011 FCAT results
2	Inability to read Grade level passage	DRA students to know the "just right" level of students and provide students effective guided reading instruction using books from our new leveled library	Principal, Assistant Principal and Literacy Coach	Data collected and Observations through Classroom Walk Throughs	DRA FAIR 2011 FCAT results
3	Inability to read Grade level passage	Create a Reading Incentive Program to encourage reading	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	Reading Incentive Data collected	DRA FAIR 2011 FCAT results
4	Parent Involvement	Initiate Parent involvement and training to encourage parents to read and help their child (ren)	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	Parent night/ meeting sign in sheets	DRA FAIR 2011 FCAT results
5	Assuring benchmarks are taught with fidelity	Initiate the book study "Classroom Instruction that Works" by Marzano and offer Professional Development	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	Data collected, Professional Development Sign in sheets and Observations through Classroom Walk Throughs	DRA FAIR 2011 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	ELL students making AYP is an area of concern and where a huge focus will be placed.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% of the students in the ELL subgroup made AYP.	60% of the students in the ELL subgroup will make AYP.

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	Assuring benchmarks are taught with fidelity	Initiate the book study "Classroom Instruction that Works" by Marzano and offer Professional Development	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	Data collected, Professional Development Sign in sheets and Observations through Classroom Walk Throughs	DRA FAIR 2012 FCAT results
2	Parent Involvement	Initiate Parent involvement and training to encourage parents to read and help their child (ren)	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	Parent night/ meeting sign in sheets	DRA FAIR 2012 FCAT results
3	Inability to read Grade level passage	Create a Reading Incentive Program to encourage reading	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	Reading Incentive Data collected	DRA FAIR 2012 FCAT results
4	Inability to read Grade level passage	DRA students to know the "just right" level of students and provide students effective guided reading instruction using books from our new leveled library	Principal, Assistant Principal and Literacy Coach	Data collected and Observations through Classroom Walk Throughs	DRA FAIR 2012 FCAT results
5	Poor Academic Background and Vocabulary	Implementing Marzano's Academic Vocabulary using words from the Tennessee Project coupled with Thinking Maps	Principal, Assistant Principal and Literacy Coach	Data collected and Observations through Classroom Walk Throughs	DRA FAIR 2012 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Our subgroup Economically Disadvantaged missed the target of 65% for AYP by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

63% of students in the Economically Disadvantaged group met AYP.	68% of students in the Economically Disadvantaged group will make AYP.
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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	Poor Academic Background and Vocabulary	Implementing Marzano's Academic Vocabulary using words from the Tennessee Project coupled with Thinking Maps	Principal, Assistant Principal and Literacy Coach	Data collected and Observations through Classroom Walk Throughs	DRA FAIR 2011 FCAT results
2	Inability to read Grade level passage	DRA students to know the "just right "level of students and provide students effective guided reading instruction using books from our new leveled library	Principal, Assistant Principal and Literacy Coach	Data collected and Observations through Classroom Walk Throughs	DRA FAIR 2011 FCAT results
3	Inability to read Grade level passage	Create a Reading Incentive Program to encourage reading	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	Reading Incentive Data collected	DRA FAIR 2011 FCAT results
4	Parent Involvement	Initiate Parent involvement and training to encourage parents to read and help their child (ren)	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	Parent night/ meeting sign in sheets	DRA FAIR 2011 FCAT results

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						

Reading Budget:

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

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal # 1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal # 2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	We would like to have 70% or more of our students achieving the proficient level on FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% of students achieved proficiency on the 2010 FCAT.	75% of students will achieve proficiency on the 2011 FCAT.

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	Weak Mathematic strands	Use of Go Math intervention pieces with technology	Principal, Assistant Principal, Math/Science Coach	Classroom Walk Throughs Data from Formative Assessments	FCAT 2012 Math Formatives
2	Weak Mathematic strands	Before and Saturday Tutoring	Principal, Assistant Principal, Math/Science Coach	Data from Formative Assessments	FCAT 2012 Math Formatives
3	Lack of Motivation	Data Chats with students	Math/Science Coach	Data Chat Charts and Math Formative Assessments	FCAT 2012 Math Formatives

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:				
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:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:		This is an area of concern and will be a main focus in our plan of action.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
46% of students in grades 4 and 5 made learning gains.		75% of students in grades 4 and 5 will make learning gains.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Weak Mathematic strands	Use of Go Math intervention pieces with technology	Principal, Assistant Principal, Math/Science Coach	Classroom Walk Throughs Data from Formative Assessments	FCAT 2012 Math Formatives
2	Weak Mathematic strands	Before and Saturday Tutoring	Principal, Assistant Principal, Math/Science Coach	Data from Formative Assessments	FCAT 2012 Math Formatives
3	Lack of Motivation	Data Chats with students	Math/Science Coach	Data Chat Charts and Math Formative Assessments	FCAT 2012 Math Formatives

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Goal was met.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% of students in the lowest quartile in grades 4 and 5 made learning gains.	58% of students in the lowest quartile in grades 4 and 5 made learning gains.

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 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 #				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The subgroups under ethnicity for Thacker are White and Hispanics which neither made AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of students in the White subgroup made AYP. 55% of students in the Hispanic subgroup made AYP.	68% of students in the White subgroup will make AYP. 60% of students in the Hispanic subgroup will make AYP.

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	Weak Mathematic strands	Use of Go Math intervention pieces with technology	Principal, Assistant Principal, Math/Science Coach	Classroom Walk Throughs Data from Formative Assessments	FCAT 2011 Math Formatives
2	Weak Mathematic strands	Before and Saturday Tutoring	Principal, Assistant Principal, Math/Science Coach	Data from Formative Assessments	FCAT 2011 Math Formatives
3	Lack of Motivation	Data Chats with students	Math/Science Coach	Data Chat Charts and Math Formative Assessments	FCAT 2011 Math Formatives

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.

Mathematics Goal #5D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.

Mathematics Goal #5E:

This subgroup did not meet AYP and will be a focus of data chats.

2012 Current Level of Performance:

2013 Expected Level of Performance:

56% of students in the subgroup Economically Disadvantaged made AYP.

61% of students in the subgroup Economically Disadvantaged made AYP.

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				

End of Elementary School Mathematics Goals

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

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

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

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		We continual move slightly up in our percentage of students achieving proficiency.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
32% of 5th grade students achieved proficiency		55% of our 5th grade students will achieve proficiency which is 5% above state average.			
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
	Mastering Science Benchmarks	Science Based Thematic Units of	Principal, Assistant	POI development, Lesson Plans,	Science Formative

1		Study	Principal IB Coordinator, and LRS	Classroom Walk Throughs	Assessments FCAT
2	Understanding Scientific Process	Science Mission Lab	LRS	Classroom Walk Throughs	Science Formatives FCAT
3	Mastering Science Benchmarks	Science Weekly Challenges	AP, Teachers, LRS < IB Coordinator	Scores from the Challenge	Science Formatives FCAT

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

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:

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:

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7
in science.

Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Science Budget:

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

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:			Students achieving AYP in writing is significant we need to focus more on achieving above proficiency.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
83% of the students score a 4 or higher on FCAT Writes.			90% of the students will score a Level 4 or higher on the 2011 FCAT Writes.		
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 Background Knowledge	Monthly Osceola Writes, review of data and development of an action plan	Reading Coach, Writing Facilitator, Teachers	Osceola Writes Lesson Plans	Osceola Writes
2	Lack of implementing program with fidelity	Model/ Coaching done by PDA consultant and Writing Facilitator	Admin	Classroom Walk Throughs Review Meetings	Osceola Writes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

(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						

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	We were the highest rating school when it comes to attendance.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% DAA	To maintain or increase previous rate by 1%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
N/A	N/A

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
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	tardies or absences	continue current strategies	Principal, Assistant Principal, Guidance Counselor	data from attendance reports	Attendance 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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Suspension Suspension Goal # 1:				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions			
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School			
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions			
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

No Data Submitted

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Parent Involvement				
Parent Involvement Goal #1:				
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>				
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

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.



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

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Osceola School District THACKER AVENUE ELEMENTARY SCHOOL FOR INTERNATIONAL STUDIES 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	56%	83%	32%	234	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	46%			104	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	66% (YES)			126	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					464	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Osceola School District THACKER AVENUE ELEMENTARY SCHOOL FOR INTERNATIONAL STUDIES 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	64%	76%	44%	255	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	68%	53%			121	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?	64% (YES)	53% (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					493	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested