

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: A. K. SUTER ELEMENTARY SCHOOL

District Name: Escambia

Principal: RUSSELL F. QUEEN

SAC Chair: PETE ZAPATKA

Superintendent: MALCOLM THOMAS

Date of School Board Approval: NOVEMBER 20, 2012

Last Modified on: 10/26/2012

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	RUSSELL F. QUEEN	M. ED.	4	16	2011-2012 Principal at A.K. Suter School Grade A 2010-2011 Principal at A.K. Suter Elementary School Grade A AYP 100% 2009-2010 Principal at A.K. Suter Elementary School Grade A AYP 93% 2008-2009 Principal at West Pensacola Elementary School School Grade C AYP 85%
Assis Principal	N/A	N/A			N/A

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/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	1. Monthly meetings of beginning teachers with the principal.	Principal	On-going	
2	2. All teachers new to the school will be paired with a veteran A.K. Suter teacher.	Principal	On-going	
3	1. Beginning teachers participate in the districts beginning teacher program.	Dr. KK Owen	June 2013	

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
All instructional staff and paraprofessionals are teaching in-field.	

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
32	3.1%(1)	18.8%(6)	31.3%(10)	53.1%(17)	34.4%(11)	100.0%(32)	9.4%(3)	3.1%(1)	18.8%(6)

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
		Mrs. McClammy is	Mrs. McClammy will act as Mrs. Diettel's mentor and consulting teacher throughout the 2012-2013

Terlynn McClammy	Deidar Diettell	<p>a mentor in our district's START program.</p> <p>She will be working with MRs. Diettell in all aspects of quality teaching.</p>	<p>school year. Mrs. McClammy will do observations and provide guidance in classroom management, data use, and communication.</p> <p>Mrs. McClammy will also meet with the principal to facilitate communication and the any needs Mrs. Diettell will have throughout the year.</p>
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ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

A.K. Suter will receive \$10,738 in Title I funds. Title I funds are being used to provide substitute teachers so that parent conferences can be held during the day for those parents who cannot come in before or after school. Funds are also being used to update our school's technology components and update our library collection. Money is also allocated for student supplies.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are no migrant children at A.K. Suter.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education. \$975.00 is allocated for substitute teachers so that teachers may attend professional development activities.

Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who swerve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center, but we serve one (4) students. In addition, an itinerant ESOL teacher, funded through Title III monies, is assigned to the student at our school. This teacher assists both the classroom teacher and the ELL student.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by by the District Title I Office. At A.K. Suter, we have identified thirteen (6) homeless students and provide additional assistance to these children and their families.

Supplemental Academic Instruction (SAI)

SAI funds for the 2012-2013 school year are being used for teacher supplies and substitute teachers. Substitutes will be used so teachers can attend staff development.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our

school's School Wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand Up For All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school sponsored events, and through school computer networks. In addition, beginning with the 2011-12 School Year, our district will launch the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

A.K. Suter is committed to continue offering nutritional choices on our cafeteria. This includes, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I district office. This program is not applicable to our school.

Head Start

This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title I Prekindergarten Office.

Adult Education

Evening programs are offered at all our district's High Schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

The RTI leadership team at A.K. Suter will consist of the following: Principal, Guidance Counselor, School Psychologist, Two Classroom Teachers, Speech Pathologist, and the Varying Exceptionalities Teacher.

Russell F. Queen - Principal

Lynn Mogg - Guidance

Kelly Low - School Psychologist

Kathy Hutchins-Roupe - Speech Pathologist

Bonnie Ard - Varying Exceptionalities Teacher

Darian Martin - Teacher

Raynee Bouillion - Teacher

Classroom Teacher

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?

Principal and guidance counselor will provide a common vision for the use of data-based decision making, ensure that the school based team is implementing RTI, conduct assessment of RTI skills of the school staff, and communicate with parents regarding school based RTI plans and activities.

The ESE teachers will participate in the Tier process to provide support and offer strategies to the general education teacher.

The classroom teachers (General Education Teacher) will provide information about the core curriculum, participate in student data collection, deliver the intervention/instruction, and collaborate with other staff to implement Tier II interventions.

The school psychologist will participate in the collection, interpretation, and analysis of data, help facilitate the development

of intervention plans, and provide support for intervention and documentation.

The speech teacher educates the team in the role that language plays in the curriculum, assessment, and instruction, as a basis for appropriate program design, and helps identify systemic patterns of the student's needs with respect to language.

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 leadership team will meet bi-monthly to screen data and link that data to instructional decisions and review progress monitoring at the grade level and classroom level. This data will be used to identify students who are at high risk for not meeting benchmarks as well as those students who are meeting/exceeding the benchmarks. Based on the data, the team will identify professional development and resources needed.

MTSS Implementation

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

Baseline Data:

Florida Comprehensive Assessment Test (FCAT)
Florida Assessment for Instruction in Reading (FAIR)
Progress Monitoring and Reporting Network (PMRN)
FCAT September Simulation

Midyear:

FAIR
FCAT December Simulation
School-wide behavior plan
Discipline Referrals

End Year:

FAIR
FCAT
School Grade Report
School-wide behavior plan
Discipline Referrals

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers' common planning time and teacher work days. The team will also evaluate the need for additional staff development.

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 Team consist of representatives for administration, ESE, Guidance, Primary and Intermediate grades.

Russell Queen - Principal
Amy Prochek - Guidance
Bonnie Ard - ESE
Darian Martin - 4th grade teacher
Marion King - 2nd grade teacher
Gerry Craft - Kindergarten teacher

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

There will be twice monthly meetings of representatives of the LLT and appropriate grade levels Data will be discussed reflecting reading instruction and assessment. There will be monthly meetings of the team to discuss literacy needs and progress.

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

The LLT will continue to focus on the sub-groups to ensure they make Adequately Yearly Progress in reading. The team will help develop appropriate grade level strategies in reading instruction to help struggling students.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/2/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

A.K. Suter will schedule an orientation for Pre-K students. Assistance is given to parents with registration. Pre-K students are currently served through the Voluntary Pre-K and Escambia County Readiness Coalition, and District Center Pre-K facility.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	2011 85% of A.K. Suter Elementary third, fourth, and fifth grade students are meeting high standards in reading. 2012 89% of A.K. Suter Elementary third, 90%fourth, and 83% fifth grade students are meeting high standards in reading
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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2011 85% of A.K. Suter Elementary third, fourth, and fifth grade students are meeting high standards in reading. 2012 89% of A.K. Suter Elementary third, 90%fourth, and 83% fifth grade students are meeting high standards in reading	At least 89% of A.K. Suter Elementary third, fourth, and fifth grade students to meet high standards in reading for the 2012-2013 school ear
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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	Struggling Readers	Leveled Readers; Custom Courses in Successmaker and additional student computers for increased access; Additional Instruction in small groups; Differentiated Instruction based on analysis of student data - we are requesting one additional printer to provide increased access to teachers to print such reports	Classroom Teacher Principal	FAIR Data Benchmark tests in reading series Successmaker Data	FCAT FAIR
2	Attendance	Monitor absences and tardies closely	Guidance Counselor Principal	Attendance reports	Attendance reports

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:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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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
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 2010-2011 57% of third, fourth and fifth grade students achieved above proficiency (FCAT Levels 4 and 5) in reading. in 2011-2012 55% third, fourth and fifth grade students achieved above profecience (FCAT levels 4 and 5) in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2010-2011 57% of third, fourth and fifth grade students achieved above profecience (FCAT Levels 4 and 5) in reading. in 2011-2012 55% third, fourth and fifth grade students achieved above profecience (FCAT levels 4 and 5) in reading.	At least 57% of A.K. Suters third, fourth, and fifth grade students will score at level 4 or 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	Adequate enrichment to increase proficiency from level 3 to 4 and 5.	Make enrichment activities a part of daily instruction in part through expanded access to technology: requesting additional laptops (to project activities) and SmartBoards (to promote increased student interaction)	Classroom teacher Principal	Share activities on grade levels.	FCAT Reading

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:	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
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:	74% of the students at A.K. Suter made a year's worth of progress in reading as measured on the FCAT, 2011-2012
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2009-2010 72% of the students at A.K. Suter made a year's worth of progress as measured on the FCAT. In 2010-2011 72% of the students at A.K. Suter made a year's worth of progress as measured on the FCAT. In 2011-2012 74% of the students at A.K. Suter made a year's worth of progress as measured on the FCAT.	At least 74% of the students at A.K. Suter will make a year's worth of learning gains as measured by the FCAT.
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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	Struggling Students	Additional Instruction time for struggling readers. Differentiated Instruction Custom courses in Successmaker	Classroom teacher Principal	Successmaker data Lesson Plans Benchmark tests FAIR Reports	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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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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
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:	57% of the lowest quartile students at A.K. Suter made learning gains in reading. In 2010-2011 73% of the lowest quartile students at A.K. Suter made learning gains in reading. In 2011-2012 74% of the lowest quartile students at A.K. Suter made learning gains in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2009-2010 57% of the lowest quartile students at A.K. Suter made learning gains in reading.
 In 2010-2011 73% of the lowest quartile students at A.K. Suter made learning gains in reading.
 In 2011-2012 74% of the lowest quartile students at A.K. Suter made learning gains in reading.

At least 74% of the lowest quartile students will make learning gains in reading as measured by the 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	Struggling Students	Differentiated instruction More instruction time for struggling readers. Successmaker custom courses. Using more data to better prepare instruction.	Classroom teacher Principal	Benchmark assessments FAI data Successmaker reports	FCAT
2	Attendance	Monitor absences and tardies	Guidance Counselor Principal	Attendance reports	Attendance reports

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 # A.K. Suter will work to reduce the achievement gap and reach 87% proficient by 2015.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	78	81	83	85	87	

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:	A.K. Suter Elementary subgroups made satisfactory progress in reading for the 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
A.K. Suter Elementary subgroups made satisfactory progress in reading for the 2011-2012 school year.	A.K. Suter Elementary subgroups made satisfactory progress in reading for the 2011-2012 school year.

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	Struggling Readers.	Early identification and intervention for struggling readers using the intervention component of the Imagine-It reading series. Custom courses in Successmaker Frequent assessment reviews to drive instruction.	classroom teacher guidance counselor Principal	FAIR Data Benchmark Assessments	FCAT
	Parent Involvement	Parent Conferences at various times to meet	Principal Guidance Counselor	FAIR data Benchmark Assessments	FCAT

2	their schedules. Parent training in strategies they can use at home to help with reading.	Classrom Teacher	Parent Sign-n sheets
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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:

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

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	NA	NA	NA	NA	NA

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:	A.K. Suter Elementary subgroups made satisfactory progress in reading for the 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
A.K. Suter Elementary subgroups made satisfactory progress in reading for the 2011-2012 school year.	A.K. Suter Elementary subgroups made satisfactory progress in reading for the 2011-2012 school year.

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	NA	NA	NA	NA	NA

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:	A.K. Suter Elementary made Adequate Yearly Progress (AYP) in reading for the 2010-2011 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
A.K. Suter Elementary made Adequate Yearly Progress (AYP) in reading for the 2010-2011 school year.	A.K. Suter Elementary made Adequate Yearly Progress (AYP) in reading for the 2010-2011 school year.

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	Struggling Readers	Early identification and intervention for struggling readers using the intervention component of the Imagine-It reading series. Custom courses in Successmaker Frequent assessment reviews to drive instruction.	Classroom teacher Guidance Counselor Principal	FAIR assessment Benchmark tests Successmaker reports	FCAT
2	Parent Involvement	Parent training in strategies they can use at home to help with reading.	Principal Guidance Counselor Classroom Teacher	FAIR data Benchmark Assessments Parent Sign-n sheets	FCAT

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
FAIR	All grade levels	District Personnel	School Wide	Teacher Work Days	Data Sharing	Principal Reading Representatives
Beverly Tyner	All grade levels	District Personnel	School Wide	Teacher Work Days As offered by the District	Classroom Observations Classroom Walk Throughs Lesson Plans	Principal Reading Representatives

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase High Interest Library books	Media Center	Instructional Materials-Library	\$1,394.00
			Subtotal: \$1,394.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Instruction Using Technology	Student Stations	Technology Replacement Funds	\$8,000.00
			Subtotal: \$8,000.00
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: \$9,394.00

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.		N/A		
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
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
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.				
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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

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 2009- 2010 88% of the students at A.K. Suter achieved at or above proficiency in math. In 2010-2011 92% of the students at A.K. Suter achieved at or above proficiency in math. In 2011-2012 82% (138) of the students at A.K. Suter achieved at or above proficiency in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2009- 2010 88% of the students at A.K. Suter achieved at or above proficiency in math. In 2010-2011 92% of the students at A.K. Suter achieved at or above proficiency in math. In 2011-2012 82% (138) of the students at A.K. Suter achieved at or above proficiency in math.	At least 85% of the students at A.K. Suter will achieve proficiency in math.
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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	Continue training with the new math series	Continue training in the new math series. Technology training to master the on-line math component of Go Math. Report training.	Principal Team Leaders	Classroom walk throughs Benchmark assessments	FCAT
2	Attendance	Monitor closely absences and tardies.	Guidance Counselor Principal	Attendance Reports	Attendance Reports

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:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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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
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 2009-2012 51% of the third, fourth, and fifth grade students scored at or above level 4 or above. In 2010-2011 57% of the third, fourth, and fifth grade students scored at or above level 4 or above. In 2011-2012 45% (76) of the third, fourth, and fifth grade students scored at or above level 4 or above.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2009-2012 51% of the third, fourth, and fifth grade students scored at or above level 4 or above. In 2010-2011 57% of the third, fourth, and fifth grade students scored at or above level 4 or above. In 2011-2012 45% (76) of the third, fourth, and fifth grade students scored at or above level 4 or above.	At least 50% of the students will score 4 or better on the math portion of the FCAT.
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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	Familiarity with new Go Math series.	Additional Go Math training. Additional technology training in Go Math. Instruction based on disaggregated data.	Team leader Technology Teacher Principal	Benchmark assessments Classroom Walk Through	FCAT
2	Attendance	Closely monitor tardies and absences.	Guidance Counselor Principal	Attendance reports	Attendance reports

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:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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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
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 2009-2010 73% of the students at A.K. Suter made learning gains in math. In 2010-2011 77% made learning gains in math. In 2011-2012 81% of the students at A.K. Suter made learning gains in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2009-2010 73% of the students at A.K. Suter made	
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learning gains in math. In 2010-2011 77% made learning gains in math. In 2011-2012 81% of the students at A.K. Suter made learning gains in math.	At least 81% of the students will make learning gains in math.
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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	Continue training with the new Go Math Series.	Training in the Go Math series. Technology training for Go Math. Disaggrate data.	Team Leaders Principal	Benchmark Assessments	FCAT
2	Attendance	Monitor attendance and tardies closely.	Guidance Counselor Principal	Attendance reports	Attendance reports

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:	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
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:	At least 70% of the lower quartile students will show learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2009-2010 70% of the students in the lowest quartile made learning gains in math. In 2010-2011 70% of the students in the lowest quartile made learning gains in math. In 2011-2012 81% of the students in the lowest quartile made learning gains in math.	At least 81% of the lower quartile students will show learning gains in math.

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
	Familiarity with the new	Go Math training.	Team Leaders	Benchmark Assessments	FCAT

1	Go Math series.	Go Math technology training. Disaggregate data.	Principal	Classroom Walkthrough	
2	Attendance	Monitor attendance and tardies closely	Guidance Counselor Principal	Attendance reports	Attendance reports

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 # A.K. suter will work to increase the number of students profecient in mathematics to 88 by 2015 -2016.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	80	82	85	86	88	

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:	All student subgroups at A.K. Suter Elementary made satisfactory progress in mathematics for the 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All student subgroups at A.K. Suter Elementary made satisfactory progress in mathematics for the 2011-2012 school year.	All student subgroups at A.K. Suter Elementary made satisfactory progress in mathematics for the 2011-2012 school year..

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Familiarity with Go Math series.	Additional Go Math training. Technology training in Go Math. All teachers will develop instruction plans for their lowest quartile students.	Principal Team Leader Classroom teachers	Benchmark Assessments Classroom Walk Through.	FCAT
2	Student Attendance	Monitor closely student tardies and attendance.	Guidance Counselor Principal	Attendance Reports	Attendance reports.

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

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

Problem-Solving Process to I ncrease Student Achievement

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

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:	All student subgroups at A.K. Suter Elementary made satisfactory progress in mathematics for the 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All student subgroups at A.K. Suter Elementary made satisfactory progress in mathematics for the 2011-2012 school year.	All student subgroups at A.K. Suter Elementary made satisfactory progress in mathematics for the 2011-2012 school year.

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	NA	NA	NA	NA	NA

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:	All student subgroups at A.K. Suter Elementary made satisfactory progress in mathematics for the 2011-2012 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
All student subgroups at A.K. Suter Elementary made satisfactory progress in mathematics for the 2011-2012 school year.	All student subgroups at A.K. Suter Elementary made satisfactory progress in mathematics for the 2011-2012 school year.

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	NA	NA	NA	NA	NA

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
Go Math	k-5	District Staff Mathematics Representative	All Staff	When Available	Classroom Walk Through Lesson Plans Observations	Principal
Go Math Technology Training	k-5	Technology Coordinator District Staff	All Staff	Monthly	Classroom Walk Through Lesson Plans Observations	Principal

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In 2009-2010 57% students scored 3 or above on the science portion of the FCAT. In 2010-2011 66% students scored 3 or above on the science portion of the FCAT. In 2011-2012 78% of the students scored 3 or above on the science portion of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2009-2010 57% students scored 3 or above on the science portion of the FCAT. In 2010-2011 66% students scored 3 or above on the science portion of the FCAT. In 2011-2012 78% of the students scored 3 or above	At least 78% of the students will score 3 or higher on the science portion of the FCAT

on the science portion of the 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	Consistently use higher order questioning and reasoning skills in the classroom.	Introduce the Marzano's High Yield Strategies for teaching to teachers.	Principal	Classroom Walk through	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:			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	
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:			2010-2011 - 27% students scored level 4 or 5 on the science portion of the FCAT. In 2011-2012 45% of the students at A.K. Suter scored level 4 or 5 on the science portion of the FCAT.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
2010-2011 - 27% students scored level 4 or 5 on the science portion of the FCAT. In 2011-2012 45% of the students at A.K. Suter scored level 4 or 5 on the science portion of the FCAT.			At least 45% of the students will score level 4 or 5 on the science portion of the 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	Providing enrichment activities in science	Introduce Marzano's High Yield Strategies to the teachers.	Principal	Classroom Walk through	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:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7					

in science.	N/A			
Science Goal #2b:				
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
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
Purchase hands on Science materials	Science Lab Materials	Science Lab Materials (District)	\$344.00
			Subtotal: \$344.00
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

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		In 2011-2012 92% of the students at A,K. Suter scored 3 or higher on the writing portion of the FCAT			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2011-2012 92% of the students at A,K. Suter scored 3 or higher on the writing portion of the FCAT.			A.K. Suter will maintain 92% of students scoring 3.0 or higher on the writing portion of the 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	Maintaining 100% proficiency.	Writing is taught everyday. School-wide monthly writing prompts score by committee using the rubrics.	Classroom teacher Principal	Monthly writing scores	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 4 or higher in writing. Writing Goal #1b:		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	
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
Step Up To Writing	All Grade levels	Principal District Staff P. Holmes T. Lewis	All Grade levels	Teacher Work Days	Classroom Walk Through Plan Books Teacher Evaluations	Principal District Staff

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase supplies for Step Up To Writing	General Supply Budget	General Supply Budget	\$250.00
			Subtotal: \$250.00
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: \$250.00

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:	A.K. Suter will increase or maintain an average daily attendance rate of 95%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
A.K. Suter Elementary has an average daily attendance rate of 95%.	A.K. Suter will increase or maintain an average daily attendance rate of 95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During the 2011-2012 school year fifty-three (49)	A.K. Suter will decrease the number of students with ten

students missed ten (10) or more days.	(10) or more absences by 1 student.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
During the 2011-2012 school year ninety-one (91) students had ten (10) or more tardies.	A.K. Suter will decrease the number of students with ten or more tardies by three (3) students (88).

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 out of our attendance zone who miss the bus; parents do not have transportation to get them to school.	Closely monitor tardies and attendance, notify parents as soon as an issue is noticed.	Guidance Counselor Principal	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
School Wide Behavior Plan	All Grade levels	Principal	All Grade Levels	August 2012 May 2012	Attendance Reports	Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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:		A.K. Suter will maintain an in-school-suspension rate of no more than 2% of the student population.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
There were nine (9) in-school suspensions during the 2009-2010 school year. There was one (1) in-school suspension during the 2010-2011 school year. There were 0 in-school suspensions during the 2011-2012 school year.		A.K. Suter will maintain an in-school-suspension rate of no more than 2% of the student population.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
During the 2009-2010 school year the total number of students suspended in school was six(6) which is 2% of the student population. During the 2010-2011 school year the total number of students suspended in school was one(1) which is less than 1% of the student population. During the 2011-2012 zere (0) students received in-school suspension.		A.K. Suter will maintain an in-school-suspension rate of no more than 2% of the student population.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
There were two (2) out-of-school suspensions during the 2011-2012 school year.		Maintain a suspension rate no higher than 1%.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
The total number of students with out-of-school suspension was two (2).		Maintain a suspension rate no higher than 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
1	Student population growth.	All teacher are trained and will we continue to use Fred Jones Tools for Teaching. School-wide behavior plan.	Principal Guidance Counselor	Number of referrals. Quarterly school-wide behavior management plan reports.	End of year behavior management plan report.

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
Fred Jones	All Grade levels	Principal Team Leaders	All Staff	Monthly	Office Referrals	Principal Guidance Counselor

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>	A.K. Suter will maintain or increase 55% of our parents participating in school activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Over 50% (200) parent(s) / guardians(s) participated in School activities in 2010. Over 55% (206)parent(s) / guardians(s) participated in School activities in 2010-2011. Over 55% (212) parent(s) / guardian(s) participated in school activities in 2011-2012.	Over 55% of parent(s) / guardian(s) will participate in school activities in 2011-2012.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent work schedules	Provide school activities at different times of the day.	Principal Guidance Counselor	Sign-in sheets	Sign-in Sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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:	Increase the number of new computers by 9.			
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
Purchase New Computers	SAI Technology Replacement Funds	SAI Technology Replacement Funds	\$91,621.00
			Subtotal: \$91,621.00
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: \$91,621.00

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	Purchase High Interest Library books	Media Center	Instructional Materials-Library	\$1,394.00
Science	Purchase hands on Science materials	Science Lab Materials	Science Lab Materials (District)	\$344.00
Writing	Purchase supplies for Step Up To Writing	General Supply Budget	General Supply Budget	\$250.00
				Subtotal: \$1,988.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Instruction Using Technology	Student Stations	Technology Replacement Funds	\$8,000.00
STEM	Purchase New Computers	SAI Technology Replacement Funds	SAI Technology Replacement Funds	\$91,621.00
				Subtotal: \$99,621.00
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: \$101,609.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="radio"/> Priority	<input checked="" type="radio"/> Focus	<input checked="" type="radio"/> Prevent	<input checked="" type="radio"/> 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 (Uploaded on 10/26/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The school advisory council will meet monthly.

The main activities will be new school construction and school budgets.

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

Escambia School District A. K. SUTER ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	92%	75%	66%	322	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	72%	77%			149	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?	73% (YES)	70% (YES)			143	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					614	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District A. K. SUTER ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	88%	80%	61%	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	72%	73%			145	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)	70% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					584	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested