FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: FIVE POINTS ELEMENTARY SCHOOL

District Name: Columbia

Principal: Michael Allen

SAC Chair: Jayne Earle

Superintendent: Michael Millikin

Date of School Board Approval: October 9, 2012

Last Modified on: 10/21/2012

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)
					2011 - 2012: Grade: C Proficiency in Reading: 55% Proficiency in Math: 58% Proficiency in Writing: 80% Proficiency in Science: 57% Lowest 25% Reading: 66% Lowest 25% Math: 61% Grade Points Earned: 480 2010 - 2011: Grade: C High Standards in Reading: 77% High Standards in Math: 74% High Standards in Writing: 87% High Standards in Science: 35% Learning Gains Reading: 55% Learning Gains Math: 52% Lowest 25% Reading: 53% Lowest 25% Math: 61% Grade Points Earned: 494 Met AYP Criteria: 77% 2009 - 2010:

| Principal | Michael Allen | Degrees:
B.A. Education
M.Ed.Educational Leadership

Certifications:
Educational Leadership, (all Levels)
School Principal, (all Levels)
Emotionally Handicapped, (grades K - 12)
Mentally Handicapped, (grades K - 12) | 5 | 14 | Grade: C
High Standards in Reading: 78%
High Standards in Math: 73%
High Standards in Writing: 76%
High Standards in Science: 44%
Learning Gains Reading: 57%
Learning Gains Math: 45%
Lowest 25% Reading: 56%
Lowest 25% Math: 54%
Grade Points Earned: 483
Met AYP Criteria: 79%

2008 - 2009
Grade: C
High Standards in Reading: 79%
High Standards in Math: 72%
High Standards in Writing: 89%
High Standards in Science: 38%
Learning Gains Reading: 58%
Learning Gains Math: 47%
Lowest 25% Reading: 41%
Lowest 25% Math: 44%
Grade Points Earned: 468
Met AYP Criteria: 87%

2007 - 2008
Grade: A
High Standards in Reading: 82%
High Standards in Math: 76%
High Standards in Writing: 90%
High Standards in Science: 41%
Learning Gains Reading: 64%
Learning Gains Math: 63%
Lowest 25% Reading: 59%
Lowest 25% Math: 62%
Grade Points Earned: 537
Met AYP Criteria: 95%

2006 - 2007 Previous School (Principal)
Grade: A
High Standards in Reading: 80%
High Standards in Math: 71%
High Standards in Writing: 81%
High Standards in Science: 40%
Learning Gains Reading: 77%
Learning Gains Math: 59%
Lowest 25% Reading: 67%
Lowest 25% Math: 64%
Grade Points Earned: 539
Met AYP Criteria: 100%

2005 - 2006 Previous School (Principal)
Grade: B
High Standards in Reading: 75%
High Standards in Math: 69%
High Standards in Writing: 78%
Learning Gains Reading: 54%
Learning Gains Math: 71%
Lowest 25% Reading: 44%
Grade Points Earned: 391
Met AYP Criteria: 100%

2004 - 2005 Previous School (Principal)
Grade: B
High Standards in Reading: 80%
High Standards in Math: 64%
High Standards in Writing: 90%
Learning Gains Reading: 63%
Learning Gains Math: 50%
Lowest 25% Reading: 56%
Grade Points Earned: 403
Met AYP Criteria: 97%

2003 - 2004 Previous School (Principal)
Grade: A
High Standards in Reading: 76%
High Standards in Math: 62%
High Standards in Writing: 86%
Learning Gains Reading: 66%
Learning Gains Math: 63%
Lowest 25% Reading: 60%
Grade Points Earned: 413
Met AYP Criteria: 90%

2002 - 2003 Previous School (Principal)
Grade: B
High Standards in Reading: 70%
High Standards in Math: 57%
High Standards in Writing: 91%
Learning Gains Reading: 62%
Learning Gains Math: 61%
Lowest 25% Reading: 44%
Grade Points Earned: 385

2001 - 2002 Previous School (Principal) |

| | | | | | Grade: C
High Standards in Reading: 72%
High Standards in Math: 61%
High Standards in Writing: 66%
Learning Gains Reading: 55%
Learning Gains Math: 67%
Lowest 25% Reading: 55%
Grade Points Earned: 376 |
| Assis Principal | N/A | N/A | | | Five Points Elementary School does not have an Assistant Principal. |

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	Heidi Walker	Degree: B.S. Elementary Education Certifications: Elementary Education, (grades 1-6) English for Speakers of Other Languages (ESOL), Endorsement Reading, Endorsement	6	2	2011 - 2012: School Grade: C Proficiency in Reading: 55% Proficiency in Math: 58% Proficiency in Writing: 80% Proficiency in Science: 57% Lowest 25% Reading: 66% Lowest 25% Math: 61% Grade Points Earned: 480 2010 - 2011: Grade: C High Standards in Reading: 77% High Standards in Math: 74% High Standards in Writing: 87% High Standards in Science: 35% Learning Gains Reading: 55% Learning Gains Math: 52% Lowest 25% Reading: 53% Lowest 25% Math: 61% Grade Points Earned: 494 Met AYP Criteria: 77%

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	Partnership with Florida Gateway College - interns will be placed in school.	Michael Allen, Principal	05/2013	
2	Partnership with St. Leo's University - interns will be placed in school.	Michael Allen, Principal	05/2013	
3	Regular meetings with Principal	Michael Allen, Principal	On-going	
4	Highly effective teachers, with Clinical Educator training, are paired with new teachers.	Michael Allen, Principal	On-going	
5	Mentoring in the 21st Century Resources and Materials - provided to mentors for additional assistance and information for newly hired and veteran teachers, as needed.	Michael Allen, Principal Jayne Earle, CRT	05/2013	

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
No data available at this time.	No data available at this time.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
40	2.5%(1)	12.5%(5)	37.5%(15)	40.0%(16)	37.5%(15)	95.0%(38)	17.5%(7)	2.5%(1)	52.5%(21)

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
Jan Thomas	Anthony Perry	Mr. Perry is a first year teacher instructing 5th grade students. Mrs. Thomas is a veteran teacher with previous 5th Grade classroom experience.	Weekly meetings will take place between the mentor/mentee. During these meetings, lesson plans, activities, data, and any concerns will be discussed.
Jayne Earle	None at this time.	Mrs. Earle completed Mentoring in the 21st Century training and is qualified to mentor and train others as mentors.	Select and train qualified and enthusiastic teachers to become mentors in the Mentoring in the 21st Century Program.

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

To ensure students are provided additional support and remediation, funding is allocated for faculty and staff salaries, teacher in-service and professional development, educational materials and supplies, and parent engagement activities.

Title I, Part C- Migrant

The Title I, Part C Migrant Education Program (MEP) will closely monitor migrant student progress at the school site by meeting

on a regular basis with students, teachers, guidance personnel and other appropriate staff. The MEP will implement supplementary literacy and mathematics tutorials that address the unique needs of migrant students. The MEP will also provide a family advocate to serve as the liaison between the student's family and school.

Title I, Part D

N/A

Title II

Professional Development funds are expended in accordance with the District Plan.

Title III

The District did not qualify for Title III funding.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

Students struggling with reading and/or mathematics, receive additional support through SAI funding and coordinated with Title I funding. Salaries for tutors working with these identified students, will be funded through SAI.

Violence Prevention Programs

Per state statute, the district has adopted and now implements a district wide bullying policy.

The Guidance Counselor meets with all students and provides lessons on conflict resolution and bullying.

The Crisis Response Team meets at the beginning of each year to review school safety procedures and to make sure all personnel understand their duties, in order to ensure the safety of our students.

Outside counselors frequently meet with students requiring additional counseling.

Nutrition Programs

All students are eligible to participate in the Universal Breakfast Program each school morning.

Free and Reduced Lunch Program is provided at the school for eligible students.

The University of Florida Nutrition Education Program visits and provides valuable information and activities for first grade students.

Housing Programs

There are no programs at this time.

Head Start

The local Head Start Program provides the school with vital information, for any children who have attended their program.

Adult Education

This is not addressed at the elementary school level.

Career and Technical Education

This is not addressed at the elementary school level.

Job Training

This is not addressed at the elementary school level.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based MTSS leadership team includes:

Principal - Michael Allen
Curriculum Resource Teacher - Jayne Earle
Guidance Counselor - Jill Monk
Reading Coach - Heidi Walker
Teacher on Assignment - Roger Little
Speech/Language Teacher - Alicia Croft
School Staffing Specialist - Melissa Boone
School Psychologist - Lance Hastings

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

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

The MTSSLT is the main leadership team in our school. The MTSSLT will meet as needed, and use the problem solving process to:

• Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
• Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
o Tutoring during the day in small group pull-outs in reading, math and science and writing.
o Extended Learning Programs during school – this includes Failure Free Reading and the Read 180 program.
• Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis.
• Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
• Review and interpret student data (academic, behavior, and attendance) at the school and grade levels.
• Organize and support systematic data collection, as needed.
• Strengthen the Tier 1 (core curriculum) instruction through supportive coaching, management of resources, and providing professional development in researched based instructional strategies.

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

• The MTSS Leadership Team (MTSSLT) and School Advisory Council (SAC) were involved in the School Improvement Plan development.
• The School Improvement Plan is the working document that guides the work of the MTSSLT.
• The MTSSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.
• The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
o review and analyze screening and collateral data
o develop and test hypotheses about why student/school problems are occurring (changeable barriers)
o develop and target interventions based on confirmed hypotheses
o establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
o develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)

o review goal statements to ensure they are ambitious, time-bound and meaningful
o assess the fidelity of instruction/intervention implementation and other PS/MTSS processes

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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.

The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

Tier 1

Data Sources:

Performance Matters
FCAT released tests

Progress Monitoring Assessments:

FAIR
Chapter tests using adopted curriculum resources
Mini-Assessments on specific tested Benchmarks
Navigator Plus
School-Wide Behavior Plans

Database:

School Generated Excel Database:
Performance Matters
Progress Monitoring and Reporting Network
NEFEC

School Generated database:
Grade book
Renaissance Place

Person(s) Responsible:

Michael Allen, Principal
Jayne Earle, Curriculum Resource Teacher
Roger Little, Teacher on Assignment
Jill Monk, Guidance Counselor
Heidi Walker, Reading Coach
Classroom Teachers

Tier 2/3

Data Source:

Extended Learning Program (ELP)
Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)
FAIR OPM
Other Curriculum Based Measurement
Behavior Point Sheets

Database:

School Generated
easycbm.com
Provided by course materials
Renaissance Place

Person (s) Responsible for Monitoring

PSLT/ ELP Facilitator

Michael Allen, Principal
Jayne Earle, Curriculum Resource Teacher
Roger Little, Teacher on Assignment
Jill Monk, Guidance Counselor
Heidi Walker, Reading Coach
Classroom Teachers

Describe the plan to train staff on MTSS.

The MTSSLT received training from Lance Hastings, School Psychologist and Melissa Boone, Staffing Specialist. The Problem Solving Leadership Team (PSLT) will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The PSLT will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District MTSS Coordinator develops resources and staff development trainings on PS/MTSS, these tools and staff development sessions will be conducted with staff as they become available. New staff will be directed to participate in trainings relevant to PS/MTSS, as they become available.

Describe the plan to support MTSS.

During pre-planning for the 2012 - 2013 school year, the MTSSLT met with our school psychologist, Lance Hastings, to review the MTSS process. Mr. Hastings also met with our teachers during this same time frame. During the month of September, the MTSSLT met with each grade level to review new forms and procedures. Training and additional meetings will continue throughout the year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team (LLT) includes:

Michael Allen, Principal
Jayne Earle, Curriculum Resource Teacher
Kim Fortner, Kindergarten Representative
Lisa Green, Fourth Grade Representative
Roger Little, Teacher on Assignment
Sue Little, Technology
Jill Monk, Guidance Counselor
Karen Naylor, First Grade Representative
Lisa Nettles, Second Grade Representative
Amanda Priest, Fifth Grade and ESE Representative
Jan Thomas, Media Specialist
Michelle VanBennekom, Third Grade Representative
Heidi Walker, Reading Coach

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

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

Our Reading Coach, Heidi Walker, is the LLT Chairperson. Ms. Walker provides extensive expertise in data analysis and reading interventions. The Principal and Reading Coach at Five Points collaborate with the team to ensure that data driven instruction support is provided to all teachers.

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

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

- Implementation and evaluation of the SIP reading strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/22/2012)

*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.

In Columbia County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener). This state selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Pre-Kindergarten (VPK) Education Standards. Parents are provided with a letter from Pam Stewart, Florida Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Columbia County Public Schools' Voluntary Pre-Kindergarten Program. Parent Involvement events for transitioning children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In the tested FCAT grades (3-5), 70% of students will score a Level 3 or higher on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (87/258)	70% (155/221)

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 beginning the year without adequate background knowledge and/or vocabulary	Teachers will implement best practices and strategies for teaching concepts and vocabulary. Implementation and use of Study Island, FCAT Explorer, Vocabulary/Spell City, Think and Central by teachers and students. Articulation meetings will be held between grade levels addressing academic concerns.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Data Analysis Meetings with grade levels Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
2	Teachers at varying levels of data analysis and using data to drive instruction	Grade Level Data and MTSS meetings will be held for the purpose of identifying struggling students and adjusting instruction, as needed.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Data Analysis Meetings with grade levels Lesson Plans Classroom Walkthroughs Individual meetings with principal, as needed	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
3	Truancy	Provide incentives and recognitions for students with perfect attendance.	Michael Allen, Principal Jill Monk, Guidance Counselor Ottie Maddox, Data Clerk	Attendance Monitoring	Crosspointe/EDR

4	Mobility of students	Utilizing county adopted materials and pacing guides, students will not have gaps in curriculum when transferring to other schools within our district.	Pacing Guide Creation Teams Classroom Teachers	Progress Monitoring 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
5	Resources to provide enrichment and increase learning opportunities	Increase the number of technology resources available for student engagement - NEO2's and Responders.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Lesson Plans Classroom Walkthroughs 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
6	Resources and opportunities to challenge higher level learners	Challenge students with higher order questions and increase opportunities for self-directed activities.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach Classroom Teacher	Progress Monitoring	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
7	Use of effective strategies by students	Students will learn and use Larry Bell "UNRAVEL" strategies.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach Classroom Teacher	Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
8	Students struggle with inference type questions	Teachers will receive instruction through Learning Communities relating to inference - including strategies, charts, and visual aids to assist students with inference skills.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach Classroom Teacher	Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades

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

of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
N/A	N/A	

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

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 the tested FCAT grades (3-5), 30% of students will score at Level 4 and 5 on the 2013 FCAT Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (75/228)	30% (67/221)

		Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers at varying levels of data analysis and using data to drive instruction	Grade Level Data and MTSS meetings will be held for the purpose of identifying struggling students and adjusting instruction, as needed.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Walkthroughs Evidence in lesson plans Progress Monitoring review will be conducted during Data and MTSS meetings.	2013 FCAT On-Going Progress Monitoring: Performance Matters STAR Data Notebooks containing: mini-assessments, assessment scores, and student grades
2	Truancy	Provide incentives and recognitions for students with perfect attendance.	Michael Allen, Principal Jill Monk, Guidance Counselor Ottie Maddox, Data Clerk	Attendance Monitoring	Crosspointe/EDR
	Mobility of Students	Utilizing county adopted	Pacing Guide	Progress Monitoring	2013 FCAT

3		materials and pacing guides, students will not have gaps in curriculum when transferring to other schools within our district.	Creation Teams Classroom Teacher	2013 FCAT	On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
4	Resources to provide enrichment and increase learning opportunities	Increase the number of technology resources available for student engagement - NEO2's and Responders.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Lesson Plans Classroom Walkthroughs 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
5	Resources and opportunities to challenge higher level learners	Challenge students with higher order questions and increase opportunities for self-directed activities.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach Classroom Teacher	Progress Monitoring	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
6	Teachers are at varying levels of implementing higher order thinking skills in classrooms.	Teachers will use higher order thinking skills. The Reading Coach will provide easy charts to help teachers formulate higher order questions.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach Classroom Teacher	Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
7	Students need increased enrichment activities	Teachers will provide students with more challenging activities.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach Classroom Teacher	Lesson Plans	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
	Students need strategies that will be effective	Students will learn and use Larry Bell "UNRAVEL" strategies.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance

				Matters
8			Heidi Walker, Reading Coach	Data Notebooks containing: mini-assessments, assessment scores, and student grades
			Classroom Teacher	
9	Students struggle with inference type questions	Teachers will receive instruction through Learning Communities relating to inference - including strategies, charts, and visual aids to assist students with inference skills.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach Classroom Teacher	Lesson Plans	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In the tested FCAT grades (3-5), 75% of Five Points's students will make learning gains in reading on the 2013 FCAT as measured by the State Report Card.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (112/258)	75% (167/221)

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
	Students beginning the	Teachers will implement	Michael Allen,	Data Analysis Meetings	2013 FCAT

	1	year without adequate background knowledge and/or vocabulary	best practices and strategies for teaching math concepts and vocabulary. Implementation and use of Study Island, FCAT Explorer, Vocabulary/Spell City, Think and Central by teachers and students. Articulation meetings will be held between grade levels addressing academic concerns.	Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	with grade levels Lesson Plans Classroom Walkthroughs	On-going Progress Monitoring: Performance Matters STAR Data Notebooks containing: mini-assessments, assessment scores, and student grades
	2	Teachers at varying levels of data analysis and using data to drive instruction	Grade Level Data and MTSS meetings will be conducted for the purpose of identifying struggling students and adjusting instruction, as needed.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Data Analysis Meetings with grade levels Lesson Plans Classroom Walkthroughs Individual meetings with principal, as needed	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
	3	Students not utilizing available technology and/or having available outside of the classroom setting	Provide opportunities for students to use Accelerated Math and Accelerated Reading. Provide students with opportunities to use FCAT Explore. Provide opportunities for students to use Math Facts in a Flash. Students will use NEO2 and Responders. Provide training for teachers involving technology programs and equipment.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Student Log-In Records
	4	Truancy	Provide incentives and recognitions for students with perfect attendance.	Michael Allen, Principal Jill Monk, Guidance Counselor Ottie Maddox, Data Clerk	Monitor Attendance	Crosspointe/EDR
	5	Mobility of student	Utilizing county adopted materials and pacing guides, students will not have gaps in curriculum when transferring to other schools within our district.	Pacing Guide Creation Teams Classroom Teacher	Progress Monitoring 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and

					student grades
6	Resources to provide enrichment and increase learning opportunities	Increase the number of technology resources available for student engagement - NEO2's and Responders.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Lesson Plans Classroom Walkthroughs 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
7	Resources and opportunities to challenge higher level learners	Challenge students with higher order questions and increase opportunities for self-directed activities.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach Classroom Teacher	Progress Monitoring	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
8	Teachers are at varying levels of implementing higher order thinking skills in classrooms.	Teachers will use higher order thinking skills. The Reading Coach will provide easy charts to help teachers formulate higher order questions.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach Classroom Teacher	Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
9	Students struggle with inference skills	Teachers will receive instruction through Learning Communities relating to inference - including strategies, charts, and visual aids to assist students with inference skills	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach Classroom Teacher	Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In the lowest quartile, 75% of students (3-5) will make learning gains in reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (65/258)	75% (42/221)

	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 beginning school year without adequate background knowledge and/or vocabulary	Teachers will implement best practices and strategies for teaching concepts and vocabulary. Implementation and use of Study Island, FCAT Explorer, Vocabulary/Spell City, Think and Central by teachers and students. Articulation meetings, between grade levels, addressing academic concerns will be conducted.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Data Analysis Meetings with grade levels Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
2	Teachers at varying levels of data analysis and using data to drive instruction	Grade Level Data and MTSS meetings will be held for the purpose of identifying struggling students and adjusting instruction, as needed.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Data Analysis Meetings with grade levels Lesson Plans Classroom Walkthroughs Individual meetings with principal, as needed	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
	Students not utilizing available technology and/or having available outside of the classroom setting	Provide opportunities for students to use Accelerated Math and Accelerated Reading.	Michael Allen, Principal Leadership Team:	Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR

3		Provide students with opportunities to use FCAT Explore. Provide opportunities for students to use Math Facts in a Flash. Students will use NEO2 and Responders. Provide teachers with training for technology programs and equipment.	Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher		Performance Matters Log-In Records
4	Mobility of students	Utilizing county adopted materials and pacing guides, students will not have gaps in curriculum when transferring to other schools within our district.	Pacing Guide Creation Teams Classroom Teacher	Progress Monitoring 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
5	Truancy	Provide incentives and recognitions for students with perfect attendance.	Michael Allen, Principal Jill Monk, Guidance Counselor Ottie Maddox, Data Clerk	Attendance Monitoring	Crosspointe/EDR
6	Resources to provide enrichment and increase learning opportunities	Increase the number of technology resources available for student engagement - NEO2's and Responders.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Lesson Plans Classroom Walkthroughs 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
7	Students struggle with inference skills	Teachers will receive instruction through Learning Communities relating to inference - including strategies, charts, and visual aids to assist students with inference skills	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach Classroom Teacher	Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : In addition to the use of tutors, Accelerated Reading Program, Read 180 Program and differentiated teaching strategies, the achievement gap will be reduced by monitoring and evaluating Performance Matters results.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59	63	66	70	74	

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:	75% of Black and White students in the tested FCAT grades (3-5) will score at or above proficiency level on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 48% (21/44) White: 58% (100/173)	Black: 57% (25/43) White: 65% (109/168)

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 not receiving additional academic support and assistance outside of the classroom	Supplemental and remedial instruction will be provided to students.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Observation Classroom Walkthroughs Lesson Plans	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
2	Students lacking prerequisite skills	Students will receive remedial instruction by highly qualified paras, tutors and teachers.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Observation Classroom Walkthroughs Lesson Plans	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
	Lack of understanding of higher order skills needed for grades 3-5	Professional Development opportunities geared toward Next Generation and Common Core Standards will be provided. Discussions will be held	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher	Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters

3		at grade level meetings. Provide additional mentoring, if needed.	Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher		Data Notebooks containing: mini-assessments, assessment scores, and student grades
4	Truancy	Provide incentives and recognitions for students with perfect attendance.	Michael Allen, Principal Jill Monk, Guidance Counselor Ottie Maddox, Data Clerk	Attendance Monitoring	Crosspointe/EDR
5	Mobility of students	Utilizing county adopted materials and pacing guides, students will not have gaps in curriculum when transferring to other schools within our district.	Pacing Guide Creation Teams Classroom Teachers	Progress Monitoring 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
6	Resources to provide enrichment and increase learning opportunities	Increase the number of technology resources available for student engagement - NEO2's and Responders.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Lesson Plans Classroom Walkthroughs 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
7	Need additional support in classroom	Teachers will receive additional support from paraprofessionals during the 90 minute Reading Block.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment	Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
8	Subgroups are not identified and targeted consistently	Teachers will identify subgroups	Michael Allen, Principal Heidi Walker, Reading Coach	Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
	Provide resources and	Challenge students with	Michael Allen,	Progress Monitoring	2013 FCAT

9	opportunities to challenge higher level learners	higher order questions and increase opportunities for self-directed activities	Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach Classroom Teacher	Classroom Walkthroughs	On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades

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

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

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Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	75% of Students with Disabilities (SWD) in the tested FCAT grades (3-5) will score at or above proficiency level on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (17/43)	50% (23/45)

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Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not receiving additional academic support and assistance outside of the classroom	Supplemental and remedial instruction will be provided to the students.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment	Observations Classroom Walthroughs Lesson Plans	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments,

			Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher		assessment scores, and student grades
2	Students lacking prerequisite skills	Students will receive additional remedial instruction from highly qualified paras, tutors, and teachers.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Observations Classroom Walkthroughs Lesson Plans	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
3	Lack of understanding of higher order skills needed for grades 3-5	Professional Development opportunities geared toward Next Generation and Common Core Standards will be provided. Discussions will be held at grade level meetings. Provide additional mentoring, if needed.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
4	Mobility of students	Utilizing county adopted materials and pacing guides, students will not have gaps in curriculum when transferring to other schools within our district.	Pacing Guide Creation Teams Classroom Teacher	Progress Monitoring 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
5	Truancy	Provide incentives and recognitions for students with perfect attendance.	Michael Allen, Principal Jill Monk, Guidance Counselor Ottie Maddox, Data Clerk	Attendance Monitoring	Crosspointe/EDR
6	Resources to provide enrichment and increase learning opportunities	Increase the number of technology resources available for student engagement - NEO2's and Responders.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Lesson Plans Classroom Walkthroughs 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-

					assessments, assessment scores, and student grades
7	Lack of common planning time and multiple lesson plans to write	Teachers will meet once a week to discuss curriculum and planning concerns.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Classroom Teachers	Review meeting agenda and sign in sheet.	Agenda and Sign-in Sheets.
8	General Education Teachers are at varying understanding of IEP's and instructional accomodations	General Education Teachers will familiarize themselves with each student's IEP goals, strategies and accommodations.	Michael Allen, Principal Classroom Teachers	IEP Meeting Sign-In Sheets	IEP Meeting Sign-In Sheets
9	Understanding data and the students' disability to make instructional decisions	Using student data, every nine weeks (along with the report card) SWD students will receive an Individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IEP goals and strategies.	Michael Allen, Principal Classroom Teachers	Review of IEP Progress Reports	IEP Progress 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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	75% of Economically Disadvantaged students will score at or above proficiency level on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (104/192)	62% (118/191)

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 lacking prerequisite skills	Students will receive additional remedial instruction from highly qualified paras, tutors, and teachers.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach	Observation Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades

	#	Barrier	Strategy	Person/Position Responsible	Process Used to Determine Effectiveness	Evaluation Tool
				Classroom Teacher		
	2	Students not receiving additional academic support and assistance outside of the classroom	Supplemental and remedial instruction will be provided.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
	3	Students not utilizing technology and/or having available outside of school setting	Provide opportunities for students to use Accelerated Math and Accelerated Reading. Provide students with opportunities to use FCAT Explorer. Provide opportunities for students to use Math Facts in a Flash. Students will use NEO2 and Responders. Provide teachers with training for technology programs and equipment.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Lesson Plans Classroom Walkthroughs Log-in records	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades Student Log-In Records
	4	Truancy	Provide incentives and recognitions for students with perfect attendance.	Michael Allen, Principal Jill Monk, Guidance Counselor Ottie Maddox, Data Clerk	Attendance Monitoring	Crosspointe/EDR
	5	Mobility of students	Utilizing county adopted materials and pacing guides, students will not have gaps in curriculum when transferring to other schools within our district.	Pacing Guide Creation Teams Classroom Teacher	Progress Monitoring 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
	6	Resources to provide enrichment and increase learning opportunities	Increase the number of technology resources available for student engagement - NEO2's and Responders.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Lesson Plans Classroom Walkthroughs 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades

| 7 | Teachers are at varying levels of implementing higher order thinking skills in classrooms. | The purpose of this strategy is to strengthen the core curriculum. As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students.

Teachers will instruct students in the use of higher order thinking skills.

Reading coach will provide charts to help teachers formulate higher order questions. | Michael Allen, Principal

Heidi Walker, Reading Coach

Classroom Teacher | Classroom Walkthroughs

Lesson Plans | 2013 FCAT

On-going Progress Monitoring: STAR Performance Matters

Data Notebooks containing: mini-assessments, assessment scores, and student grades |
| 8 | Lack of understanding of how to implement the F-CIM for targeted mini lessons. | PLC will be in place to further explain the F-CIM model to teachers.

Teachers will target skills that need to be remediated as whole group lessons or as mini-lessons in their intervention groups.

Data will be discussed in PLC to share best practices. | Michael Allen, Principal

Roger Little, Teacher on Assignment | Classroom Walkthroughs

Lesson Plans | 2013 FCAT

On-going Progress Monitoring: STAR Performance Matters

Data Notebooks containing: mini-assessments, assessment scores, and student grades |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Performance Matters	K-5	Jayne Earle, Curriculum Resource Teacher Sue Little, Technology Teacher Heidi Walker, Reading Coach	School-wide	September 2012 through May 2013	Trainings will be conducted for teachers to provide assistance and understanding regarding the various elements of Performance Matters.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Teacher Jill Monk, Guidance Counselor Heidi Walker, Reading Coach
		Michael Allen, Principal Leadership Team: Jayne Earle,				Michael Allen, Principal Leadership Team:

On-going Progress Monitoring	K-5	Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Teacher Jill Monk, Guidance Counselor Heidi Walker, Reading Coach	All teachers	September 2012 through May 2013	Monthly grade level and individual teacher meetings will be held to ensure teachers are collecting and analyzing data on students in order to address individual student needs.	Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Counselor Heidi Walker, Reading Coach
Technology	K-5	Sue Little, Technology Teacher

Jayne Earle, Curriculum Resource Teacher

Roger Little, Teacher on Assignment

Ottie Maddox, Data Clerk

Heidi Walker, Reading Coach | School-wide | The 2012 - 2013 School Year | Technology trainings will be conducted for all teachers regarding the various technology programs.

Teachers will receive instruction regarding analyzing and understanding the data produced from the programs. | Sue Little, Technology Teacher

Jayne Earle, Curriculum Resource Teacher

Roger Little, Teacher on Assignment

Ottie Maddox, Data Clerk

Heidi Walker, Reading Coach |

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase additional comprehension and inference resources for students	Various workbooks relating to comprehension and inference	Title I	$500.00
Purchase Seeing the Stars Program- 1st Grade	Intervention program for 1st Grade to assist with reading, including phonics, phonemic awareness and spelling	Title VI	$500.00
Purchase Common Core materials relating to comprehension - 1st Grade	Additional assistance with the Common Core Standards	Title VI	$800.00
Purchase and use SRA Reading Kits - to assist teachers with students and reading strategies	Enrichment, remediation and intervention with comprehension, fluency, vocabulary, and differerentiated instruction	Title I and Title VI	$2,800.00
Integrate Common Core Standards throughout the Kindergarten curriculum	Purchase and use additional Common Core resources (Scholastic Magazines) for each kindergartener	Title VI	$600.00
Purchase and use Common Core Standards materials for smoother transition between NG and CC	Integrate Next Generation Standards and upcoming Common Core Standards for smoother transition to new standards in 3rd grade	Title VI	$300.00
			Subtotal: $5,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island - online subscription	Enrichment and remediation for students		$3,200.00
Spell City - online subscription	Enrichment and remediation for students.	Title I	$800.00
Read 180 - online support for Read 180 Program	Remediation for students	Title I	$2,000.00
			Subtotal: $6,000.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Learning Communities	Common Core	Title I	$1,000.00
			Subtotal: $1,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Hire Temporary Highly-Qualified Paraprofessional	Remediation for struggling students - small group and one-on-one.	Title I	$9,000.00
			Subtotal: $9,000.00
			Grand Total: $21,500.00

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:	75% of students in the tested FCAT grades (3-5) will score at or above proficiency level in Math on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (102/228)	75% (167/221)

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 beginning the year without adequate background knowledge and/or vocabulary	Teachers will implement best practices and strategies for teaching concepts and vocabulary. Implementation and use of Study Island, FCAT Explorer, Vocabulary/Spell City, Think and Central by teachers and students. Articulation meetings will be held between grade levels addressing academic concerns.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Data Analysis Meetings with grade levels Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
2	Teachers at varying levels of data analysis and using data to drive instruction	Grade Level Data and MTSS meetings will be held for the purpose of identifying struggling students and adjusting instruction, as needed.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Data Analysis Meetings with grade levels Lesson Plans Classroom Walkthroughs Individual meetings with principal, as needed	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
3	Truancy	Provide incentives and recognitions for students with perfect attendance.	Michael Allen, Principal Jill Monk, Guidance Counselor Ottie Maddox, Data Clerk	Attendance Monitoring	Crosspointe/EDR
	Mobility of students	Utilizing county adopted materials and pacing guides, students will not	Pacing Guide Creation Teams	Progress Monitoring 2013 FCAT	2013 FCAT On-going Progress

4		have gaps in curriculum when transferring to other schools within our district.	Classroom Teachers		Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
5	Resources to provide enrichment and increase learning opportunities	Increase the number of technology resources available for student engagement - NEO2's and Responders.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Lesson Plans Classroom Walkthroughs 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
6	Resources and opportunities to challenge higher level learners	Challenge students with higher order questions and increase opportunities for self-directed activities.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach Classroom Teacher	Progress Monitoring	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
7	Time in classroom to use resources	Students will utilize technology lab to continue individual work with Study Island, Vocabulary/Spell City, FCAT Explorer, and Think Central.	Michal Allen, Principal Sue Little, Technology	Lab Walkthroughs Lesson Plans Meetings with Principal and Technology Teacher	2013 FCAT Log-In 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 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
1	N/A				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	40% of students in the FCAT tested grades (3-5) will score at level 4 or 5 on the Math portion of FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (70/228)	40% (89/221)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers at varying levels of data analysis and using data to drive instruction	Grade Level Data and MTSS meetings will be held for the purpose of identifying struggling students and adjusting instruction, as needed.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Walkthroughs Evidence in lesson plans Progress Monitoring review will be conducted during Data and MTSS meetings.	2013 FCAT On-Going Progress Monitoring: Performance Matters STAR Data Notebooks containing: mini-assessments, assessment scores, and student grades
2	Truancy	Provide incentives and recognitions for students with perfect attendance.	Michael Allen, Principal Jill Monk, Guidance Counselor Ottie Maddox, Data Clerk	Attendance Monitoring	Crosspointe/EDR
3	Mobility of Students	Utilizing county adopted materials and pacing guides, students will not have gaps in curriculum when transferring to other schools within our district.	Pacing Guide Creation Teams Classroom Teacher	Progress Monitoring 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
4	Resources to provide enrichment and increase learning opportunities	Increase the number of technology resources available for student engagement - NEO2's and Responders.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Lesson Plans Classroom Walkthroughs 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment

					scores, and student grades
5	Resources and opportunities to challenge higher level learners	Challenge students with higher order questions and increase opportunities for self-directed activities.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach Classroom Teacher	Progress Monitoring	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
6	Teachers at varying levels of implementation of Differentiated Instruction	Teachers will provide Differentiated Instruction to targeted students (remediation and enrichment).	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Teacher Jill Monk, Guidance Counselor Heidi Walker, Reading Coach Classroom Teacher	Classroom Walkthroughs Evidence in lesson plans Progress Monitoring during Data and MTSS meetings	On-Going Progress Monitoring: Performance Matters STAR Math Data Notebooks containing: mini-assessments, assessment scores, and student grade in math
7	Students lack strategies for mastering math skills	Utilize Larry Bell UNRAVEL Strategies	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Teacher Jill Monk, Guidance Counselor Heidi Walker, Reading Coach Classroom Teacher	Classroom Walkthroughs Lesson Plans	On-Going Progress Monitoring: Performance Matters STAR Math Data Notebooks containing: mini-assessments, assessment scores, and student grade in math
8	Time in classroom to use resources	Provide opportunities for students to use Accelerated Math and Accelerated Reading. Provide students with opportunities to use FCAT Explore. Provide opportunities for students to use Math Facts in a Flash. Provide opportunities for students to use NEO2 and Responders. Provide teachers with training for technology programs and equipment.	Michael Allen, Principal Sue Little, Technology Teacher Classroom Teacher	Technology Lab Walkthroughs Lesson Plans Classroom Walkthroughs	Log-In Records On-Going Progress Monitoring: Performance Matters STAR Math

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:

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>N/A</td><td></td><td></td><td></td><td></td></tr>
</table>

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Of the tested FCAT grades, (3-5) 75% of students will make learning gains on the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (123/228)	75% (167/221)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Students beginning the year without adequate background knowledge and/or vocabulary</td><td>Teachers will implement best practices and strategies for teaching math concepts and vocabulary.

Implementation and use of Study Island, FCAT Explorer, Vocabulary/Spell City, Think and Central by teachers and students.

Articulation meetings will be held between grade levels addressing academic concerns.</td><td>Michael Allen, Principal

Leadership Team:

Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach

Classroom Teacher</td><td>Data Analysis Meetings with grade levels

Lesson Plans

Classroom Walkthroughs</td><td>2013 FCAT

On-going Progress Monitoring: Performance Matters STAR

Data Notebooks containing: mini-assessments, assessment scores, and student grades</td></tr>
<tr><td></td><td>Teachers at varying levels of data analysis and using data to drive instruction</td><td>Grade Level Data and MTSS meetings will be conducted for the purpose of identifying struggling students and</td><td>Michael Allen, Principal

Leadership Team:</td><td>Data Analysis Meetings with grade levels

Lesson Plans</td><td>2013 FCAT

On-going Progress Monitoring: STAR</td></tr>
</table>

2		adjusting instruction, as needed.	Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Classroom Walkthroughs Individual meetings with principal, as needed	Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
3	Students not utilizing available technology and/or having available outside of the classroom setting	Provide opportunities for students to use Accelerated Math and Accelerated Reading. Provide students with opportunities to use FCAT Explore. Provide opportunities for students to use Math Facts in a Flash. Students will use NEO2 and Responders. Provide training for teachers involving technology programs and equipment.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Student Log-In Records
4	Truancy	Provide incentives and recognitions for students with perfect attendance.	Michael Allen, Principal Jill Monk, Guidance Counselor Ottie Maddox, Data Clerk	Monitor Attendance	Crosspointe/EDR
5	Mobility of student	Utilizing county adopted materials and pacing guides, students will not have gaps in curriculum when transferring to other schools within our district.	Pacing Guide Creation Teams Classroom Teacher	Progress Monitoring 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
6	Resources to provide enrichment and increase learning opportunities	Increase the number of technology resources available for student engagement - NEO2's and Responders.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Lesson Plans Classroom Walkthroughs 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
	Resources and opportunities to challenge higher level learners	Challenge students with higher order questions and increase opportunities for self-directed activities.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Progress Monitoring	2013 FCAT On-going Progress Monitoring: STAR Performance

7			Heidi Walker, Reading Coach Classroom Teacher		Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
8	Teachers at varying understanding of data analysis	Grade Level Data and MTSS meetings for the purpose of identifying struggling students.	Michael Allen, Principal Leadership Team: Jayne Earle, CRT Roger Little, Teacher on Assignment Sue Little, Technology Teacher Jill Monk, Guidance Counselor Heidi Walker, Reading Coach Classroom Teacher	Progress Monitoring review during Data and MTSS Meetings. Individual meetings with principal, as needed.	Results from Performance Matters and STAR Math Data Notebooks containing: mini-assessments, student grades, and on-going progress monitoring

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
1	N/A				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Of the lowest quartile of students in the tested FCAT grades, 75% will make learning gains in math on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (57/228)	75% (83/221)

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	1	Students beginning school year without adequate background knowledge and/or vocabulary	Teachers will implement best practices and strategies for teaching concepts and vocabulary. Implementation and use of Study Island, FCAT Explorer, Vocabulary/Spell City, Think and Central by teachers and students. Articulation meetings, between grade levels, addressing academic concerns will be conducted.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Data Analysis Meetings with grade levels Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
	2	Teachers at varying levels of data analysis and using data to drive instruction	Grade Level Data and MTSS meetings will be held for the purpose of identifying struggling students and adjusting instruction, as needed.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Data Analysis Meetings with grade levels Lesson Plans Classroom Walkthroughs Individual meetings with principal, as needed	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
	3	Students not utilizing available technology and/or having available outside of the classroom setting	Provide opportunities for students to use Accelerated Math and Accelerated Reading. Provide students with opportunities to use FCAT Explore. Provide opportunities for students to use Math Facts in a Flash. Students will use NEO2 and Responders. Provide teachers with training for technology programs and equipment.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Log-In Records
	4	Mobility of students	Utilizing county adopted materials and pacing guides, students will not have gaps in curriculum when transferring to other schools within our district.	Pacing Guide Creation Teams Classroom Teacher	Progress Monitoring 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
		Truancy	Provide incentives and recognitions for students with perfect attendance.	Michael Allen, Principal	Attendance Monitoring	Crosspointe/EDR

5			Jill Monk, Guidance Counselor Ottie Maddox, Data Clerk		
6	Resources to provide enrichment and increase learning opportunities	Increase the number of technology resources available for student engagement - NEO2's and Responders.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Lesson Plans Classroom Walkthroughs 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			**Elementary School Mathematics Goal #** 5A : In addition to the use of tutors, Accelerated Math Program, and differentiated teaching strategies, the achievement gap will be reduced by monitoring and evaluating Performance Matters results.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	62	66	69	73	

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:	75% of White Students in the tested FCAT grades (3-5) will score at or above proficiency level on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 61% (106/173)	White: 66% (111/168)

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 not receiving additional academic support and assistance outside of the classroom	Supplemental and remedial instruction will be provided to students.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach	Observation Classroom Walkthroughs Lesson Plans	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades

			Classroom Teacher		
2	Students lacking prerequisite skills	Students will receive remedial instruction by highly qualified paras, tutors and teachers.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Observation Classroom Walkthroughs Lesson Plans	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
3	Lack of understanding of higher order skills needed for grades 3-5	Professional Development opportunities geared toward Next Generation and Common Core Standards will be provided. Discussions will be held at grade level meetings. Provide additional mentoring, if needed.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
4	Truancy	Provide incentives and recognitions for students with perfect attendance.	Michael Allen, Principal Jill Monk, Guidance Counselor Ottie Maddox, Data Clerk	Attendance Monitoring	Crosspointe/EDR
5	Mobility of students	Utilizing county adopted materials and pacing guides, students will not have gaps in curriculum when transferring to other schools within our district.	Pacing Guide Creation Teams Classroom Teachers	Progress Monitoring 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
6	Resources to provide enrichment and increase learning opportunities	Increase the number of technology resources available for student engagement - NEO2's and Responders.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Lesson Plans Classroom Walkthroughs 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades

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

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

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

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:	75% of Students with Disabilities (SWD) in the tested FCAT grades (3-5) will score at or above proficiency level on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (18/43)	59% (27/45)

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 not receiving additional academic support and assistance outside of the classroom	Supplemental and remedial instruction will be provided to the students.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Observations Classroom Walthroughs Lesson Plans	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
	Students lacking prerequisite skills	Students will receive additional remedial instruction from highly qualified paras, tutors, and teachers.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher	Observations Classroom Walkthroughs Lesson Plans	2013 FCAT On-going Progress Monitoring: STAR Performance Matters

2			Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher		Data Notebooks containing: mini-assessments, assessment scores, and student grades
3	Lack of understanding of higher order skills needed for grades 3-5	Professional Development opportunities geared toward Next Generation and Common Core Standards will be provided. Discussions will be held at grade level meetings. Provide additional mentoring, if needed.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
4	Mobility of students	Utilizing county adopted materials and pacing guides, students will not have gaps in curriculum when transferring to other schools within our district.	Pacing Guide Creation Teams Classroom Teacher	Progress Monitoring 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
5	Truancy	Provide incentives and recognitions for students with perfect attendance.	Michael Allen, Principal Jill Monk, Guidance Counselor Ottie Maddox, Data Clerk	Attendance Monitoring	Crosspointe/EDR
6	Resources to provide enrichment and increase learning opportunities	Increase the number of technology resources available for student engagement - NEO2's and Responders.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Lesson Plans Classroom Walkthroughs 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	75% of Economically Disadvantaged students will score at or above proficiency level on the 2013 Math FCAT.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	51% (98/192)		62% (118/191)		

	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 lacking prerequisite skills	Students will receive additional remedial instruction from highly qualified paras, tutors, and teachers.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Observation Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
2	Students not receiving additional academic support and assistance outside of the classroom	Supplemental and remedial instruction will be provided.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
3	Students not utilizing technology and/or having available outside of school setting	Provide opportunities for students to use Accelerated Math and Accelerated Reading. Provide students with opportunities to use FCAT Explorer. Provide opportunities for students to use Math Facts in a Flash. Students will use NEO2 and Responders. Provide teachers with training for technology programs and equipment.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Lesson Plans Classroom Walkthroughs Log-in records	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades Student Log-In Records
4	Truancy	Provide incentives and recognitions for students with perfect attendance.	Michael Allen, Principal Jill Monk, Guidance Counselor Ottie Maddox, Data	Attendance Monitoring	Crosspointe/EDR

						Clerk
5	Mobility of students	Utilizing county adopted materials and pacing guides, students will not have gaps in curriculum when transferring to other schools within our district.	Pacing Guide Creation Teams Classroom Teacher	Progress Monitoring 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades	
6	Resources to provide enrichment and increase learning opportunities	Increase the number of technology resources available for student engagement - NEO2's and Responders.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Lesson Plans Classroom Walkthroughs 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades	

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Performance Matters	K-5	Jayne Earle, Curriculum Resource Teacher Sue Little, Technology Teacher Heidi Walker, Reading Coach	School-wide	September 2012 through May 2013	Trainings will be conducted for teachers to provide assistance and understanding regarding the various elements of Performance Matters.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Teacher Jill Monk, Guidance Counselor Heidi Walker, Reading Coach
		Michael Allen, Principal Leadership Team:				Michael Allen, Principal Leadership Team:

| On-going Progress Monitoring | K-5 | Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Teacher Jill Monk, Guidance Counselor Heidi Walker, Reading Coach | School-wide | September 2012 through May 2013 | Monthly grade level and individual teacher meetings will be held to ensure teachers are collecting and analyzing student data in order to address individual student needs. | Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Teacher Jill Monk, Guidance Counselor Heidi Walker, Reading Coach |

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Purchase additional materials for 2nd graders to assist with understanding math concepts	Hands-on learning system that builds skill practice and supports standards in math	Title I and Title VI	$1,300.00
Purchase Common Core materials relating to mathematics - 1st Grade	Additional assistance with the Common Core Standards	Title VI	$800.00
		Subtotal: $2,100.00	

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
Hire SAI Tutor	SAI tutor will work with students struggling with math concepts	SAI Funds	$11,000.00
		Subtotal: $11,000.00	
		Grand Total: $13,100.00	

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In grade 5, 75% of students will score a Level 3 on the 2013 FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (41/74)	75% (45/60)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students beginning the year without adequate background knowledge and/or vocabulary	Teachers will implement best practices and strategies for teaching concepts and vocabulary. Implementation and use of Study Island, FCAT Explorer, Vocabulary/Spell City, Think and Central by teachers and students. Articulation meetings will be held between grade levels addressing academic concerns.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Data Analysis Meetings with grade levels Lesson Plans Classroom Walkthroughs	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
2	Teachers at varying levels of data analysis and using data to drive instruction	Grade Level Data and MTSS meetings will be held for the purpose of identifying struggling students and adjusting instruction, as needed.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Jill Monk, Guidance Heidi Walker, Reading Coach Classroom Teacher	Data Analysis Meetings with grade levels Lesson Plans Classroom Walkthroughs Individual meetings with principal, as needed	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
3	Truancy	Provide incentives and recognitions for students with perfect attendance.	Michael Allen, Principal Jill Monk, Guidance Counselor Ottie Maddox, Data Clerk	Attendance Monitoring	Crosspointe/EDR
4	Mobility of students	Utilizing county adopted materials and pacing guides, students will not have gaps in curriculum when transferring to other schools within our district.	Pacing Guide Creation Teams Classroom Teachers	Progress Monitoring 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
	Resources to provide	Increase the number of	Michael Allen,	Lesson Plans	2013 FCAT

5	enrichment and increase learning opportunities	technology resources available for student engagement - NEO2's and Responders.	Principal Jayne Earle, Curriculum Resource Teacher	Classroom Walkthroughs 2013 FCAT	On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
6	Resources and opportunities to challenge higher level learners	Challenge students with higher order questions and increase opportunities for self-directed activities.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach Classroom Teacher	Progress Monitoring	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
7	Not all teachers are knowledgeable in inquiry based instruction	Teachers will increase inquiry based instruction and opportunities for outside classroom exploration.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Teacher Jill Monk, Guidance Counselor Heidi Walker, Reading Coach Classroom Teacher	Lesson Plans Classroom Walkthroughs	2013 FCAT - 5th Grade On-going Progress Monitoring: Performance Matters (5th Grade Only) Data Notebooks containing: mini-assessments, assessment scores, and student grades
8	Students do not thoroughly understand the Scientific Process	Provide Scientific Process instructions and guidance to students. Provide opportunities for parents to learn about Scientific Process. Mandatory Science Fair Projects, Grades 2-5.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Science Committee Classroom Teacher	Progress Monitoring 2013 FCAT - 5th Grade	2013 FCAT - 5th Grade Science Fair On-going Progress Monitoring: Performance Matters (5th Grade Only) Data Notebooks containing: mini-assessments, assessment scores, and student grades

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:		

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

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>N/A</td><td></td><td></td><td></td><td></td></tr>
</table>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	40% of students will score a level 4 or 5 on the 2013 FCAT Science.

2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (17/74)	40% (24/60)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Teachers at varying levels of data analysis and using data to drive instruction</td><td>Grade Level Data and MTSS meetings will be held for the purpose of identifying struggling students and adjusting instruction, as needed.</td><td>Michael Allen, Principal

Leadership Team:

Jayne Earle, Curriculum Resource Teacher
Roger Little, Teacher on Assignment
Sue Little, Technology
Jill Monk, Guidance
Heidi Walker, Reading Coach

Classroom Teacher</td><td>Walkthroughs

Evidence in lesson plans

Progress Monitoring review will be conducted during Data and MTSS meetings.</td><td>2013 FCAT

On-Going Progress Monitoring: Performance Matters STAR

Data Notebooks containing: mini-assessments, assessment scores, and student grades</td></tr>
<tr><td>2</td><td>Truancy</td><td>Provide incentives and recognitions for students with perfect attendance.</td><td>Michael Allen, Principal

Jill Monk, Guidance Counselor</td><td>Attendance Monitoring</td><td>Crosspointe/EDR</td></tr>
</table>

			Ottie Maddox, Data Clerk		
3	Mobility of Students	Utilizing county adopted materials and pacing guides, students will not have gaps in curriculum when transferring to other schools within our district.	Pacing Guide Creation Teams Classroom Teacher	Progress Monitoring 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
4	Resources to provide enrichment and increase learning opportunities	Increase the number of technology resources available for student engagement - NEO2's and Responders.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Lesson Plans Classroom Walkthroughs 2013 FCAT	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
5	Resources and opportunities to challenge higher level learners	Challenge students with higher order questions and increase opportunities for self-directed activities.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach Classroom Teacher	Progress Monitoring	2013 FCAT On-going Progress Monitoring: STAR Performance Matters Data Notebooks containing: mini-assessments, assessment scores, and student grades
6	Not all teachers are knowledgeable in inquiry based instruction	Teachers will increase inquiry based instruction and outside classroom exploration.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Teacher Jill Monk, Guidance Counselor Heidi Walker, Reading Coach Classroom Teacher	Classroom Walkthroughs Lesson plans Progress Monitoring review during Data and MTSS meetings	2013 FCAT On-Going Progress Monitoring: Performance Matters (5th Grade Only) Data Notebooks containing: mini-assessments, assessment scores, and student grades
	Students do not thoroughly understand	Provide Scientific Process instructions	Michael Allen, Principal	Progress Monitoring	2013 FCAT - 5th Grade

	the Scientific Process	and guidance to students. Provide opportunities for parents to learn about Scientific Process. Mandatory Science Fair Projects, Grades 2-5.	Jayne Earle, Curriculum Resource Teacher Science Committee Classroom Teacher	2013 FCAT - 5th Grade Science Fair On-going Progress Monitoring: Performance Matters (5th Grade Only) Data Notebooks containing: mini-assessments, assessment scores, and student grades
7				

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
1	N/A				

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
		Jayne Earle,				Michael Allen, Principal Leadership Team:

Performance Matters	K-5	Curriculum Resource Teacher Sue Little, Technology Teacher Heidi Walker, Reading Coach	School-wide	September 2012 through May 2013	Trainings will be conducted for teachers to provide assistance and understanding regarding the various elements of Performance Matters.	Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Teacher Jill Monk, Guidance Counselor Heidi Walker, Reading Coach
On-going Progress Monitoring	K-5	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Teacher Jill Monk, Guidance Counselor Heidi Walker, Reading Coach	School-wide	September 2012 through May 2013	Monthly grade level and individual teacher meetings will be held to ensure teachers are collecting and analyzing student data in order to address individual student needs.	Michael Allen, Principal Leadership Team: Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Sue Little, Technology Teacher Jill Monk, Guidance Counselor Heidi Walker, Reading Coach
"Loose In The Lab"	K-5	Bryce Hixson	School-wide	August 2012	Participation, understanding and quality of Science Fair Projects created by students.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Roger Little, Teacher on Assignment Teresa McCullough, Science CIT Heidi Walker, Reading Coach

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
Purchase Science DVD Library	Increase student knowledge of science concepts through the use of specific scientific concepts.	Title VI	$900.00
			Subtotal: $900.00
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
	A Science Fair Make and Take		

	Conduct Science Night for families	Night will be conducted to assist families with the Scientific Process.	Title I		$600.00

	Subtotal: $600.00
	Grand Total: $1,500.00

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 grade 4, 80% of students will score a level 3 or above on the 2013 FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (46/58)	80% (66/82)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varying levels of writing instruction experience	Teachers will attend Common Core Writing Workshops and Professional Learning Communities.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach	Professional Development Follow-Up Classroom Walkthroughs	Columbia Writes Five Points Writes
2	Students lacking prerequisite skills	Students will receive remedial instruction with highly qualified teacher and paraprofessional.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach	Classroom Walkthroughs Lesson Plans	2013 Florida Writes! Columbia Writes (K-5) Five Points Writes (K-5)
3	State expectations regarding anchor sets are not understood	Provide in-service for teachers regarding state expectations and using anchor sets.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heidi Walker, Reading Coach Five Points Elementary Writing Committee	Classroom Walkthroughs Lesson Plans Results from scoring practice sets	2013 Florida Writes! Columbia Writes (K-5) Five Points Writes (K-5)
	Students do not have adequate writing skills	A struggling students will be Paired-Up with a stronger writer.	Michael Allen, Principal Jayne Earle,	Improved writing scores observed by Writing Committee	2013 Florida Writes! Columbia Writes

| | 4 | | Curriculum Resource Teacher

Heidi Walker, Reading Coach

Five Points Elementary Writing Committee | | (K-5)

Five Points Writes (K-5) |

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A - At this point, Five Points does not have any students in 4th Grade that will be alternately assessed in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
(0/58)	N/A - At this point, Five Points does not have any students in 4th Grade that will be alternately assessed 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				

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
Process Writing	Kindergarten through Fifth Grade	Melissa Forney Heidi Walker, Reading Coach	School-wide	Summer 2012 2012/2013 School Year	Scoring Papers Classroom Walkthroughs Lesson Plans	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Heid Walker, Reading Coach Five Points Elementary Writing Committee
Common Core Writing	Kindergarten through Fifth Grade	Beth Bullard, District Administrative Trainee Lisa Lee, Summers Elementary	School-wide	The 2012 - 2013 School Year	Scoring of: Five Points Writes! Columbia Writes!	Michael Allen, Principal Writing

		Curriculum Resource Teacher				Committee
		Heidi Walker, Reading Coach				
FCAT Writes!	4th Grade	Writing Committee	4th Grade	The 2012 - 2013 School Year	2012 - 2013 Scores FCAT Writes!	Michael Allen, Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Learning Communities	Materials and supplies - To prepare teachers to instruct students in Common Core Writing	Title I	$1,000.00
Training for teachers - How to score writing papers	Money to pay substitute teachers	Title 1 and/or Title II	$2,500.00
			Subtotal: $3,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Committee for scoring Columbia Writes and Five Points Writes	The committee will meet and score the writing papers and provide critical feedback - substitute teachers will be employed to work during the absence of teachers on the Writing Committee.	Title I and/or Title II	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $5,500.00

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:	Our goal for the 2012-2013 school year is to maintain our attendance rate.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94%	94%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

32	28
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
48	40

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	Significant unexcused student absences (10 or more) have serious personal or family issues	Identify the students in need of counselling and make referrals for the counselling. Provide attendance incentives.	Michael Allen, Principal Jill Monk, Guidance Counselor Ottie Maddox, Data Clerk Classroom Teacher	Attendance Rate	Attendance Report
2	Significant student tardies (10 or more) arrive by car	Provide attendance incentives. Suggest the use of school bus transportation.	Michael Allen, Principal Jill Monk, Guidance Counselor Ottie Maddox, Data Clerk Classroom Teacher	Attendance Rate	Attendance Report

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The goal for Five Points Elementary is to lower the number of suspensions from 26 in 2011-2012 to 22 in 2012-2013.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
6	4
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
26	22
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
15	10
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
	Understanding of proper behavior	A new School-Wide Behavior Plan will be created and	Michael Allen, Principal	MIS Report	MIS Report

| | 1 | | implemented. | Roger Little, Teacher on Assignment

Jill Monk, Guidance Counselor | | |

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
Bullying	All grade levels	Roger Little, Teacher on Assignment	School-wide	Spring 2013	Referrals and/or Suspensions	Michal Allen, Principal

Roger Little, Teacher on Assignment

Jill Monk, 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
Stop bullying in the school by attending a conference aimed at bullying.	2013 National Conference on Bullying in Orlando, Florida	Title I	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $1,500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Maintain current percentage of parental involvement.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
90%	90%

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 child care	Provide child care for parents during parent involvement activities.	Jayne Earle, Curriculum Resource Teacher	Annual Survey	Sign-In Sheets and/or Raptor System
2	Work schedules prevent attendance	Offer varying times for events to parents (daytime and evening hours).	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher	Annual Survey	Sign-In Sheets and/or Raptor System
3	Ample notice of upcoming events	Notice will be given via: Iris Alerts Marquee Newsletters Notes home Planners	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Classroom Teachers	Annual Survey	Sign-In Sheets and/or Raptor System
4	Poor attendance	Involve more students in events. Provide incentives for attendance.	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher Classroom Teachers	Annual Survey	Sign-In Sheets and/or Raptor System

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
		Jayne Earle,			Grade levels will	Michael Allen, Principal

Parent Involvement	School-wide	Curriculum Resource Teacher	School-wide	Fall 2012 Spring 2013	provide activities for types of parent involvement	Jayne Earle, Curriculum Resource Teacher
Parent Involvement	School-wide	Jayne Earle, Curriculum Resource Teacher	School-wide	Fall 2012 Spring 2013	Grade levels will brain storm for ways to get parents more involved and present at faculty meeting	Michael Allen, Principal Jayne Earle, Curriculum Resource Teacher

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
Purchase student planners	Student planners to enhance communication between teacher and parent.	Title I	$1,500.00
Provide various workshops for parents $500.00	Workshops such as FCAT night, Science Fair night and Family Reading night to assist parents in helping their children. Purchase materials and supplies to support these activities.	Title I	$1,500.00
Provide newsletters and other items for parents.	Purchase materials and supplies to support these activities.	Title I	$500.00
			Subtotal: $3,500.00
Grand Total: $3,500.00			

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:	95% (211/222) of students in Grades 3-5 will use technology to perform research in completing a Science Fair project.

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
	Adequate resources for	Title I will provide	Michael Allen,	On-going progress	Science Fair

1	conducting research and hands-on activities	additional resources relating to hands-on activities. Times will be provided during the school day to allow students to do research.	Principal Jayne Earle, Curriculum Resource Teacher	monitoring of students	Projects Lesson Plans 5th Grade FCAT scores

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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
STEM training	All Grades	Think Forward Webinar @ http://my.hmheducation.com/content/thinkforward	School-wide	Ongoing	Lesson Plans Walkthroughs	Michael Allen, Principal
Loose In The Lab Workshop	K-5/Science	Bryce Hixon	K-5	August 2012	Lesson Plans Walkthroughs	Michael Allen, Principal

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STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase opportunities for students to engage in hands-on activities.	Science and Math materials	Title I	$2,000.00
			Subtotal: $2,000.00
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: $2,000.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase additional comprehension and inference resources for students	Various workbooks relating to comprehension and inference	Title I	$500.00
Reading	Purchase Seeing the Stars Program- 1st Grade	Intervention program for 1st Grade to assist with reading, including phonics, phonemic awareness and spelling	Title VI	$500.00
Reading	Purchase Common Core materials relating to comprehension - 1st Grade	Additional assistance with the Common Core Standards	Title VI	$800.00
Reading	Purchase and use SRA Reading Kits - to assist teachers with students and reading strategies	Enrichment, remediation and intervention with comprehension, fluency, vocabulary, and differerentiated instruction	Title I and Title VI	$2,800.00
Reading	Integrate Common Core Standards throughout the Kindergarten curriculum	Purchase and use additional Common Core resources (Scholastic Magazines) for each kindergartener	Title VI	$600.00
Reading	Purchase and use Common Core Standards materials for smoother transition between NG and CC	Integrate Next Generation Standards and upcoming Common Core Standards for smoother transition to new standards in 3rd grade	Title VI	$300.00
Mathematics	Purchase additional materials for 2nd graders to assist with understanding math concepts	Hands-on learning system that builds skill practice and supports standards in math	Title I and Title VI	$1,300.00
Mathematics	Purchase Common Core materials relating to mathematics - 1st Grade	Additional assistance with the Common Core Standards	Title VI	$800.00
STEM	Increase opportunities for students to engage in hands-on activities.	Science and Math materials	Title I	$2,000.00
				Subtotal: $9,600.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Study Island - online subscription	Enrichment and remediation for students		$3,200.00
Reading	Spell City - online subscription	Enrichment and remediation for students.	Title I	$800.00
Reading	Read 180 - online support for Read 180 Program	Remediation for students	Title I	$2,000.00
Science	Purchase Science DVD Library	Increase student knowledge of science concepts through the use of specific scientific concepts.	Title VI	$900.00
				Subtotal: $6,900.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Learning Communities	Common Core	Title I	$1,000.00
Writing	Learning Communities	Materials and supplies - To prepare teachers to instruct students in	Title I	$1,000.00

		Common Core Writing		
Writing	Training for teachers - How to score writing papers	Money to pay substitute teachers	Title 1 and/or Title II	$2,500.00
				Subtotal: $4,500.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Hire Temporary Highly-Qualified Paraprofessional	Remediation for struggling students - small group and one-on-one.	Title I	$9,000.00
Mathematics	Hire SAI Tutor	SAI tutor will work with students struggling with math concepts	SAI Funds	$11,000.00
Science	Conduct Science Night for families	A Science Fair Make and Take Night will be conducted to assist families with the Scientific Process.	Title I	$600.00
Writing	Committee for scoring Columbia Writes and Five Points Writes	The committee will meet and score the writing papers and provide critical feedback - substitute teachers will be employed to work during the absence of teachers on the Writing Committee.	Title I and/or Title II	$2,000.00
Suspension	Stop bullying in the school by attending a conference aimed at bullying.	2013 National Conference on Bullying in Orlando, Florida	Title I	$1,500.00
Parent Involvement	Purchase student planners	Student planners to enhance communication between teacher and parent.	Title I	$1,500.00
Parent Involvement	Provide various workshops for parents $500.00	Workshops such as FCAT night, Science Fair night and Family Reading night to assist parents in helping their children. Purchase materials and supplies to support these activities.	Title I	$1,500.00
Parent Involvement	Provide newsletters and other items for parents.	Purchase materials and supplies to support these activities.	Title I	$500.00
				Subtotal: $27,600.00
				Grand Total: $48,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꭑ Priority	ꭑ Focus	ꭑ Prevent	ꭑ NA

Are you a reward school: ꭑ Yes   ꭑ No

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

No Attachment (Uploaded on 8/31/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately

balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC anticipates purchasing ink for classroom printers. Many of the programs that the students use on a daily basis, require a large amount of ink each school year. Programs include, but are not limited to, are Accelerated Math and Accelerated Reading.	$3,000.00
Teacher requests for supplemental materials and supplies for remediation - not available from other sources.	$500.00

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

The School Advisory Council (SAC) is scheduled to meet once a month on Thursday evening, at 6:00 p.m. in the Five Points Elementary School's Conference Room. The first meeting was held September 20, 2012. Officers were elected and the SIP evaluation was reviewed. Goals for the 2012-13 SIP were discussed. Activities/items anticipated to be discussed include, but are not limited to: Parent Involvement Plan, Student-Teacher-Parent Compacts, Funding, Parent involvement, and ideas to increase student achievement.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Columbia School District
FIVE POINTS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	74%	87%	35%	273	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	55%	52%			107	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	61% (YES)			114	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					494	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Columbia School District
FIVE POINTS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	73%	76%	44%	271	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	57%	45%			102	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	54% (YES)			110	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					483	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested