FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: W. A. METCALFE ELEMENTARY SCHOOL

District Name: Alachua

Principal: Mrs. Patricia Phillips

SAC Chair: Crystal Tessmann

Superintendent: Dr. W. Daniel Boyd, Jr.

Date of School Board Approval:

Last Modified on: 11/8/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Patricia Phillips	Bachelor of Arts Education University of Florida 1986 Master of Arts Educational Leadership, Saint Leo 2004	3	7	2010-2011-D Reading • 53% of students reading at or above grade level • 41% of students making a year's worth of progress in reading • 40% of struggling students making a year's worth of progress in reading Math • 58% of students at or above grade level in math • 55% of students making a year's worth of progress in math • 57% of struggling students making a year's worth of progress in math 2011-2012-F Reading 29% of students reading at or above grade level Reading Points for Gains 54% of students making a year's worth of progress in reading

		ESOL Endorsement Principal Certification			Reading Gains for Low 25% 64% of struggling students making a year's worth of progress in reading Math 25% of students at or above grade level in math Math Gains for Low 25% 45% of struggling students making a year's worth of progress in math Math Points for Gains 39% of students making a year's worth of progress in math Target AMO Reading 2013 44% Target AMO Math 2013 47%

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	Beverly Stanley		1		
Technology	Shawn Saul		1		
Math	Valree Hughes		1		
Reading	Jacquatte Rolle		1		

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	Professional Learning community opportunities to learn and practice best practices for class room instruction. Staff development and Professional Learning community book studies. Release time to observe veteran teachers at the school site.	Patricia Phillips-Principal	July 1, 2013	
2				

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
1. Teachers out of field = None 2. 1. Paraprofessionals	

out of field = None	
3. Teachers not highly qualified= N/A—waiting for	
State VAM data	

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
28	17.9%(5)	35.7%(10)	17.9%(5)	28.6%(8)	42.9%(12)	100.0%(28)	10.7%(3)	0.0%(0)	28.6%(8)

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
Jeanee Clark Debbie Gallagher	Holly Shema Paige Dingman Carlee Daylor Sunny Heo Jessica Scoates Sunny Heo Ashley Johnson	District Beginning Teacher Program	Assist in the development of teaching skills through modeling and visitations. Provide Cohort trainings to promote analysis and application of teaching concepts and practices. Provide opportunities to observe other experienced teachers within the school. Facilitate with adoption of effective strategies.
Wylanda Williams	Latarsha Lemon	School Based Mentoring	Assist in the development of teaching skills through modeling and visitations. Provide Cohort trainings to promote analysis and application of teaching concepts and practices. Provide opportunities to observe other experienced teachers within the school. Facilitate with adoption of effective strategies.

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

Pullout tutorial (teacher tutors), para tutor or engagement para directly under supervision of teacher, professional development,

Title I, Part C- Migrant

Title I, Part D

Drop Out Prevention

Title II

Reading coaches, Mentor coaches, Digital educators

Title III

ELL services (Dictionaries, tutors, translations)

Title X- Homeless

Metcalfe serves as a school site for students that are a part of the Migrant and Homeless Program.
Book bags, school supplies, clothing, social services referrals, weekend backpack(food) program

Supplemental Academic Instruction (SAI)

Training for 3rd Grade teachers only

Violence Prevention Programs

Metcalfe Elementary provides the Too Good For Drugs curriculum, participates in Red Ribbon Week and provides training for our teachers on bullying. We incorporate a positive behavioral management system and incorporate Character Education as a part of our 9 weeks school themes. Classrooms also take part in the Officer Friendly curriculum offered by the Gainesville Police Department. Metcalfe has also partnered with Meridian Behavioral Services and the Corner Drug Store.

Nutrition Programs

Metcalfe is participating in the Fresh Fruits and Vegetable program. Metcalfe's former Food and Nutrition Manager, Mrs. Berg, applied for the grant offered through the Florida Department of Education and Metcalfe was awarded $36,610 to serve the students a healthy snack four times a week at any time between breakfast and lunch. The students will receive fresh snacks such as mangos, avocado, star fruit, sugar snap peas and kiwi.
Breakfast is free to all students at Metcalfe, students are encouraged to eat breakfast. Metcalfe is participating in the Healthier Challenge. Metcalfe's former Food and Nutrition Manager, Mrs. Berg, applied for the grant offered through First Lady Michelle Obama's initiative of "Let's Move. Metcalfe was awarded $8,000 which will allow for a mobile teaching kitchen and school garden. Metcalfe was chosen to participate in United Way's Weekend Backpack Program. They are currently in the process of setting up the program to feed children in need over weekends and holidays.
Our district food service department has been working very hard over the summer to make sure the program continues to be a great success in our county.

Last year, Alachua County was such a large success at this program that our Director was recognized at this year's state wide FFVP training class. We received a PERFECT audit from the DOE and the student and teacher response was extremely positive. There were children that changed their attitudes toward the fruits and vegetables as the year progressed, which is exactly how the program should work.
We are serving four days a week this year. The DOE had downsized the funding to each school so they could extend funding to additional schools that were not yet receiving the grant. The DOE provides for three days and the Food and Nutrition department is funding the fourth day. The serving days will be Tuesday through Friday.

We have contracted with another produce company beginning October 1 which will be able to provide more exotic fruits and vegetables such as figs, dragonfruit and passionfruit!

Summary statement: Fruits & Vegetables, Back pack for weekend, summer meal program

Housing Programs

Head Start

Metcalfe Elementary serves as a Head Start cluster site in Alachua County. We work closely with Head Start as well as voluntary Pre-K to provide early childhood learning opportunities to the community. The program serves 100 students.
Head start works in collaboration with Title-1 to support the transition of children from Head Start to public schools. Title-1 provides books and transitional materials for those children that are preparing to enter kindergarten. In addition, Title-1 provides books and materials for
children that will return to Head Start for an additional year. These materials support the learning during the summer months. The collaboration between Head Start and Title1 focuses on improving the academic achievement.

Adult Education

Career and Technical Education

Fifth grade students will participate in a shadowing day with hands on activities at the Professional Academies Magnet at Loften to gain knowledge about scholarship possibilities (Gold Seal) and work force possibilities (Externships and Internships) through Career and Technical Education. A career day is planned each year.

Job Training

Other

IDEA funding is used to provide support personnel for students served by our Exceptional Student Education program. Ongoing training is provided by the district in Response to Interventions (RTI). We have a full time nurse on campus sponsored by our Health Department and a nurses aide. The Educational Alliance, a community group of retired educators, serve as support and mentors at our school.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Patricia Phillips- Principal
Christiana Robbins-Curriculum Resource teacher
Kevin Peoples-Behavior Resource Teacher
Lori Harper-Barber-Florida Continuous Improvement Model teacher
Sarah Gummey- School counselor
Phyllis Hilliard- School psychologist

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

RtI data will be based on series of assessments identified at the district level and administered at the school. Items for the assessments are taken from the MacMillian Benchmark Assessments, the Big Idea math series, the district formative assessment program for math and science(ON TRACK), and writing prompts developed for district use. FAIR assessments are also taken into consideration for reading results. Data at the beginning of the year will be captured and presented through the district's student information system. Toward the end of the year, the data presentation will be migrated into the district's Local Instructional Information System.

The RTI team meets formally at least once a month with all members. Team meetings are held once a week by the teacher tutors, FCIM teacher,BRT, and CRT. Each member reports to the group about student progress. Through the use of Google Documents, team members are able to track student progress and make curriculum and behavioral decisions based on that data by looking at data on the whole child which includes behavior reports and class room tests as well as district and state assessments.

School counselor: Provides training and support in the RtI process; works with teachers through the problem solving cycle; facilitates team meetings regarding the student plan.
Curriculum resource teacher: Provides curricular support and training for teachers; helps to develop and implement interventions; provides assessment and data support.
Behavioral resource teacher: provides behavioral support and training for teachers; helps to develop and implement behavioral interventions; provides ongoing support and helps with data collection.
FCIM facilitator: provides training and assessment support; facilitates data collection and analysis.
Principal: provides a common vision for the use of data based decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school based RTI plans and activities.
Teacher (primary and Intermediate): Provide information about core instruction, participate in student data collection and deliver Tier 1-3 instruction/intervention.
Exceptional Student Education Teachers: Participate in student data collection, and collaborate with general education teachers.
Instructional Coaches: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate evidence based instructional strategies; assist with whole school screening programs that provide early intervention services for children to be considered at risk; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
School Psychologist: Participate in collection, interpretation, and analysis of data; facilitate development of intervention plans;

provide support for intervention fidelity and documentation; provide professional development and technical evaluation.

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?

Members of the RtI team will participate in Classroom Walk Through to record student trends with a focus on student engagement. Members also conduct data chats with teachers, students, and parents about student achievement.

The RtI Leadership Team will assess the school's current plan, student developmental need, district & state RtI requirements to create a school-based RtI process that works in conjunction with goals of the school improvement plan. Members of the team will be responsible for implementing, supporting and evaluating the plan's progress as outlined in the roles defined above.

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.

Google documents will be used to share the information. The FCIM facilitator will share data with the RtI team and faculty through the use of Google Documents and data chats.

Using the problem solving cycle, RtI will be delivered and data collected within three distinct phases:

Tier 1: Curriculum-based basic assessments in general education core academic groups for whole class instruction (data collected by classroom teacher and CRT)

Tier 2: Curriculum-based specialized instruction targeting small groups of students who are unresponsive to or unsuccessful with Tier 1 instruction and assessments (data collected by classroom teacher)

Tier 3: Curriculum-based specialized instruction targeting individuals who are unresponsive to or unsuccessful with Tier 2 instruction and assessments (data collected by classroom teacher using google docs charting/SBAC academic intervention forms)

Describe the plan to train staff on MTSS.

Members of the RtI team will then train the faculty.

School counselor and CRT will train faculty and staff on basic 3-tier data collection for RtI documentation during professional development/in-service. Teachers will be introduced to the RtI Leadership Team and given an overview of RtI. Teachers will receive samples of basic forms and instructions for collecting, implementing and managing data; sample timelines/calendars; procedures for setting up [EPTs] and including parents in the RtI process; and examples of evidence based interventions.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Beverly Stanley-District Reading coach
Christiana Robbins- Curriculum Resource Teacher
Patricia Phillips-Principal
FCIM Teacher-Lori Harper Barber
Jacquatte Rolle-State Reading Coach
Team Leaders

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

The FCIM teacher, coaches, Principal, and CRT, meet weekly to discuss data and teacher progress. Teachers sign up for coaches to model a literacy strategy in their class. At the beginning of the year, a needs assessment about literacy skills

across the board, but primarily focused in reading is given to the teachers to complete and turn back in to the CRT. The assessment is reviewed by the team to make decisions concerning which bench marks to focus on. The team also reviews baseline data to construct the school based focus calendar.

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

The major initiative will be to have teachers implement the Literacy Block Tool. They will focus on the Gradual Release Model. Because of the high mobility rate of students into and out of Metcalfe, teachers will have to follow the pacing guide to ensure that all the sunshine state standards are taught for mastery.

Work as coaches for teachers.
Model lessons for teachers.
Train teachers in best practices for literacy.
Work with teachers on reviewing student data and student work to make curriculum changes/decisions that improve student achievement.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Metcalfe is a cluster sight for HeadStart/VPK. Kindergarten teachers meet with these teachers, parents and administrators during an orientation/information session.

Transition from Head Start to Kindergarten, Kindergarten Round up, Kindergarten Orientation

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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:	By the end of the school year 2012-13, the number of students proficient in reading as measured by the FCAT will increase by 19%(52).
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%(23) of students are proficient.	37%(52) of students will achieve proficiency.

	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	• Attendance • Tardiness • Lack of parent involvement •Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials •District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures Professional Development for Gradual Release Model • Extended day tutoring • Data driven decision making Implement instructional structures	Principal FCIM Teacher Curriculum Resource Teacher Literacy Coaches and Math Coaches Behavior Resource Teacher Media Specialist	FCIM Model, Data Chats, Ongoing Progress Monitoring Class room Walkthrough	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer

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:			By the end of the school year, 2012-2013, the number of students scoring at levels 4, 5, 6 in reading will increase by 20%(2).		
2012 Current Level of Performance:			**2013 Expected Level of Performance:**		
31%(4)			60%(6)		

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	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials • District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber	Class Room Walk through FCIM Model, Data Chats, Ongoing Progress Monitoring	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer

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:	By the end of 2012-13 school year, the number of students above proficiency in reading as measured by the FCAT will increase by 51%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
9%(11) of students achieved levels 4 and 5.	18%(24) of students are expected to achieve levels four and five.
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	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list) • District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber	Class Room Walk through FCIM Model, Data Chats, Ongoing Progress Monitoring	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer
2		Teachers will organize class in which level 4 and 5 students will be able to teach a lesson. Pull out for gifted students for extension of the lesson activities. Hands on inquiry based activities. use of smart response technology for student engagement Rigorous implementation of district adopted reading series, including remediation and enrichment Frequent assessments Data-driven decision-making for instructional planning Intervention programs K-1 (Earobics & EIR); K-5 (Triumphs) Follow district pacing guide with fidelity.	Class room teacher CRT FCIM teacher Teacher Tutor Principal	Course work Progress monitoring	FAIR Benchmark tests Chapter tests On Track

		Data chats with teachers Pull out students for interventions Staff Development Tutoring- after school Professional Learning Communities			

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:	Students scoring at or above Achievement Level 7 in reading will increase by 20%(2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(4)	60%(6)

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	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list) • District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber	Class Room Walk through FCIM Model, Data Chats, Ongoing Progress Monitoring	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer

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:	By the end of 2012-13 school year, the number of students making learning gains in reading will increase by 50% as measured by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (48) of students made annual learning gains.	65%() of students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list) • District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber	Class Room Walk through FCIM Model, Data Chats, Ongoing Progress Monitoring	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer
	Lack of resources at home	Rigorous implementation of district adopted reading series, including remediation and enrichment Frequent assessments Data-driven decision-making for instructional planning	Principal CRT Class room teacher FCIM teacher Teacher tutors	Class room Walk through Progress Monitoring	Teacher surveys FAIR ON TRACK

2		Intervention programs K-1 (Earobics & EIR); K-5 (Triumphs) Follow district pacing guide with fidelity. Data chats with teachers Pull out students for interventions Staff Development Tutoring-before and after Teacher tutors Professional Learning Communities			
3		Include enrichment activities and create opportunities to build upon existing knowledge (book reports, mini-posters, collages, etc). Allow opportunities for peer tutoring/mentoring.	Class Room teachers	Student data	Teacher made Rubrics and Assessments

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:	Percentage of students making learning gains in reading will increase by 70%(2)
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(3)	50%(5)

<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>• Attendance
• Tardiness
• Lack of parent involvement
• Transportation
• Mobility of students
• Lack of background knowledge
• Lack of sufficient instructional time
• Lack of teacher content knowledge
• Low motivation of students
• Lack of personnel for small group and one-on-one tutoring</td>
<td>• Professional Development
• Weekly review of attendance data
• Data chats
• Review and monitor the implementation of the NGSS and CCSS
• Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list)
•District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.)
• Increase use of Higher Order Thinking questions
• Increase rigor through the use of DOK
• Guided reading
• Small group instruction
• Literacy Work Stations
• Math Work Stations
• Flexible grouping</td>
<td>Principal-Pat Phillips

CRT-Christiana Robbins

Literacy Coaches

BRT- Kevin Peoples

FCIM- Lori Harper Barber</td>
<td>Class Room Walk through

Data Chats with faculty and students</td>
<td>1. Log of parental contact and attendance at parental involvement activities

2. Climate surveys
3. Fair Testing
4. Progress monitoring-On Track
5. FCAT results in late spring or early summer</td>
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		• Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making FCAT EXPLORER FOCUS A-Z			

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:	70%(16) of lower quartile student will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(13) of students made learning gains.	70% (16) of lower quartile students will make learning gains.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list) • District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber	Class Room Walk through Data Chats with faculty and students	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer

		day only) • Data driven decision making			
2	Parental involvement Attendance Tardiness	Rigorous implementation of district adopted reading series, including remediation and enrichment Frequent assessments Data-driven decision-making for instructional planning Intervention programs K-1 (Earobics & EIR); K-5 (Triumphs) Follow district pacing guide with fidelity. Data chats with teachers Pull out students for interventions Staff Development Tutoring-before and after Teacher tutors Professional Learning Communities	Class room teacher CRT FCIM teacher Principal	Progress Monitoring	Fair On Track Chapter tests

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 # AMO for 2012-2013 44% 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	29	44	50	55	61	

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:	By the end of 2012-13 school year, 74% of students in subgroups as measured by the FCAT will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NOT making adequate progress 74%(81)B 67%(2) H 75%(6) W	B-42%-will make satisfactory progress in reading

Problem-Solving Process to Increase Student Achievement

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

1	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list) • District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber	Class Room Walk through Data Chats with faculty and students	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer
2	Parental involvement lack of resources such as print materials and technology Attendance Tardies	Rigorous implementation of district adopted reading series, including remediation and enrichment Frequent assessments Data-driven decision-making for instructional planning Increase print Rich Environment in class rooms Lexile Books in media center and class rooms Intervention programs K-1 (Earobics & EIR); K-5 (Triumphs) Follow district pacing guide with fidelity. Data chats with teachers Pull out students for interventions Staff Development Tutoring-before and after Teacher tutors Professional Learning Communities	Class room teacher CRT FCIM teacher Principal Media Specialist	Progress monitoring Data chats	Fair On Track Chapter Tests

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:	
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	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list) • District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber	Class Room Walk through Data Chats with faculty and students	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer

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:	(SWD) not making satisfactory progress in reading will decrease by 60%
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Not making satisfactory progress 70%(28)		34% SWD will make satisfactory progress		

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	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list) • District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber		1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer

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:	Disadvantaged students not making satisfactory progress in reading will decrease by 73%
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (88)of economically disadvantaged not making satisfactory progress.	40% of economically disadvantaged students will make satisfactory progress

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
	• Attendance • Tardiness	• Professional Development	Principal-Pat Phillips	Class Room Walk through	1. Log of parental contact and

1	• Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list) • District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making	CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber	Data Chats with faculty and students	attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer
2	Parental involvement lack of resources such as print materials and technology Attendance Tardies	Rigorous implementation of district adopted reading series, including remediation and enrichment Frequent assessments Data-driven decision-making for instructional planning Intervention programs K-1 (Earobics & EIR); K-5 (Triumphs)	Class room teacher CRT FCIM teacher Principal	Progress monitoring	5B.1. Fair On Track Chapter Tests Stanford 10

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
EIR- Gr 1&2 (teachers new to grades 1 or 2) Literacy Work Stations Print Rich						

| Classroom Ticket to Read Earobics Building Vocabulary Webb's Depth of Knowledge

Gradual Release Model

Collaborative Class room Structures

Lesson Study – school based

Intensive Reading Instruction-Extended Day | School wide all core areas Reading | Literacy Coaches CRT BRT FCIM | School Wide | Once a month in-service trainings

Three times a month whole group team meetings that are data chats

Four teacher work day in-service trainings

Grade level trainings specific to resource being implemented | –FCIM Process, Walk Throughs, Observations, Ongoing Progress Monitoring, Teacher Appraisal process | Principal CRT BRT Literacy Coach FCIM |

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Tutors (Pull out ONLY), Engagement Paras, extended day (before/after school tutoring) Lowest 100 – Intensive Reading Intervention	EIR- Gr 1&2 (teachers new to grades 1 or 2) Literacy Work Stations Print Rich Classroom Ticket to Read Earobics Building Vocabulary Reading Coaches PLC – school based Lesson Study – school based	Title 1	$196,647.00
			Subtotal: $196,647.00
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
	EIR- Gr 1&2 (teachers new to grades 1 or 2) Literacy Work Stations Print Rich Classroom Ticket to Read Earobics Building Vocabulary Reading Coaches PLC – school based Lesson Study – school based	Title 1	$20,000.00
			Subtotal: $20,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $216,647.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	N/A
2012 Current Percent of Students Proficient in listening/speaking:	
N/A	

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

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:

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

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:	By the end of 2012-13 school year, the number of students achieving proficiency in math as measured by the FCAT will increase by 50%(13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(27) of students achieved proficiency in math	37% (46) of students will achieve proficiency in math

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	• Attendance • Tardiness • Lack of parent involvement •Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials •District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures Professional Development for Gradual Release Model • Extended day tutoring • Data driven decision making Implement instructional structures	Principal FCIM Teacher Curriculum Resource Teacher Literacy Coaches and Math Coaches Behavior Resource Teacher Media Specialist	FCIM Model, Data Chats, Ongoing Progress Monitoring Class room Walkthrough	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer
2					Benchmark Assessments, Specific Program Tests, Unit Tests, Walk Throughs, Instructional Review Model

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:	Students scoring at Levels 4, 5, and 6 in mathematics will increase by 38%(5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
8%(1)	50%(5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials • District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber	Class Room Walk through FCIM Model, Data Chats, Ongoing Progress Monitoring	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer

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:	By the end of 2012-13 school year, the number of students above proficiency in reading as measured by the FCAT will increase by 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%(7) of students are at level 4.	25% (33) of students will achieve level 4.

	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	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list) • District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber	Class Room Walk through FCIM Model, Data Chats, Ongoing Progress Monitoring	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer
2	Parental involvement lack of resources such as print materials and technology Attendance Tardies	Rigorous implementation of district adopted Mathematics series, including remediation and enrichment Frequent assessments Data-driven decision-making for instructional planning Intervention programs K-5 (Number Worlds; Houghton Mifflin Harcourt Math Intensive Intervention) Follow District Pacing Guide with Fidelity Data chats with teachers Pull out students for interventions Staff Development	Class room teacher CRT FCIM teacher Principal	Progress monitoring Data chats with faculty	On Track (3rd-5th), Chapter Tests, Big Idea Tests Stanford 10 (3rd-5th)

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:	Students scoring at or above Achievement Level 7 in mathematics 50%(5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(4)	50%(5)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list) • District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber	Class Room Walk through FCIM Model, Data Chats, Ongoing Progress Monitoring	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer

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:	By the end of 2012-13 school year, the number of students making learning gains in math as measured by the FCAT will increase by 25(87)%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

40%(37) made learning gains in math.			65%(87) will make learning gains in math.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list) • District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber	Class Room Walk through FCIM Model, Data Chats, Ongoing Progress Monitoring	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer
2	Parental involvement Lack of resources such as print materials and technology Attendance Tardies	Rigorous implementation of district adopted Mathematics series, including remediation and enrichment Frequent assessments Data-driven decision-making for instructional planning Intervention programs K-5 (Number Worlds; Houghton Mifflin Harcourt Math Intensive Intervention) Follow District Pacing Guide with Fidelity Data chats with teachers Pull out students for interventions	Class room teacher CRT FCIM teacher Principal	Progress monitoring Data chats with faculty	On Track (3rd-5th), Chapter Tests, Big Idea Tests

		Staff Development			

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:	Percentage of students making learning gains in mathematics 50%(5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
14%(1)	50%(5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list) •District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making FCAT EXPLORER FOCUS A-Z	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber	Class Room Walk through Data Chats with faculty and students	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer

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.	70%(13) of lowest quartile will make learning gains in math.

	Mathematics Goal #4:				

2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (8) of lowest quartile made learning gains in math.	70%(23) of lowest quartile will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list) • District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber	Class Room Walk through Data Chats with faculty and students	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer
2	Parental involvement lack of resources such as print materials and technology Attendance Tardies	Rigorous implementation of district adopted Mathematics series, including remediation and enrichment Frequent assessments Data-driven decision-making for instructional planning Intervention programs K-5 (Number Worlds; Houghton Mifflin Harcourt Math Intensive Intervention) Follow District Pacing Guide with Fidelity	Class room teacher CRT FCIM teacher Principal	Progress monitoring Data chats with faculty	On Track (3rd-5th), Chapter Tests, Big Idea Tests

		Data chats with teachers Pull out students for interventions Staff Development			

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 # AMO for 2012-2013 47% 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	27	47	52	57	63	

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:	10%(13) Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (82) B 67% (2) H 75% (6) W Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	45% (13) Student subgroups by ethnicity (Black)

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	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list) • District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber	Class Room Walk through Data Chats with faculty and students	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer

		• Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making			
	2	Parental involvement lack of resources such as print materials and technology Attendance Tardies	Rigorous implementation of district adopted Mathematics series, including remediation and enrichment Frequent assessments Data-driven decision-making for instructional planning Intervention programs K-5 (Number Worlds; Houghton Mifflin Harcourt Math Intensive Intervention) Follow District Pacing Guide with Fidelity Data chats with teachers Pull out students for interventions Staff Development	Class room teacher CRT FCIM teacher Principal	Progress monitoring Data chats with faculty	On Track (3rd-5th), Chapter Tests, Big Idea Tests

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
	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list) • District-Wide	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber	Class Room Walk through Data Chats with faculty and students	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in

| | | students
• Lack of personnel for small group and one-on-one tutoring | supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.)
• Increase use of Higher Order Thinking questions
• Increase rigor through the use of DOK
• Guided reading
• Small group instruction
• Literacy Work Stations
• Math Work Stations
• Flexible grouping
• Lesson Study
• Professional Learning Communities
• Book study
• Job-embedded professional development
• Use of manipulatives
• Use of Kagan Structures
• Extended day tutoring (for schools on extended day only)
• Data driven decision making | | | late spring or early summer |
| 1 | | | | | | |

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:	Students with Disabilities (SWD) not making satisfactory progress in mathematics 10%(4)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students with Disabilities (SWD) not making satisfactory progress in mathematics. 73%(29)	31%()

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list) • District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper Barber		1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On Track 5. FCAT results in late spring or early summer

		• Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making			
2	Parental involvement lack of resources such as print materials and technology Attendance Tardies	Rigorous implementation of district adopted Mathematics series, including remediation and enrichment Frequent assessments Data-driven decision-making for instructional planning Intervention programs K-5 (Number Worlds; Houghton Mifflin Harcourt Math Intensive Intervention) Follow District Pacing Guide with Fidelity Data chats with teachers Pull out students for interventions Staff Development	Class room teacher CRT FCIM teacher Principal	Progress monitoring Data chats with faculty	On Track (3rd-5th), Chapter Tests, Big Idea Tests

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	10% (16) Economically Disadvantaged students not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (87) Economically Disadvantaged students not making satisfactory progress in mathematics.	46% () Economically Disadvantaged students not making satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students • Lack of background knowledge • Lack of sufficient instructional time • Lack of teacher	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor the implementation of the NGSS and CCSS • Title 1 intervention materials (See Title 1 Technical Assistance	Principal-Pat Phillips CRT-Christiana Robbins Literacy Coaches BRT- Kevin Peoples FCIM- Lori Harper	Class Room Walk through Data Chats with faculty and students	1. Log of parental contact and attendance at parental involvement activities 2. Climate surveys 3. Fair Testing 4. Progress monitoring-On

1	content knowledge • Low motivation of students • Lack of personnel for small group and one-on-one tutoring	Handout of specific list) • District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.) • Increase use of Higher Order Thinking questions • Increase rigor through the use of DOK • Guided reading • Small group instruction • Literacy Work Stations • Math Work Stations • Flexible grouping • Lesson Study • Professional Learning Communities • Book study • Job-embedded professional development • Use of manipulatives • Use of Kagan Structures • Extended day tutoring (for schools on extended day only) • Data driven decision making	Barber			Track 5. FCAT results in late spring or early summer
2	Parental involvement lack of resources such as print materials and technology Attendance Tardies Student engagement	Rigorous implementation of district adopted Mathematics series, including remediation and enrichment Frequent assessments Data-driven decision-making for instructional planning Intervention programs K-5 (Number Worlds; Houghton Mifflin Harcourt Math Intensive Intervention) Follow District Pacing Guide with Fidelity Data chats with teachers Pull out students for interventions Staff Development	Class room teacher CRT FCIM teacher Principal	Progress monitoring Data chats with faculty	On Track (3rd-5th), Chapter Tests, Big Idea Tests

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
Continue implementation of 2010-11						

| | | | | - Once a month in-service trainings | | |
| math core curriculum Calendar Math Gr. 3 & 4 (teachers new to grade 3 or 4) GoMath Intervention Foldables AIMS GEMS V- Math Reflex Math Gizmos | All grade levels Math | Math Coaches CRT BRT FCIM | School Wide | Three times a month whole group team meetings that are data chats Four teacher work day in-service trainings | FCIM Process, Walk Throughs, Observations | Principal CRT BRT FCIM Literacy and Math Coaches |

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Teacher Tutors (Pull Out ONLY), , Engagement Paras, extended day (Before/after school tutoring),	Continue implementation of 2010-11 math core curriculum Calendar Math Gr. 3 & 4 (teachers new to grade 3 or 4) GoMath Intervention Foldables AIMS GEMS V- Math Reflex Math Gizmos PLC – school based Lesson Study – school based	Title 1	$3,000.00
			Subtotal: $3,000.00

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
	Continue implementation of 2010-11 math core curriculum Calendar Math Gr. 3 & 4 (teachers new to grade 3 or 4) GoMath Intervention Foldables AIMS GEMS V- Math Reflex Math Gizmos PLC – school based Lesson Study – school based	Title 1	$3,000.00
			Subtotal: $3,000.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $6,000.00

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:	By the end of 2012-13 school year, the number of students that are proficient in science as measured by the FCAT will increase by 36(25)%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (7) of students were proficient in science.	55% (25) of students will achieve proficiency in science.

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

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	50%(5)

2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(2)	50%(5)

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	By the end of 2012-13 school year, the number of students above proficiency in science as measured by the FCAT will increase by 20%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (1) of students achieved above proficiency.	23% (10) of students will achieve above proficiency.

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
	Parental involvement lack of resources such as print materials and technology Attendance Tardies	Rigorous implementation of district adopted science series, including remediation	Class room teacher CRT FCIM teacher	Progress monitoring Data chats with faculty	On Track (5th) Chapter Tests

		and enrichment	Principal		
1		Frequent assessments Data-driven decision-making for instructional planning Follow district pacing guide with fidelity. Data chats with teachers Pull out students for interventions Staff Development Tutoring-before and after Teacher tutors Professional Learning Communities PTA Parent resource room open during school day for computer use and volunteer services by parents Inquiry based projects and labs.			

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:	50%(5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(2)	50%(5)
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Implementation of 2011-12 core curriculum – National Geographic AIMS Uncovering Student Ideas in Science Foldables Gizmos PLC – school based Lesson Study – school based	K-5 grade levels Science	CRT COaches FCIM	School wide	Once a month in-service trainings Three times a month whole group team meetings that are data chats Four teacher work day in-service trainings	Hands on Science Lab, CRISS strategies	Principal CRT Coaches FCIM

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hands on Science Lab, CRISS strategies	Implementation of 2011-12 core curriculum – National Geographic AIMS Uncovering Student Ideas in Science Foldables Gizmos PLC – school based Lesson Study – school based	Title 1	$3,000.00
			Subtotal: $3,000.00
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
	Implementation of 2011-12 core curriculum – National Geographic AIMS Uncovering Student Ideas in Science Foldables Gizmos PLC – school based Lesson Study – school based	Title 1	$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: $3,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:
1a. FCAT 2.0: Students scoring at Achievement Level 5%(2)

		3.0 and higher in writing.	Students scoring at Achievement Level 3.0 and higher in writing.

3.0 and higher in writing.

Writing Goal #1a:

Students scoring at Achievement Level 3.0 and higher in writing.
77%(33) Students scoring at Achievement Level 4.0 and higher in writing.

2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (37) Students scoring at Achievement Level 3.0 and higher in writing.	77&(33) Students scoring at Achievement Level 4.0 and higher 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
1	Parental involvement lack of resources such as print materials and technology Attendance Tardies	Rigorous implementation of writing program Weekly Prompts Data-driven decision-making for instructional planning Follow district pacing guide with fidelity. Data chats with teachers Pull out students for interventions Staff Development Tutoring-before and after Teacher tutors Professional Learning Communities	Class room teacher CRT FCIM teacher Principal	Progress monitoring Data chats with faculty	Writing Prompts Scoring school wide

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:	60%(3)

2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(1)	60%(3)

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
	• Attendance • Tardiness • Lack of parent involvement • Transportation • Mobility of students	• Professional Development • Weekly review of attendance data • Data chats • Review and monitor	Principal-Pat Phillips CRT-Christiana Robbins	FCIM Model, Data Chats, Ongoing Progress Monitoring	Monthly Writing Rubric scoring

| 1 | • Lack of background knowledge
• Lack of sufficient instructional time
• Lack of teacher content knowledge
• Low motivation of students
• Lack of personnel for small group and one-on-one tutoring | the implementation of the NGSS and CCSS
• Title 1 intervention materials (See Title 1 Technical Assistance Handout of specific list)
• District-Wide supplemental programs (Brain Pop, Discovery Ed, Ticket 2 Read, etc.)
• Increase use of Higher Order Thinking questions
• Increase rigor through the use of DOK
• Guided reading
• Small group instruction
• Literacy Work Stations
• Math Work Stations
• Flexible grouping
• Lesson Study
• Professional Learning Communities
• Book study
• Job-embedded professional development
• Use of manipulatives
• Use of Kagan Structures
• After school Title 1 tutoring
• Extended day tutoring (for schools on extended day only)
• Data driven decision making | Literacy Coaches

BRT- Kevin Peoples

FCIM- Lori Harper Barber | | | |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC, Lesson Study, Writing Consultants, State Writing Training District Writing Training	K-5 Writing	CRT Coaches	School WIde	Once a month in-service trainings Three times a month whole group team meetings that are data chats Four teacher work day in-service trainings Monthy Writing Scoring	FCIM Process, Walk Throughs, Observations	Principal CRT Coaches

Writing Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
PLC, Lesson Study, Writing Consultants,	District Writing Curriculum	Title 1	$3,000.00
		Subtotal: $3,000.00	

Technology

Strategy	Description of Resources	Funding Source	Available Amount
PLC, Lesson Study, Writing Consultants	Technology –document cameras	Title 1	$1,800.00
		Subtotal: $1,800.00	

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
	District Writing Curriculum	Title 1	$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: $4,800.00	

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:	Average Daily Attendance will increase by 5% to 97%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Average Daily Attendance is 92%.	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
119	50
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
137	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	Weather conditions Day Care Daylight Savings Time Parent involvement	Home visits Parent Conferences Information about Community Resources	Principal BRT Truancy officer	Progress monitoring Parent Conferences EPT Plans	Attendance Data Tardy Data

		School 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
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:	Suspensions will decrease by 50%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

143	71
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
62	31
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
88	44
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
43	21

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent involvement	Parent resource room Access to community services Officer Friendly program Schoolwide Behavior Management Plan Rigorous Academics District Anti Bullying program	Class room teacher BRT School Counselor Principal	Progress monitoring Data Chats Positive Reward System	Referral data Attendance data

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
Anti Bullying PLC Behavior Management Training Rewards System Training for Behavior	School Wide	BRT	School wide	Teacher Workday Team Meeting Grade level meetings with students	Positive Reward System Data Chats Class Room Walkthrough	Principal BRT School 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
	Behavior Management Posters Anti Bullying Video Rewards Officer Friendly Safe School Chat Citizen of the Month Student of the Week	School Funds	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $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.*	By the end of the 2012-13 school year the percent of parents participating in parent involvement activities will increase by 3%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
(241) parents out of (380) attended a parent meeting.	Improve by 3%.

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
	Lack of transportation. Limited or no child care. Limited computers or no access to the Internet.	Public Hearing - event conducted annually in the spring to present instructional plans for the year and to modify such as appropriate after public input. Open House - event	Lori Barber-FCIM teacher Patricia Phillips-principal BRT-Kevin Peoples	Climate surveys Parent conferences PTA SAC Volunteer log	Climate survey Compact forms returned October Evaluation form completed by teachers

			held annually both during pre-planning and in the evening shortly after the start of school to discuss the school's programs and goals for the year and to answer questions that parents might have. Kindergarten Open House and Orientation - even held each spring to discuss and share with parents the Metcalfe kindergarten program. School Volunteer Program - Parents are encouraged to volunteer in many phases of the school's program. Grade-level educational excursion and performances will be planned to foster participation. PTA & SAC - Parents are invited to join in and contribute through these two organizations. Weekly Newsletters - Teachers inform parents on a variety of subjects and encourage involvement through these weekly updates. Monthly school newsletters will be sent home to all parents. Progress Reports & Report Cards -Progress reports are sent out at a four and one-half week interval betweeen report cards as necessary in order to inform parents of children's progress. Report cards are sent out once per nine weeks. Student Test Data - Student test data are shared with parents in the spring of each year. Results are provided to parents in a language the parents can understand, including an interpretation of those results. FAIR scores are available three times per year. Progress Monitoring Plans and IEPs - developed jointly with parents in an effort to	CRT- Christiana Robbins		Four (4) Modules of Parent Involvement Increased Parent Involvement School Year 2012-2013 Agendas and Sign-In Sheets	

1

			help promote student achievement. Parent FCAT Practice Testing - Parents will be invited to a series of FCAT practice testing sessions during the year. Evening Conference Schedules - Conference schedules will be adjusted throughout the year in an effort to better meet the parents' schedules for discussing student concerns with teachers. Business Partners - business partners contribute personnel and materials to help foster parent communication and to help encourage parent involvement. Compact - all parents of Metcalfe students will be requested to sign the Metcalfe Parent Compact. Parents Rights Information - distribute Parents Rights booklets to each student at the beginning of the year. Parents will be able to access their students grades from home using the Parent Portal on the districts Infinite Campus system.				
	2		Keep students in school for consequence for poor behavior by setting up learning workstations in ISS along with having students complete teacher assignments/Kevin People and 3. BRT will meet with or contact truancy officer directly at least three times a month to monitor students with truancy issues. The school counselor will faciliate EPT meetings for these students. Keep open communication in the form of notes home, newsletters, and phone calls. Make suggestion of online resources and study booklets. Include parents in class activities and volunteer opportunities.				

		Encourage them to access the Parent Portal and teacher/school websites. Have parent conferences to get updates on student's progress.			

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
Modified PI Staff Development Modules; Book Study – 101 Ways to Create Real Family Engagement, Building Better Schools by Engaging Support Staff	Schoolwide	FCIM	School wide	Once a month	Parent Involvement Night Event	FCIM Principal CRT BRT School Counselor

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
Grade level parent involvement night activities	Modified PI Staff Development Modules; Book Study – 101 Ways to Create Real Family Engagement, Building Better Schools by Engaging Support Staff	Title 1	$3,000.00
			Subtotal: $3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

Subtotal: $0.00

Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teacher Tutors (Pull out ONLY), Engagement Paras, extended day (before/after school tutoring) Lowest 100 – Intensive Reading Intervention	EIR- Gr 1&2 (teachers new to grades 1 or 2) Literacy Work Stations Print Rich Classroom Ticket to Read Earobics Building Vocabulary Reading Coaches PLC – school based Lesson Study – school based	Title 1	$196,647.00
Mathematics	Teacher Tutors (Pull Out ONLY), , Engagement Paras, extended day (Before/after school tutoring),	Continue implementation of 2010-11 math core curriculum Calendar Math Gr. 3 & 4 (teachers new to grade 3 or 4) GoMath Intervention Foldables AIMS GEMS V- Math Reflex Math Gizmos PLC – school based Lesson Study – school based	Title 1	$3,000.00
Science	Hands on Science Lab, CRISS strategies	Implementation of 2011-12 core curriculum – National Geographic AIMS Uncovering Student Ideas in Science Foldables Gizmos PLC – school based Lesson Study – school based	Title 1	$3,000.00
Writing	PLC, Lesson Study, Writing Consultants,	District Writing Curriculum	Title 1	$3,000.00
				Subtotal: $205,647.00

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	PLC, Lesson Study, Writing Consultants	Technology –document cameras	Title 1	$1,800.00
				Subtotal: $1,800.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		EIR- Gr 1&2 (teachers new to grades 1 or 2) Literacy Work Stations Print Rich Classroom Ticket to Read Earobics Building Vocabulary Reading Coaches PLC – school based Lesson Study – school based	Title 1	$20,000.00
Mathematics		Continue implementation of 2010-11 math core curriculum Calendar Math Gr. 3 & 4 (teachers new to grade 3 or 4) GoMath Intervention Foldables AIMS GEMS V- Math Reflex Math Gizmos PLC – school based Lesson Study – school based	Title 1	$3,000.00
Science		Implementation of 2011-12 core curriculum – National Geographic AIMS Uncovering Student Ideas in Science Foldables Gizmos PLC – school based Lesson	Title 1	$0.00

		Study – school based		
Writing		District Writing Curriculum	Title 1	$0.00
Suspension		Behavior Management Posters Anti Bullying Video Rewards Officer Friendly Safe School Chat Citizen of the Month Student of the Week	School Funds	$500.00
Parent Involvement	Grade level parent involvement night activities	Modified PI Staff Development Modules; Book Study – 101 Ways to Create Real Family Engagement, Building Better Schools by Engaging Support Staff	Title 1	$3,000.00
				Subtotal: $26,500.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $233,947.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁꞁ Priority	ꞁꞁ Focus	ꞁꞁ Prevent	ꞁꞁ NA

Are you a reward school: ꞁꞁ Yes ꞁꞁ No

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

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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
Rewards for Behavior Management System Fund Para Tutor salary for after school home work help Fund Substitute pay for teachers to observe other teachers if they want to participate in more than one lesson study	$1,500.00

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

Review and provide input for the School Improvement Plan
Business Partner on the SAC will present information about Donors Choose to faculty to get free materials for utilizing in literacy and math workstation
Develop and help implement a plan to increase parent involvement

AYP DATA

SCHOOL GRADE DATA

No Data Found

Alachua School District
W. A. METCALFE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	58%	93%	17%	221	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	41%	55%			96	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	40% (NO)	57% (YES)			97	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					414	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Alachua School District
W. A. METCALFE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	58%	77%	26%	225	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	55%			113	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	70% (YES)			130	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					468	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested