

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: LUCILLE MOORE ELEMENTARY SCHOOL

District Name: Bay

Principal: Kathleen Schmidt

SAC Chair: Paradise O'Connor and Paul Gibson

Superintendent: William Husfelt

Date of School Board Approval:

Last Modified on: 11/9/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					<p>Lucille Moore Elementary School: 2011-2012: Grade C, Reading Mastery: 57%, Math Mastery 42%, Writing Mastery: 56%, Science Mastery: 41%, Lowest Quartile: 70% Reading, 55% Math, Learning Gains: 67% Reading, 50% Math, Black subgroup: did not obtain targets but showed only improvement in reading, Hispanic subgroup: did not obtain targets but showed only improvement in reading, white subgroup: did not obtain mastery in any area but showed improving in math, ELL subgroup: only met target in reading, Students with disabilities subgroup: did not meet targets but showed improving in math, Economically disadvantaged: Met target in reading</p> <p>2010-2011: Grade B, Reading Mastery: 74%, Math Mastery 70%, Writing Mastery: 62%, Science Mastery: 42%, AYP- 79%; Lowest Quartile- 63% Reading, 73% Math; Learning gains-66% Reading, 57% Math. Black, Economically Disadvantaged and SWDs did not make AYP in reading.</p>

Principal	Kathleen Schmidt	B.S.- Elementary Education M.S.- Educational Leadership	7	15	<p>Total, White, Black, ED and SWDs did not make AYP in math.</p> <p>2009-2010: Grade C, Reading Mastery: 67%, Math mastery: 74%, Writing mastery: 60%, Science mastery: 43%. AYP- 79%; Lowest Quartile- 50% Reading, 58% Math; Learning gains- 52% Reading, 63% Math. Total, Black, Economically Disadvantaged and SWDs did not make AYP in reading. Total, Black and SWDs did not make AYP in math.</p> <p>2008-2009: Grade B, Reading Mastery: 79%, Math mastery: 71%, Writing mastery: 48% Science mastery: 36%. AYP- 87%; Lowest Quartile- 75% Reading, 67% Math; Learning gains- 75% Reading, 57% Math. Black and SWDs did not make AYP in reading. Economically Disadvantaged and SWDs did not make AYP in math</p> <p>2007-2008: Grade A, Reading Mastery: 82%, Math mastery: 82%, Writing mastery: 49% Science mastery: 45%. AYP: 90%. Lowest Quartile- 56% Reading, 77% Math; Learning gains- 66% Reading, 68% Math. Black students did not make AYP in reading. Black students and SWDs did not make AYP in math.</p> <p>2006-2007: Grade B, Reading Mastery: 76%, Math mastery: 76%, Writing mastery: 67% Science mastery: 52%. AYP: 90%. Lowest Quartile- 58% Reading, 61% Math; Learning gains- 65% Reading, 61% Math. SWDs did not make AYP in reading. Black students and SWDs did not make AYP in math</p> <p>Patronis Elementary 2005-2006: Grade B, Reading Mastery: 86%, Math mastery: 84%, Writing mastery: 78%. AYP: 100%.</p>
Assis Principal	Deborah Dixon	B.S. Special Education Certified-SLD, EMH, and Elementary Education M.S- Educational Leadership	21	7	<p>Lucille Moore Elementary School: 2011-2012: Grade C, Reading Mastery: 57%, Math Mastery 42%, Writing Mastery: 56%, Science Mastery: 41%, Lowest Quartile: 70% Reading, 55% Math, Learning Gains: 67% Reading, 50% Math, Black subgroup: did not obtain targets but showed only improvement in reading, Hispanic subgroup: did not obtain targets but showed only improvement in reading, white subgroup: did not obtain mastery in any area but showed improving in math, ELL subgroup: only met target in reading, Students with disabilities subgroup: did not meet targets but showed improving in math, Economically disadvantaged: Met target in reading</p> <p>2010-2011: Grade B, Reading Mastery: 74%, Math Mastery 70%, Writing Mastery: 62%, Science Mastery: 42%, AYP- 79%; Lowest Quartile- 63% Reading, 73% Math; Learning gains- 66% Reading, 57% Math. Black, Economically Disadvantaged and SWDs did not make AYP in reading. Total, White, Black, ED and SWDs did not make AYP in math.</p> <p>2009-2010: Grade C, Reading Mastery: 67%, Math mastery: 74%, Writing mastery: 60% Science mastery: 43%. AYP- 79%; Lowest Quartile- 50% Reading, 58% Math; Learning gains- 52% Reading, 63% Math. Total, Black, Economically Disadvantaged and SWDs did not make AYP in reading. Total, Black and SWDs did not make AYP in math.</p> <p>2008-2009: Grade B, Reading Mastery: 79%, Math mastery: 71%, Writing mastery: 48% Science mastery: 36%. AYP- 87%; Lowest Quartile- 75% Reading, 67% Math; Learning gains- 75% Reading, 57% Math. Black and SWDs did not make AYP in reading. Economically Disadvantaged and SWDs did not make AYP in math</p> <p>2007-2008: Grade A, Reading Mastery: 82%, Math mastery: 82%, Writing mastery: 49% Science mastery: 45%. AYP: 90%. Lowest Quartile- 56% Reading, 77% Math; Learning gains- 66% Reading, 68% Math. Black students did not make AYP in reading. Black students and SWDs did not make AYP in math.</p> <p>2006-2007: Grade B, Reading Mastery: 76%, Math mastery: 76%, Writing mastery: 67% Science mastery: 52%.</p>

AYP: 90%. Lowest Quartile- 58% Reading, 61% Math; Learning gains- 65% Reading, 61% Math.SWDs did not make AYP in reading. Black students and SWDs did not make AYP in math
 2005-2006: Grade A, Reading Mastery:81%, Math mastery:77%, Writing mastery:68%. AYP: 100%.

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)
Literacy Coach	Tracy Rogers	B.S. Degree in Elementary Education- Certified K-6 Master's Degree in Reading- Certified K-12 National Board Certified- Middle Years Integrated			Hiland Park Elementary School: 2011-2012- A School: Reading Mastery- 66%, Math Mastery- 53%, Writing Mastery- 83%, science mastery- 63%, reading gains- 66%, math gains- 66%, reading gains for lowest quartile- 78%, math gains for lowest quartile- 63% 2010-2011- A School: 84% proficient in reading, 80% proficient in math, 82% proficient in writing, 56% proficient in science, 76% learning gains in reading, 74% learning gains in math, 74% learning gains in reading for lowest quartile, 67% learning gains in math for lowest quartile. 2009-2010- B School: 77% proficient in reading, 78% proficient in math, 62% proficient in writing, 50% proficient in science, 66% learning gains in reading, 57% learning gains in math, 52% learning gains for lowest quartile in reading, 55% learning gains for lowest quartile in math. 2008-2009- A School: 86% proficient in reading, 83% proficient in math, 81% proficient in writing, 50% proficient in sciences, 74% making learning gains in reading, 69% making learning gains in math, 60% making gains in lowest quartile for reading, 68% making learning gains in lowest quartile for math.
Title I Resource	Dr. Paula Kaye Jones	B.S. -Elementary Ed. M.S. Special Education Ed Sp- Educational Leadership PhD- Educational Leadership and Policy Studies Certification- Elementary Ed, Middle School Integrated, Special Education, PreK	7	7	Lucille Moore Elementary School: 2011-2012- 2011-2012: Grade C, Reading Mastery: 57%, Math Mastery 42%, Writing Mastery:56%, Science Mastery: 41%, Lowest Quartile: 70% Reading, 55% Math, Learning Gains: 67% Reading, 50% Math, Black subgroup: did not obtain targets but showed only improvement in reading, Hispanic subgroup: did not obtain targets but showed only improvement in reading, white subgroup: did not obtain mastery in any area but showed improving in math, ELL subgroup: only met target in reading, Students with disabilities subgroup: did not meet targets but showed improving in math, Economically disadvantaged: Met target in reading 2010-2011: Grade B, Reading Mastery: 74%, Math Mastery 70%, Writing Mastery: 62%, Science Mastery: 42%, AYP- 79%; Lowest Quartile- 63% Reading, 73% Math; Learning gains-66% Reading, 57% Math. Black, Economically Disadvantaged and SWDs did not make AYP in reading. Total, White, Black, ED and SWDs did not make AYP in math. 2009-2010: Grade C, Reading Mastery:67%, Math mastery:74%, Writing mastery:60% Science mastery: 43%. AYP- 79%; Lowest Quartile- 50% Reading, 58% Math; Learning gains- 52% Reading, 63% Math. Total, Black, Economically Disadvantaged and SWDs did not make AYP in reading. Total, Black and SWDs did not make AYP in math. 2008-2009: Grade B, Reading

		Handicapped, Early Childhood, Ed Leadership, National Board Certification		Mastery: 79%, Math mastery: 71%, Writing mastery: 48% Science mastery: 36%. AYP- 87%; Lowest Quartile- 75% Reading, 67% Math; Learning gains- 75% Reading, 57% Math. Black and SWDs did not make AYP in reading. Economically Disadvantaged and SWDs did not make AYP in math 2007-2008: Grade A, Reading Mastery: 82%, Math mastery: 82%, Writing mastery: 49% Science mastery: 45%. AYP: 90%. Lowest Quartile- 56% Reading, 77% Math; Learning gains- 66% Reading, 68% Math. Black students did not make AYP in reading. Black students and SWDs did not make AYP in math. 2006-2007: Grade B, Reading Mastery: 76%, Math mastery: 76%, Writing mastery: 67% Science mastery: 52%. AYP: 90%. Lowest Quartile- 58% Reading, 61% Math; Learning gains- 65% Reading, 61% Math. SWDs did not make AYP in reading. Black students and SWDs did not make AYP in math 2005-2006: Grade A, Reading Mastery: 81%, Math mastery: 77%, Writing mastery: 68%. AYP: 100%.
--	--	---	--	---

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Only hire highly qualified teachers	Kathleen Schmidt	Ongoing	
2	2. Provide teachers with tools needed to teach	Kathleen Schmidt, Tracy Rogers, CeCe Brown, Paula Kaye Jones and district staff	Ongoing	
3	3. Ongoing support through mentoring, PLCs, professional development	Kathleen Schmidt, Tracy Rogers, CeCe Brown, Paula Kaye Jones, and District staff	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	N/A

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
38	10.5%(4)	26.3%(10)	47.4%(18)	15.8%(6)	7.9%(3)	100.0%(38)	18.4%(7)	0.0%(0)	57.9%(22)

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
Vickie McLendon	Kiersten Donahue John Goldie	Vickie McLendon is a district staffing specialist for the autism program. Teachers listed all teach in the autism program and are new teachers or new to the school	Regularly scheduled meetings, Mentoring for assessments, Mentoring for IEP computer program (Horizons), support for resources, behavior management and any other needs as they arise.
Dr. Paula Kaye Jones	All beginning teachers and teachers new to the school: Lacey Russell Wanda Ware Jennifer Hill Holly Jennings Kiersten Donahue John Goldie	Dr. Jones oversees school-based RtI and Title I program. She provides best contact for acquiring needed resources, Title I information, etc.	RtI Training, New teacher training, how to access resources, Parent Involvement, Regulations, policies and best practices in Title I
Serenity Anderson	All beginning teachers and teachers new to the school: Lacey Russell Wanda Ware Jennifer Hill Holly Jennings Kiersten Donahue John Goldie	Ilea Faircloth is appointed by the district and oversees the mentoring program	Support in the beginning teacher process, regularly scheduled support meetings, acquiring district resources, Fred Jones training, book studies, etc
Kay Blanchard	All beginning and new to the school ESE teachers (Jane Ramsey)	Appointed by the district	Support in ESE procedures, writing of IEPs, Horizon IEP computer program, grading and reporting, classroom management, etc.
Terri Lowe	All alternative certification teachers- Kelly Allan Kiersten Donahue Alicia Naff	Appointed by district for all Alternative Certification personnel	Support in teaching process, certification process, school procedures, school resources, etc.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I Part A funds provide much needed services and resources to our school. District level funds provide SES tutoring programs for level 1 and 2 students, paraprofessional salaries, materials, professional development, stipends for professional development, a Parent Liaison at each school and resource teachers to help with Title I implementation. School level funds provide staff development opportunities, substitutes for professional development, stipends for curriculum

and staff development, reading/math/writing/science resources, teachers, paraprofessionals, parent involvement resources, Parent Involvement workshops, parent center, technology, etc.

Title I, Part C- Migrant

Title I Migrant provides services to eligible students and families through contacts, resources and agency/service referrals. School based resources include backpack program for students, mobile food pantries for families, clothing and other needed resources funded through business partners.

Title I, Part D

Programs for Neglected and Delinquent and At-Risk Students

This program provides supports to students in residential facilities. Supports are in the form of additional teachers and materials. The district provided extra school supplies for homeless and at risk students during last year's school term. Extra tutorial hours are provided through Supplementary Educational Services (SES). Title I, Part D provides services to eligible neglected and delinquent students returning to Lucille Moore Elementary School. School based resources include backpack program for students, mobile food pantries for families, clothing and other needed resources funded through business partners.

Title II

Title II has partnered with Title I to provide mentoring staff, a reading coach, professional development and resources for teachers.

Title III

ESOL Programs

This grant provides supplemental services and materials for Limited English Proficiency (LEP) students.

Funds are provided by the district to provide ELL students with high quality instruction. Funds also provide professional development for teachers.

Title III funds have provided a paraprofessional/liaison that helps with Spanish speaking parents and students in such areas as SES tutoring, Parent Involvement, parent workshops, translating of written communication, and other areas where an interpreter is needed. Title III funds have also provided for technology, software and staff development opportunities of instructional staff at conferences, district trainings, and ESOL endorsement activities.

School based resources include backpack program for students, mobile food pantries for families, clothing and other needed resources funded through business partners.

Title X- Homeless

District funds provide support to students identified as homeless. The district works in conjunction with homeless shelters to provide services to families.

Homeless Staff are provided through Title X that offer homeless families contacts to services/agencies and resources that can be accessed. These staff members are also a vital source of communication between schools and families that otherwise may not exist in many situations.

Lucille Moore has partnered with businesses and contributors to help families in need of shelter. We have provided housing for some families, paid motel bills, paid electricity, home start-up costs, etc in order for families to acquire or keep living arrangements. School based resources include backpack program for students, mobile food pantries for families, clothing and other needed resources funded through business partners.

Supplemental Academic Instruction (SAI)

District provides funds for academic support to low performing students.

SAI funds are provided to our students who have been unsuccessful. The SAI funds provide the Summer Camp for students performing at a level 1 on the FCAT. Tutorial services are also provided.

Violence Prevention Programs

Safe and Drug Free Schools Program

The programs from this funding provides information regarding bullying, drug awareness, gangs, and school safety routines as established in the School's Safe Plan. In addition, district provides School Resource Officers to schools to assist with school safety.

The Bay County Sheriff's Department and Police Department participate in provider fairs during the spring. The police

department has partnered with the school to provide in classroom training to fifth graders on violence prevention, drug prevention, internet abuse, etc. The Parent Center trains parents on the dangers of not monitoring students while using the internet.

Lucille Moore has also been responsible for getting families/children/mothers out of abusive situations and helping to sustain living situations away from violence.

Nutrition Programs

Due to increase in poverty at Lucille Moore, our school is implementing the backpack program to feed hungry children throughout the weekend.

All students who qualify for free or reduced lunch, in accordance with federal guidelines, are provided breakfast and lunch at the school site.

Lucille Moore has provided mobile food pantries for families in need through business partner funding. Food Pantries have provided quality meats, dairy, fruits and vegetables at around 70 pounds per family.

A Fruit and Vegetable Grant obtained through the Florida Department of Education provides fruit/vegetables to all school participants during the school day. Parents, volunteers, and district personnel participate in this initiative to encourage all stakeholders to eat healthy foods during the school day.

Housing Programs

Lucille Moore has provided support to families through partnerships with local housing authorities. The Parent Center has supported homeless/needy families through business partner funding, help in acquiring information and applications, help in filling out applications and transportation to help families acquire housing.

Head Start

The District Coordinator (along with the school principal) make frequent contact with PreK teachers to ensure routines and procedures are established to prepare prek students for kindergarten at the present location or at any school where they may be in attendance.

Bay District schools coordinate with Headstart Programs to ensure students transition as smoothly as possible into the public school setting.

The school also communicates with the Head Start program and other preschool programs to provide information to parents on resources, enrollment and other necessary school information.

Adult Education

The Parent Liaison provides parental support to parents in need of educational training to assist children with home assignments via workshops such as Donuts for Dads, Muffins for Moms and Math/Reading workshops. These workshops give parents an opportunity to assist their childrens' learning using nontraditional methods familiar to students and parents. Also the school provides parents with information on furthering education. For example, parents are provided with information on GCCC career center, GCSC learning center, GED courses, and other community learning opportunities.

Lucille Moore will be partnering with community resources to provide training to families below the poverty line in acquiring necessary skills and knowledge in coming out of their current situations. Lucille Moore hopes to provide connections to community mentors that will help families acquire further life-skills education.

Career and Technical Education

Lucille Moore Elementary has partnered up with Gulf Coast Community State College to provide connections with parents and students through field trips, workshops and guest speakers. In return, Lucille Moore has provided opportunities for FSU students and GCSC students to practice college theory in the classroom setting with students. Both college students and Lucille Moore students benefit from extra learning opportunities in small group settings. Other events provide technical experiences for young adults in training and exposure to our students through events involving Haney Technical Cosmetology students. Various field trips provide exposure to career exploration (ie firestation, ocean and marine, bank, etc)

Job Training

Lucille Moore provides job training opportunities for college students in the field of education. FSU students and GCSC students observe, conduct small group activities, participate in math days/nights and carry out internships on Lucille Moore campus. This benefits our students by providing learning opportunities above and beyond the regularly planned.

Other

Lucille Moore Elementary school also partners with other community sources to provide services to families and students. These sources include the Bay County Health Department, Fire department, Banks, Ambulatory services, restaurants, local churches, A Hand-Up International, etc.

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

Identify the school-based MTSS leadership team.

Principal- Kathleen Schmidt- The principal's role is to make sure information discussed at meetings, plans, and decisions are in line with federal and district policy and align with school beliefs, vision and mission. The principal also conducts data chats and assessment meetings which address individual students in RtI

Administrative Assistant- Deborah Dixon- Partners that of the principal role

District RtI Specialist- Dana Manis- responsible for communicating all district information/guidelines to the school. Provides training to faculty and staff on RtI, Interventions, and assessment.

Title I Resource Teacher- Paula Kaye Jones She makes sure budget expenditures are in line with RtI mandates, Title I mandates and district vision. She meets regularly with the core group of teachers that provide Tier III support, guidance counselors, teachers, technology personnel and paraprofessionals involved in RtI. She meets regularly with PLCs and teachers to review intervention documentation, assessment, student progress and any other need that may arise. She models for and coaches teachers and paraprofessionals in the implementation of research-based interventions and teaching strategies.

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

ESE District Resource Teacher- Kay Blanchard- As part of the Case Review team, Mrs. Blanchard provides input into the RtI procedures, interventions, process, etc to enhance fidelity of the RtI process. She answers questions as to procedures for Tier III students who may need further services in the near future. She provides communication of district information related to RtI.

Select General Education Teachers- Colleen Williams(K), Joyce Bennett(1st), Jennifer Hill(2nd), Carolyn Kent (3rd), Vikki Hall (4th), Wanda Giles(5th)- The grade level RtI representatives are very important in providing learned RtI information to their PLCs. They help teachers at their grade level who may have questions about the RtI process. They also bring questions to the RtI team from the teachers they represent, related to schoolwide RtI.

Intervention Teacher- Kelly Allan- Provides interventions to students in Tier III at select grade levels, administers probe assessments to students in Tier II and Tier III. Works with classroom teachers in planning and administering interventions at Tier II and Tier III.

ESE Teachers- Jane Ramsey and Leslie Thoma-Shaw-Participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Provide interventions to students in Tier III at select grade levels, administers probe assessments to students in Tier II and Tier III. Works with classroom teachers in planning and administering interventions at Tier II and Tier III.

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

Guidance Counselor- Leslie Gorman provides support to team through decision-making on problem-solving team, providing necessary information acquired through CSTs, reports, etc and is a member of the Case Review team.

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

The RtI Leadership Team members are key to communication to the rest of the school and to the district. The RtI meetings are held monthly and follow a specific format for every meeting. The first order of business at each meeting is to discuss any new information such as RtI updates, information from the district, budget information, clarification needed for teachers and staff, etc. Second, an update of schoolwide progress is discussed. Any data that needs to be looked at is reviewed at this time (ie universal screening data, midyear data). Next, updates from grade levels are given as far as resources that may be needed, questions/issues that need to be worked out, and/or positive feedback from PLCs.

After this the team shifts focus to review individual student data and give feedback to teachers. Prior to the RtI meeting, General Education representatives have collected all RtI folders from teachers in their grade level. Folders contain intervention sheets, graphs and fidelity sheets. Select RtI Team members work together to analyze student interventions, graphs, and progress. The group then makes recommendations for each student (ie continue as is, look into another intervention, move to Tier III, etc).

Team members bring information and feedback back to PLC's for discussion.

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

The school-based RtI Leadership Team members work within PLCs to provide guidance for the school improvement plan. The RtI team members also are members of School Improvement Academic Achievement Committees in which School Improvement goals and problem solving processes are developed and monitored. The Title I Resource Teacher attends the School Advisory Council meetings providing updates and other necessary information.

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

Baseline data: Progress Discovery Education Reading Assessment, Discovery Education Math Assessment, Discovery Education Science, Lucille Moore Writes, Florida Comprehensive Assessment Test (FCAT), Behavior- PBS database system
Progress Monitoring: DIBELS Next, Curriculum Based Measurement (CBM), FCAT Simulation writing prompts (Lucille Moore Writes), Behavior- graphs, point sheets , qualitative data
Midyear: Discovery Education Reading Assessment, Discovery Education Math Assessment, Discovery Education Science Assessment, Lucille Moore Writes FCAT simulation. Behavior- PBS database system
End of year: Discovery Education Assessment, Lucille Moore Writes, FCAT, Behavior- PBS database system
Frequency of Data Days: Students are progress monitored every week, some Tier ii are monitored every other week, Tier ii behavior students are monitored weekly and Tier iii behavior students are monitored daily.

Describe the plan to train staff on MTSS.

Faculty was trained during last school year on schoolwide implementation plan of MTSS Academics. Teachers were trained in August on schoolwide implementation plan of RTIB. All teachers reviewed the RtI beliefs, problem solving model, and procedures. Designated teachers were also trained on the new DIBELS Next probe system and other elements of schoolwide/classroom implementation of RtI. The Title I Resource Teacher (former RtI Coach), Crisis Intervention Specialist and/or the district RtI Specialist will meet with PLCs for further training necessary. The Title I Resource Teacher will also meet one-on-one with all general education teachers to help formulate intervention plans, determine Tier II students, work on schedules, define student goals, etc.
Other staff development will include training for teachers and paraprofessionals in specific intervention programs (ie Earobics, SRA, direct instruction, etc). These trainings will take place during school using district trained staff.

Describe the plan to support MTSS.

The problem solving team will provide ongoing support through feedback based on student data. The Title I Resource Teacher, partnered with the intervention teacher for academics and the Crisis Intervention Specialist for behavior will work with each teacher to develop the intervention plan for Tier ii and Tier iii students. The Title I Resource Teacher and the district RtI Training Specialist will provide necessary training on progress monitoring, interventions, fidelity, etc.
Behavior support will be provided through the Crisis Intervention Specialist and the Title I Resource Teacher
Each grade level has a teacher to implement Tier iii interventions, except for grade four in which this teacher is used to support Tier ii through a model set up in Read 180.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The School-based Literacy Leadership team is made up of the following:
Principal- Kathleen Schmidt- Sets the vision and mission of the school and makes sure that decisions and strategies implemented correspond to district policy and state policy and are in the best interest of the school
Chairperson-Joyce Bennett- sets the agenda, establishes communication between LLT and other entities such as School Advisory Council and RtI Committee.
Literacy Coach-Tracy Rogers-Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; meets with PLCs regularly to provide research-based information.
Select General Education Teachers and ESE Teachers- Teachers are the communication link between the LLT and PLCs. They bring information and clarification back to their grade level PLCs. In return, they bring questions/concerns their PLCs may have back to The LLT for input, clarification, or answers. Teachers also help in team decision-making of areas/strategies addressed in the LLT.

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

The Literacy Leadership Team meets once every month. The chairperson sets the agenda. The agenda is set according to district information/mandates, K-12 reading plan information, problem solving process for school improvement reading goals, and calendar. The LLT is also responsible for analyzing student reading achievement data for FCAT, baseline, midyear and end of the year monitoring.

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

The LLT is responsible for implementing the CRP with fidelity. Two major initiatives of the LLT is the implementation of the new Common Core Standards and the Integration of literacy among the other core subjects.

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.

Staff responsible for implementing the Pre-K transition plan include our administrator, Pre-K teachers, Kindergarten teachers and Parent Center Staff. The following strategies assist preschoolers with low readiness rates: The state's volunteer Pre-K program, Head Start, and ESE Pre-K are programs that are currently in use to assist preschoolers with low readiness rates. Additionally, each school has an Orientation before school begins. During the Open House, students are introduced to the teacher and the school. Furthermore, at Lucille Moore parents are introduced to the parent center, parent activities, and tentative schedule of events for the year to come. The Title I Resource Teacher discusses Title I, its benefits, and other necessary components.

Parent involvement and communication regarding transition programs occur at each Title I school. Each school sends surveys to kindergarten parents and newsletters home about transition events to inform parents with younger children. Other information about transition is provided in the community through information in school newsletters and posters/flyers in the community.

There are dedicated funds in Title I to address the Pre-K transition strategies outlined above.

Parents are involved in evaluating the effectiveness of the Pre-K transition plan. Parents assist in updating the transition plan by participating in transition meetings, SAC meetings, District Advisory Council and by offering feedback. Parents receive an evaluation survey and their comments are considered when updating the transition plan. The district provides all Title I schools with technical assistance, feedback and support.

The Lucille Moore Transition Plan is as follows: Students and Parents from the community, local daycare, and headstart programs who may attend our school next year are invited to participate in a culminating event referred to as Transition Day. Prior to Transition Day, visits are made and fliers dispersed to daycares, housing projects, apartments, businesses, and homes in the community to invite parents and young children to participate in Transition Day. Incentives are advertised and given to participating families, and refreshments are served. During Transition Day, PreSchool children are divided among Kindergarten classes for the purpose of being introduced to kindergarten teachers and their future new surroundings. While the children are interacting with the Kindergarten teachers, parents are participating in a short seminar designed to answer their questions, familiarize them with enrollment procedures, and share Kindergarten/school expectations. Parents and guardians are also given the opportunity to enroll their children for the upcoming year. On the same day, students in all grades have a chance to visit a class in which they may be placed next school year.

*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:

<p>1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.</p> <p>Reading Goal #1a:</p>	<p>According to 2012 FCAT results, 57% (106) of total tested students made AYP in reading. This is compared to 67% (144) in 2011, 63% in 2010, 73% in 2009 and 75% in 2008. When analyzing specific grade levels and strands, 3rd grade students matched achievement level of the district and state in the strand Vocabulary and Analysis. However, they fell below in Inform. Text Research (1 average point score) and Application (1 average point score from district but same as state).</p> <p>For 4th grade, students achieved at the same rate as the district and state in Vocabulary and Inform. Text Research. They fell below state and district in Application(1 average point score) and Analysis (1 average point score).</p> <p>Fifth grade students matched achievement level of the district and state in the strand Vocabulary and Inform. Text Research. However, they fell below in Application (1 average point score) and Analysis (1 average point score from district but same as state).</p>
--	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT results, 30% (57) of total tested students scored at level 3. Furthermore, 57% (106) of students scored level 3 or above. Current baseline data is collected through Discovery Education Reading test.	Sixty percent (113) or more of Lucille Moore students tested on FCAT will score a level 3 or above 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	Lack of Background Knowledge	Teachers will use research-based strategies and practices to increase background knowledge (ie Marzano, Ruby Payne, CRISS, Charlotte Danielson)	Kathleen Schmidt Principal Debra Dixon Administrative Assistant	Review of lesson plans, classroom walkthroughs	Walkthrough data, lesson plans, District Rubric
2	Various rates of response to curriculum and levels of learners	Tier 1 1. Teachers will differentiate instruction 2. Teachers will use a variety of instructional strategies and materials (CRISS, Mental Models, Ruby Payne, Title I checkout materials, hands-on literacy centers) 3. Teachers will analyze data (ie Discovery Education Assessment, CBA) and adjust Instructional Focus Calendars accordingly 4. Teachers will discuss research-based practices, work together	Kathleen Schmidt Principal Debra Dixon Administrative Assistant	Review of lesson plans, classroom walkthroughs PLC Notes Teacher and Paraprofessional schedules and review of baseline/midyear data	Walkthrough data, lesson plans, District Rubric, Copies of IFCs, Data Chats

		to solve problems and plan as a team in PLCs. 5. Title I dollars will be used to fund instructional and paraprofessional salaries to lower student/adult ratio in the classroom			
3	Students not responding at appropriate levels to core curriculum or differentiated instruction	<p>Tier II</p> <p>1. Students will participate in district approved research-based interventions for 30 minutes a day based on reading/math needs.</p> <p>Tier III</p> <p>2. Students not responding at an appropriate rate to Tier I or II will receive an additional 30 minutes of support in district approved interventions.</p> <p>3. Selected teachers and staff will be assigned to grade levels to help administer RtI interventions and conduct progress monitoring.</p>	RtI Review Team, Guidance Counselor,	Individual student RtI data	Universal screeners, Student progress monitoring graphs
4	Teacher knowledge base of new standards, new grade level curriculum and/or district appraisal system	<p>1. Teachers will participate in summer curriculum development to review standards and develop instructional focus calendars for the year.</p> <p>2. Teachers will participate in summer training provided by district</p> <p>3. Training and book studies on Common Core Standards and research-base practices will take place in achievement committees and PLCs</p> <p>4. Follow-up on last year's book study of Charlotte Danielson will be conducted in PLCs and Achievement Committees</p> <p>5. Teachers are requesting Kagan and CRISS training so school leadership team will connect with district to see what is available for on-school site training in these two areas.</p> <p>6. New national standards emphasize students learning to learn, so training opportunities will focus on resources and strategies that require higher order thinking skills, skills encouraging students to become problem solvers and students being in command of their learning material.</p>	Kathleen Schmidt-Principal Debbie Dixon-Administrative Assistant	Submitted Instructional Focus Calendars will be reviewed; teacher feedback through PLC meetings and Achievement Committees	Committee notes, training notes and Summer Curriculum Development summaries

		7. Staff development focusing on text complexity will be conducted for all subject areas.			
5	Attendance	1. Teachers and staff will follow attendance plan as outlined under Attendance Goal.	Kathleen Schmidt-Principal Leslie Gorman-Guidance Counselor	Review of attendance data	FOCUS attendance data
6	Behavior	1. Teachers will use a variety of learning strategies and techniques to engage students (ie CRISS, Mental Models, Ruby Payne, Charlotte Danielson) 2. Students will participate in Schoolwide PBS 3. Appropriate students will receive RtI for behavior. 4. Modern technology will be placed in all classrooms to increase student motivation. 5. Teachers and staff will work with Crisis Intervention Teacher. 6. School-wide implementation plan for behavior will be in full effect for beginning of 2012-2013 school year.	Guidance Counselor- Leslie Gorman Principal- Kathleen Schmidt	Review of technology data and survey , review of RtI paperwork	RtI data Technology printout
7	Lack of Parent Involvement	1. A variety of parent workshops and learning opportunities will be offered throughout the year. 2. Information on standards, assessments, RtI, etc will be given to parents throughout the year. 3. Parents will participate in TOTES learning materials checkout 4. Strategies as outlined in schoolwide RtIB implementation plan will be used to increase participation in parent conferences, CSTs, and other meetings. 5. Parents participation in activities on campus will be recognized through Patriot Penny system. 6. Other strategies as outlined in Parent Involvement Plan.	Carol Garner-Parent Liaison Paula Kaye Jones-Title I Resource Teacher	Parent Involvement Plan	Data collected and reported through Parent Involvement Plan
8	Teacher support/planning in analyzing data	1. PLCs objectives and activities will be structured and guided by administration. 2. Resource staff will provide support and guidance in data analysis within the PLCs (i.e. Literacy Coach, Title I Resource Teacher, Crisis Prevention Teacher, ESE Resource) 3. In addition to analysis	Kathleen Schmidt and Deborah Dixon-Administration Paula Kaye Jones-Resource Teacher Tracy Rogers-Literacy Coach	Analysis of data analysis, PLC notes and feedback Analysis of progress monitoring notes and team minutes	Data Analysis reports PLC notes RtI Team minutes

		of classroom assessment data, PLCs will analyze Discovery Education Data at baseline, midyear and end of year with a guiding format and support from expert staff. 4. Progress monitoring will take place monthly by RTI problem solving team with teacher input.			
9	Lack of Background Knowledge	1. Select students will participate in Tampa Reads vocabulary program. 2. Struggling readers will participate in READ 180, for fourth grade 3. Teachers will share read-aloud literature during frameworks and shared reading 4. Teachers will integrate content areas into reading where feasible 5. Reading Committee will host a Family Reading Night to spark interest of reading and an enjoyment of reading in the home, thus building background knowledge in home environment.	Principal- Kathleen Schmidt Administrative Assistant- Deborah Dixon 4th Grade Teacher- Stacie Eckles	READ 180 data Tampa Reads data FCAT Data Classroom Walkthroughs Data Chats Lesson plans	READ 180 reports FCAT Tampa Reads Data Classroom walkthrough data Lesson plan documentation
10	Various rates of response to curriculum and levels of learners	1. Fourth grade struggling readers and full time students with disabilities 4th and 5th will participate in Read 180. 2. Title I dollars will be used to fund instructional and paraprofessional salaries to lower student/adult ratio in the classroom	Principal- Kathleen Schmidt	READ 180 data Teacher and paraprofessional schedules	READ 180 data FCAT data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	2012 FCAT results indicate that 26% (49) of students scored a level 4 or 5 in reading. This is compared to 44% (94) in 2011, 32% in 2010, 32% in 2009, 38% in 2008, and 29% in 2007.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Currently, 26% (49) of students tested on FCAT scored a level 4 or 5 in reading.	For 2013 FCAT scores, at least 30% (56) or more students will perform at a level 4 or above

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	Challenging higher level students while meeting the needs of a wide range of levels	Teachers will use differentiated instruction in reading and provide enrichment for accelerated students (Danielson, Bloom's, literacy centers, reading labs, science labs, math centers mental models, learning modalities, Harcourt Enrichment activities).	Principal- Kathleen Schmidt Debbie Dixon-Administrative Assistant	Classroom Walkthroughs and documentation District Rubric	Instructional Focus Lesson Plan Templates District Rubric
2	Attendance/Tardies	Implement highly-structured attendance intervention plan for chronic absentees and tardies	Kathleen Schmidt-Principal Leslie Gorman-Guidance Counselor	Decrease of absentees	FOCUS Attendance Data CST meeting notes
3	Behavior	1. Teachers will use high level of technology to motivate student learning 2. Teachers will provide enrichment to students working above typical student performance level. 3. Teachers will adjust Instructional Focus Calendars and instructional lessons to provide higher level learning activities, based on data	Kathleen Schmidt-Principal	Analysis of Instructional Focus Calendar and lesson plans Classroom walkthroughs	Walkthrough data Lesson Plan and IFC documents
4	Teacher support/planning in analyzing data	1. PLCs objectives and activities will be structured and guided by administration. 2. Resource staff will provide support and guidance in data analysis within the PLCs (i.e. Literacy Coach, Title I Resource Teacher, Crisis Prevention Teacher, ESE Resource) 3. In addition to analysis of classroom assessment data, PLCs will analyze Discovery Education Data at baseline, midyear and end of year with a	Kathleen Schmidt and Deborah Dixon-Administration Paula Kaye Jones-Resource Teacher Tracy Rogers-Literacy Coach	Analysis of data analysis, PLC notes and feedback	Data Analysis reports PLC notes

	guiding format and support from expert staff.		
--	---	--	--

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	2012 FCAT data results indicate that 67% (125) of students made learning gains (at least one year's growth). This is compared to 66% (83) in 2011, 52% in 2010, 75% in 2009 and 66% in 2008
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to FCAT results, 67%(125) achieved learning gains on FCAT reading. Current baseline data is collected through the Discovery Education Reading assessment.	On the 2013 FCAT Reading test, 100% (187) of students will make learning gains (a year's growth).

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	Consistent patterns of student low achievement in individual classes.	1. Provide training and support for struggling teachers. 2. Conferencing through administrative data chats. 3. Focus coaching services in selected classrooms. 4. Nonrenewal (as contract status allows) 5. Transfer of teacher grade level teaching assignment for better fit.	Principal- Kathleen Schmidt	Analysis of FCAT scores and progress monitoring data	FCAT, Discovery Education assessment, Successmaker, READ 180 data
	Time restraints in catching learning problems early	1. PLCs will work together to monitor student progress and analyze data.	PLC leaders Principal- Kathleen Schmidt	Review of IFCs, Baseline/midyear data, review of Rtl Data	IFCs, Discovery Education Reports, READ 180 Reports, Rtl progress

2		<p>2. Teachers will modify Instructional Focus Calendars based on student needs.</p> <p>3. Teachers will use all necessary resources to remediate struggling students (RtI interventions, paraprofessionals, differentiated instruction, highly effective strategies).</p> <p>4. Teachers will participate in data chats and assessment meetings with administrator.</p> <p>5. Students scoring below level on Universal Screener will begin the RtI process</p>			monitoring data
3	Behavior	<p>1. Teachers will use a variety of learning strategies and techniques to engage students (ie CRISS, Mental Models, Ruby Payne)</p> <p>2. Students will participate in Schoolwide PBS</p> <p>3. Appropriate students will receive RtI for behavior.</p> <p>4. Modern technology will be placed in all classrooms to increase student motivation.</p> <p>5. Teachers and staff will work with Crisis Intervention Teacher.</p> <p>6. RtIB Schoolwide Implementation Plan will begin full force for beginning of 2012-2013 school year.</p>	<p>PBS Team Guidance Counselor</p> <p>Crisis Prevention Teacher Title I Resource Teacher</p>	Review of PBS schoolwide data, technology data and survey , review of RtI paperwork	Discipline report data, RtI Behavior progress monitoring
4	Attendance	Teachers and staff will follow attendance plan as outlined under Attendance Goal.	<p>Kathleen Schmidt-Principal Leslie Gorman-Guidance Counselor</p>	Review of attendance data	FOCUS attendance data
5	Teacher support/planning in analyzing data	<p>1. PLCs objectives and activities will be structured and guided by administration.</p> <p>2. Resource staff will provide support and guidance in data analysis within the PLCs (i.e. Literacy Coach, Title I Resource Teacher, Crisis Prevention Teacher, ESE Resource)</p> <p>3. In addition to analysis of classroom assessment data, PLCs will analyze Discovery Education Data at baseline, midyear and end of year with a guiding format and support from expert staff.</p> <p>4. Progress monitoring will take place monthly by RtI problem solving team with teacher input.</p>	<p>Kathleen Schmidt and Deborah Dixon-Administration Paula Kaye Jones-Resource Teacher Tracy Rogers-Literacy Coach</p>	Analysis of data analysis, PLC notes and feedback Analysis of progress monitoring notes and team minutes	Data Analysis reports PLC notes RtI Team minutes
	Support to teachers for	1. Lucille Moore has the	Kathleen Schmidt-	Analysis of Progress	P.M. notes

6	Implementing RtI and Problem Solving Model	<p>highest number of students in RtI, so extra support will be provided to classroom teachers.</p> <p>2. For reading RtI, students will be identified as in need of support through Discovery Education Universal Screener. Triangulation of two other data sources will be used to verify validity of assessment score.</p> <p>3. Teachers may also refer students for RtI based on classroom performance and classroom based assessments.</p> <p>4. The Title I Resource Teacher and RtI Interventionist will meet with each teacher to develop Intervention plan, Crisis Intervention Teacher will be included for behavior</p> <p>5. District RtI Training Specialist will support training needs for interventions and monitor fidelity of intervention instruction</p> <p>6. RtI Interventionist and ESE Support Facilitation teachers will support Tier iii instruction at each grade level</p> <p>7. Progress Monitoring will occur monthly by RtI Problem Solving Team.</p> <p>8. Immediate Feedback will be given to teachers as what steps to take next (ie continue, change intervention, proceed to Case Review).</p>	Administration Paula Kaye Jones- Title I Resource Teacher	monitoring notes, intervention plans, RtI Intervention schedules, teacher feedback	Intervention plans schedules
---	--	--	--	--	------------------------------

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:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p> <p>Reading Goal #3b:</p>	
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

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:

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p>	<p>According to 2012, 70% (131) FCAT data analysis, of the lowest quartile students achieved a learning gain (at least one year's growth). These results are in comparison to 63% (20) in 2011, 50% (30) in 2010, 75% in 2009 and 56% in 2008.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>According to 2012 FCAT results, 70% (131) of the lowest quartile students achieved learning gains in reading. Baseline data is collected through the Discovery Reading assessment.</p>	<p>On 2012 FCAT reading test, 100%(34) of students will make at least one year's growth in reading</p>

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	<p>Various rates of response to curriculum and levels of learners</p>	<p>Tier 1 1. Teachers will differentiate instruction 2. Teachers will use a variety of instructional strategies and materials (CRISS, Mental Models, Ruby Payne, Title I checkout materials, hands-on literacy centers) 3. Teachers will analyze data (ie Discovery Education Assessment, CBA) and adjust Instructional Focus Calendars accordingly 4. Teachers will discuss research-based practices, work together to solve problems and plan as a team in PLCs. 5. Title I dollars will be used to fund instructional and paraprofessional salaries to lower student/adult ratio in the classroom</p>	<p>Principal- Kathleen Schmidt Administrative Assistant- Debbie Dixon</p>	<p>Review of lesson plans, classroom walkthroughs PLC Notes Teacher and Paraprofessional schedules and review of baseline/midyear data</p>	<p>Walkthrough data, lesson plans, District Rubric, Copies of IFCs, Data Chats</p>
2	<p>Students not responding at appropriate levels to core curriculum or differentiated instruction</p>	<p>Tier II 1. Students will participate in district approved research-based interventions for 30 minutes a day based on reading/math needs. Tier III 2. Students not responding at an appropriate rate to Tier I or II will receive an additional 30 minutes of support in district approved interventions. 3. Selected teachers and staff will be assigned to grade levels to help administer RtI interventions and</p>	<p>RtI Review Team, Guidance Counselor,</p>	<p>Individual student RtI data</p>	<p>Universal screeners, Student progress monitoring graphs</p>

		conduct progress monitoring (ie AYP teacher and ESE teachers).			
3	Behavior	<ol style="list-style-type: none"> 1. Students in need of RtIB will begin Tier ii behavior interventions. 2. Schoolwide implementation of RtIB plan will begin full force for 2012-2013 school year. 3. Teachers will implement PBS Schoowide plan and classroom strategies. 	PBS Team Administration	Analysis of schoolwide PBS Plan, classroom implementation plans and RtiB Plans	Progress monitoring for RtIB PBS classroom implementation plans
4	Teacher support/planning in analyzing data	<ol style="list-style-type: none"> 1. PLCs objectives and activities will be structured and guided by administration. 2. Resource staff will provide support and guidance in data analysis within the PLCs (i.e. Litaracy Coach, Title I Resource Teacher, Crisis Prevention Teacher, ESE Resource) 3. In addition to analysis of classroom assessment data, PLCs will analyze Discovery Education Data at baseline, midyear and end of year with a guiding format and support from expert staff. 4. Progress monitoring will take place monthly by RtI problem solving team with teacher input. 	Kathleen Schmidt and Deborah Dixon-Administration Paula Kaye Jones-Resource Teacher Tracy Rogers-Literacy Coach	Analysis of data analysis, PLC notes and feedback Analysis of progress monitoring notes and team minutes	Data Analysis reports PLC notes RtI Team minutes
5	Support to teachers for Implementing RtI and Problem Solving Model	<ol style="list-style-type: none"> 1. Lucille Moore has the highest number of students in RtI, so extra support will be provided to classroom teachers. 2. For reading RtI, students will be identified as in need of support through Discovery Education Universal Screener. Triangulation of two other data sources will be used to verify validity of assessment score. 3. Teachers may also refer students for RtI based on classroom performance and classroom based assessments. 4. The Title I Resource Teacher and RtI Interventionist will meet with each teacher to develop Intervention plan, Crisis Intervention Teacher will be included for behavior 5. District RtI Training Specialist will support training needs for interventions and monitor fidelity of intervention instruction 	Kathleen Schmidt-Administration Paula Kaye Jones-Title I Resource Teacher	Analysis of Progress monitoring notes, intervention plans, RtI Intervention schedules, teacher feedback	P.M. notes Intervention plans schedules

	<p>6. RtI Interventionist and ESE Support Facilitation teachers will support Tier iii instruction at each grade level</p> <p>7. Progress Monitoring will occur monthly by RtI Problem Solving Team.</p> <p>8. Immediate Feedback will be given to teachers as what steps to take next (ie continue, change intervention, proceed to Case Review).</p>		
--	---	--	--

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 #
	The targeted Annual Measurable Objective for 2013 is 63 for reading. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61	63	66	70	74	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Analysis of the 2012 FCAT scores indicates that 42% of students in the Black subgroup achieved AYP. In comparison, 50% (25) in 2011, 47% in 2010, 53% achieved AYP in 2009, and 52% in 2008.
---	--

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

According to 2012 FCAT results, 42% of students in the Black subgroup achieved adequate yearly progress. Current baseline data is collected through Discovery Education Reading Assessment.	For the 2013 FCAT Reading test, 48% of students in the black subgroup will perform at proficiency level.
---	--

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	Cultural differences among students and instructors	1. Implement Ruby Payne strategies 3. Training in working with all parents and families.	Principal- Kathleen Schmidt Title I District Staff Paula Kaye Jones- Title I Resource Teachers	Teacher feedback in PLCs	Parent Involvement training documentation, Parent Involvement Plan documentation
2	Lack of time in determining needs	1. Teachers will work with PLCs and Instructional support staff to analyze Discovery Education data for students 2. Students performing below proficiency level on Universal screener will begin the RtI process. 3. Continue progress monitoring throughout the year (Discovery	Principal- Kathleen Schmidt PLC Teams RtI Team	Analysis of assessment data	Discovery Education data reports

		Education, Curriculum Based Assessment and RtI).			
3	Behavior	1. Teachers will use a variety of learning strategies and techniques to engage students (ie CRISS, Mental Models, Ruby Payne, Danielson) 2. Students will participate in Schoolwide PBS 3. Appropriate students will receive RtI for behavior. 4. Modern technology will be placed in all classrooms to increase student motivation. 5. Teachers and staff will work with Crisis Intervention Teacher.	Kathleen Schmidt-Principal Leslie Gorman-Guidance Counselor	Review of technology data and survey , review of RtI paperwork, PBS schoolwide data	RtI data Technology printout Discipline Reports
4	Attendance	1. Teachers and staff will follow attendance plan as outlined under Attendance Goal.	Principal- Kathleen Schmidt Guidance Counselor- Leslie Gorman	Review of attendance data	FOCUS attendance data

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:	Analysis of the 2012 FCAT scores indicates that 32% of students in the ELL subgroup achieved AYP. This is in comparison to 13% in 2011
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT results,32% of students in the ELL subgroup achieved adequate yearly progress. Current baseline data is collected through Discovery Education Reading Assessment.	For the 2013 FCAT Reading test, at least 28% of students in the ELL subgroup will perform at proficiency level.

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	Less access to regular education setting	1. Students in full time ESE setting will be included in all schoolwide events and functions 2. ESE teachers will participate in grade level PLCs if applicable 3. Full time ESE classes and regular education classes will partner for group activities 4. ESE teachers will continue to be given same access as general education teachers to all school resources. 5. LRE will be followed to the fullest extent based upon individual needs	Principal- Kathleen Schmidt Administrative Assistant- Deborah Dixon	Documentation of schoolwide events PLC notes Summer Curriculum Development sign in sheets	PLC notes Sign in sheets Resource checkout sheets
	Performance below grade level for some Students with Disabilities	1. Students with Disabilities will participate in research based curriculum/instruction	Administration- Kathleen Schmidt and Deborah Dixon	Analysis of Lesson Plans and Instructional Focus Calendars	IFCs and Lesson Plans

2		<p>accelerating learning rate (ie Read 180, Number Worlds, SRA, etc.)</p> <p>2. Students with Disabilities will participate in small group learning providing remediation and enrichment based on individual needs</p> <p>3. Students with disabilities will be continuously assessed to determine learning needs and to formulate instruction.</p> <p>4. Full day paraprofessionals will be placed in full time ESE classrooms</p>			
3	Families dealing with outside stressors such as deportation of fathers and siblings, some students even facing abandonment	<p>1. ELL Parent Liaison will work closely with families to identify students who are facing crisis</p> <p>2. Title I Department will develop strong working relationship with family to offer support to students in crisis</p> <p>3. Students will receive counseling through guidance to help work through fears.</p> <p>4. Title I Department will work with outside agencies to help access needed resources for students/families (ie food, clothing, shelter)</p>	Title I Resource Teacher- Paula Kaye Jones Guidance Counselor- Leslie Gorman	Analysis of documentation of services to families and CST notes	Guidance folders

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:	Analysis of the 2012 FCAT scores indicates that 43% of students with disabilities achieved AYP. In comparison, 47% (29) in 2011, 53% achieved in 2010, 59% achieved AYP in 2009, and 61% in 2008.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT results, 43% of students with disabilities achieved adequate yearly progress. Current baseline data is collected through Discovery Education Reading Assessment.	For 2013 FCAT Reading test, 56% of students with disabilities will achieve adequate yearly 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	Behavior	<p>1. Participation in Schoolwide PBS plan</p> <p>2. Implement individualized student behavior plans based on student interest surveys.</p> <p>3. Implement motivational strategies/resources (Read 180, Earobics, Title I Checkout materials, updated technology, Successmaker new</p>	IEP Case manager PBS Team Dr. Paula Kaye Jones- Title I District Resource Teachers	Monitor data for patterns of decrease in inappropriate behaviors.	Student Behavior Data

		version, Discovery Ed)			
2	Students working below grade level	<ol style="list-style-type: none"> 1. Analyze data to find weaknesses and gaps in learning. 2. Individualized instruction 3. Access to computer-based instruction 4. Increased use of technology in the classroom for motivation. 5. Implement rigorous progress monitoring tools and analyze for growth and effectiveness of interventions 	IEP case manager Paula Kaye Jones- Title I Resource Teacher	Progress Monitoring weekly/bi-weekly probes, ThinkLink, and Curriculum Based Assessment	Discovery Education Data reports Progress monitoring reports
3	Scheduling problems due to extra services needed for some students	<ol style="list-style-type: none"> 1. Students will not be allowed to be pulled from reading/math block. 2. Service providers will work with PLCs to develop schedules for maximum student learning. 	Classroom teachers Service Providers	Monitor student schedules	Student Schedules
4	Student lack of basic necessities at home- In 2011-2012 LMES served approximately 150 homeless students, others were finding it hard to access food, clothing, rent/electricity payment, etc. (This goal is being addressed under SWD because we have experienced a large number of occurrences of these situations within our SWD population)	<ol style="list-style-type: none"> 1. Continue backpack program on weekend- last year serving approximately 200 students. 2. Hold mobile food pantries during crucial times of the year (ie Spring Break, Holiday breaks, summer) sponsored by business partners and food accessed through Feeding America 3. Access district clothing resources and other resources through Kay Daniels 4. Seek out business partners to fund dire situations that are forcing homelessness (last year business partners helped fund housing, electricity, food, clothing, etc for many of our families) 	Title I Resource Teacher- Paula Kaye Jones Parent Liaison- Carol Garner	Document family needs and community resources that are accessed	Community resource logs Sign in sheets for events such as Food Pantries and Holiday dinners
5	Lack of understanding of families in poverty with some teachers of middle class perceptions	<ol style="list-style-type: none"> 1. Title I Resource teacher will work with faculty and staff in understanding difference in cultural norms 2. Meaningful parent involvement activities will be planned and held to develop a better connection between parents and staff. 3. Update Ruby Payne Poverty Training for new teachers and others new to Title I School. 	Title I Resource Teacher- Paula Kaye Jones Parent Liaison- Carol Garner	Documentation of training held with faculty and PLCs Sign In sheets for Ruby Payne Poverty Training	Sign in sheets PLC/Faculty notes Parent Sign in sheets
6	Lack of support needed to be successful in the regular classroom	Support facilitation teachers will provide specific, targeted support to students with disabilities within the 90 minute reading block.	Principal- Kathleen Schmidt ESE teacher case manager	Monitor teacher and classroom schedules Monitor IEP Progress monitoring	IEP data Progress monitoring data reading assessment growth READ 180 reports

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

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>Analysis of the 2012 FCAT scores indicates that 53% of Economically Disadvantaged students achieved AYP. In comparison, 62% (114) in 2011, 62% achieved AYP in 2010, 70% achieved AYP in 2009, and 71% in 2008.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>According to 2012 FCAT results 53% of students in the economically disadvantaged subgroup achieved adequate Current baseline data is collected through Discovery Education Reading Assessment.</p>	<p>For 2013 FCAT Reading test, at least 58% of economically disadvantaged students will perform at proficiency level, or 66% (108) per Safe Harbor target.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge/ Lack of Language Experiences	<ol style="list-style-type: none"> 1. Differentiated small group lessons 2. language vocabulary experiences such as vocabulary boxes, integrated math vocabulary 3. Remediation using SRA reading/science labs Highly effective, research-based strategies (CRISS, Ruby Payne, Mental Models, Marzano, higher order questioning, Danielson) 4. Tampa Reads Vocabulary program 5. Hands-on math learning opportunities 	Principal- Kathleen Schmidt Academic Achievement Committees	Lesson Plans, Classroom Walkthroughs Data Chats, Classroom Based Assessments, Instructional Focus Lesson Plans	Asssment data, Baseline/midyear review, classroom walkthrough data, district rubric
2	Lack of parent support	<ol style="list-style-type: none"> 1. Train, conference and involve parents in making them aware of available resources 2. Utilize parent liaison to work with select struggling students and families 3. Utilize TOTES at home learning resources. 4. Provide a variety of parent workshops in academic subjects. 	Parent Liaison- Carol Garner	Review of Parent Involvement Plan and corresponding data	Parent Involvement Plan data
3	Lack of at-home resources	<ol style="list-style-type: none"> 1. Access homeless resources provided by district. 2. Strongly encourage enrollment in SES tutoring. 3. Continue community partnerships to access educational resources. 4. Make and take workshops for at-home learning materials 	District Homeless staff Carol Garner- Parent Liaison Guidance Counselor- Leslie Gorman District SES Coordinator	Documentation of enrollment in SES, homeless, and community partners.	Enrollment data; Businesspartner forms
4	Poor Attendance	Implement structured plan to address patterns of nonattendance (see attendance goal)	Principal- Kathleen Schmidt Guidance Counselor- Leslie Gorman	Monitor attendance patterns	FOCUS data
	Student lack of basic necessities at home- In 2011-2012 LMES served	1. Continue backpack program on weekend- last year serving	Title I Resource Teacher- Paula Kaye Jones	Document family needs and community resources that are accessed	Community resource logs Sign in sheets for

5	approximately 150 homeless students, others were finding it hard to access food, clothing, rent/electricity payment, etc.	approximately 200 students. 2. Hold mobile food pantries during crucial times of the year (ie Spring Break, Holiday breaks, summer) sponsored by business partners and food accessed through Feeding America 3. Access district clothing resources and other resources through Kay Daniels 4. Seek out business partners to fund dire situations that are forcing homelessness (last year business partners helped fund housing, electricity, food, clothing, etc for many of our families) 5. Make sure students are accessing free breakfast program even when arriving late at school.	Parent Liaison- Carol Garner Lunchroom Managers	events such as Food Pantries and Holiday dinners
---	---	---	--	--

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
Summer Curriculum Development incorporating in-depth study of Common Core Standards for Language Arts and Development of Instructional Focus Calendar	All grade levels for language arts	Serenity Anderson 2013- TBA	All grade levels- classroom teacher and appropriate	June of each summer	Follow-up will take place in PLCs. Literacy Coach will continue support of integrating information into IFC adjustments	Tracy Rogers- Literacy Coach
Taking SMART board use to a higher level in the classroom	All grade levels and all subjects	Vikki Hall	Schoolwide	Pre school inservice and continuous throughout the year	Follow-up will take place through on-the-job training as needed. District Instructional Personnel will be contacted	Kimberlee Bateman- Schoolbased technician
Language Arts Common Core Standards- Common language and supporting activities	All grade levels for language arts	Tracy Rogers- Reading Committee Chair and Literacy Coach	Schoolwide	Pre school inservice	Follow-up will take place in PLCs. Literacy Coach will continue support of integrating information into IFC adjustments	Tracy Rogers- Literacy Coach
					Follow-up will take place	

Civics/SS in the Reading Block	All grade levels Reading	Tracy Frigon-Media Specialist	Schoolwide	Pre School inservice	continuously throughout the year as the media specialist will provide support, resources and updated information to teachers	Tracy Frigon-Media Specialist
Text Complexity	All grade levels all subjects	Tracy Rogers-Reading Committee Chair and Literacy Coach	Schoolwide	Pre School inservice	Reading Committee is currently working with Literacy Coach for year long plan of sustaining learning and follow-up activities with "district experts" supporting text complexity	Tracy Rogers-Literacy Coach Reading Committee

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Research-based strategies and materials	Instructional materials including Read 180, Title I checkout room, reading room, headphones, microphones, Small group materials, leveled readers, reading material integrating all academic subjects, reading center materials, paper, ink, etc., Instructional materials for interventions	Title I School based funds	\$2,533.00
			Subtotal: \$2,533.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy Coach	Computer	Title I school based funds	\$700.00
			Subtotal: \$700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Stipends summer planning	Wages and benefits for curriculum work or training completed in the summer	Title I school based funds	\$4,630.00
Title I Resource Teacher	Resource teacher to work with PLCs, MTSS for academics and behavior, oversee Title I school program, SI, staff development, parent involvement, etc.	Title I school based funds	\$14,347.00
Supplies related to staff development activities	Materials for make-n-takes, books, related learning, printing material, etc	Title I school based funds	\$500.00
Reading association registration fees	Registration for Bay Co. Reading Association Winter reading conference	Title I school based funds	\$400.00
Stipends for professional development or substitutes	Substitutes	Title I school based funds and district	\$2,081.00
			Subtotal: \$21,958.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Educational Academic Field Trips	Field Trips related to unit lesson plans and Standards	Title I School Based funds	\$900.00
Two classroom teachers-Lower student to teacher ratio,	Instructional Salaries and benefits	Title I School Based Funds	\$21,153.00
Intervention Teacher- support in MTSS Tier III	Instructional Salary and benefits	District Title I	\$51,078.00
Paraprofessional salaries- Lower student to adult ratio	Paraprofessional salaries and benefits	District Title I	\$98,904.00
			Subtotal: \$172,035.00
			Grand Total: \$197,226.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.					
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barrier	<p>1. ELL students will be provided RtI in vocabulary when deemed appropriate.</p> <p>2. The ELL Liaison will provide small group instruction to increase listening and speaking of the English language.</p> <p>3. ELL students will work in small groups with English-first students to build listening and speaking skills.</p> <p>4. ELL students will be given socialization opportunities in classroom and around school to build English listening and speaking skills.</p>	<p>Guidance Counselor- Leslie Gorman</p> <p>Administration- Kathleen Schmidt and Deborah Dixon</p>	<p>Analysis of lesson plans and RtI Intervention Plans</p>	<p>Lesson Plans</p> <p>Progress Monitoring for RtI</p>
2	Lack of Parent Involvement due to Language Barrier	<p>1. Title I will provide Spanish Heritage Night with an interpreter in which all Title I, School Improvement, academic and other information will be presented and translated.</p> <p>2. An interpreter will be provided for Parent Involvement events.</p> <p>3. An interpreter will be provided at all SACs meetings.</p> <p>4. Title I, student assessment, PIRC and other information will be provided to ELL parents in Spanish.</p> <p>5. A translator will be provided at Parent Conferences.</p>	<p>Title I Resource Teacher- Paula Kaye Jones</p> <p>Parent Liaison- Carol Garner</p>	<p>Parent Involvement Plan</p> <p>Parent Survey</p> <p>Feedback</p> <p>Number of Parents participating in events</p>	<p>PIP</p> <p>Sign in sheets</p> <p>Survey Results</p>
	Lack of Background Knowledge	<p>1. Classroom teachers will use high-level of technology in classroom</p>	<p>Administration- Kathleen Schmidt and Deborah</p>	<p>Analysis of lesson plans and data collected through classroom</p>	<p>Lesson plans</p> <p>Walkthrough data</p>

3		<p>to provide ELL students with a wealth of learning experiences.</p> <p>2. Classroom teachers will use a variety of hands-on learning opportunities, incorporating a wealth of vocabulary.</p> <p>3. ELL students will work in small groups with English-first students to build listening and speaking skills.</p> <p>4. ELL students will be given socialization opportunities in classroom and around school to build English listening and speaking skills.</p> <p>5. ELL Liaison will provide experiences to help build background knowledge and build connection between existing knowledge and acquired knowledge.</p>	Dixon	walkthroughs	
4	Lack of Learning Resources at Home	<p>1. LM will provide at-home learning materials in Spanish and English to increase student learning.</p> <p>2. ELL students will be provided access to the TOTES (Take home) material checkout program.</p> <p>3. Title I will provide at-home learning activities accessed from PIRC website.</p>	Parent Liaison- Carol Garner	<p>Analysis of students participating in programs</p> <p>Analysis of parents participating in Parent Workshops</p>	<p>TOTES checkout logs</p> <p>Parent workshop sign in sheets</p>
5	Lack of Learning Materials for the Classroom	<p>1. Based on individual needs, ELL students will participate in the Imagine Learning and Rosetta Stone program</p> <p>2. LM will work with the district (Sallie Gentilli) to access learning materials that increase student listening and speaking.</p>	Kimberlee Bateman and Tracy Frigon- Computer lab managers	Data collected from computer programming, analysis of use of materials	<p>Computer reports</p> <p>Resource checkout logs</p>
6	ELL students working below grade level	<p>1. ELL students will be placed in RtI when deemed appropriate</p> <p>2. ELL students will be placed in programs that help accelerate listening and speaking skills (ie SRA, Imagine Learning, Rosetta Stone, SuccessMaker, etc.)</p> <p>3. LM will follow federal, state, and district policy in serving ELL students (ie screening, assessing, LEPs, accommodations, ESOL certification, etc.)</p>	Guidance Counselor- Leslie Gorman RtI Progress Monitoring Team Computer lab Manager	<p>Analysis of reports pulled from computer programs</p> <p>RtI progress monitoring data</p> <p>Documentation in guidance files following federal, state and local guidelines.</p>	<p>Progress monitoring data</p> <p>guidance files</p> <p>Computer reports</p>

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

<p>2. Students scoring proficient in reading.</p> <p>CELLA Goal #2:</p>	<p>In 2013, 40% (16) of ELL students will score at proficiency level in reading.</p>
---	--

2012 Current Percent of Students Proficient in reading:

According to 2012 CELLA data, 33% (13) of ELL students scored at proficient level 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	<p>ELL students performing below grade level in reading</p>	<p>1. ELL students will be placed in RtI based upon individual needs and appropriateness 2. ELL students will participate in accelerated, research-based programs such as Imagine Learning, Rosetta Stone, SuccessMaker, SRA 3. Classroom teachers will continually assess and monitor progress and make changes to instructional plans, based on data 4. Teachers will access Title I Checkout room and Reading Checkout Room to provide a variety of materials and instructional strategies for increased reading achievement for ELL 5. The school will work with district ESOL coordinator to access resources related to reading achievement. 6. Classroom teachers will provide small group instruction in reading for remediation, acceleration and individualized instruction. 7. LM will follow federal, state, and district policy in serving ELL students (ie screening, assessing, LEPs, accommodations, ESOL certification, etc.)</p>	<p>RtI Progress Monitoring team Computer lab manager Administration Media Specialist Guidance Counselor</p>	<p>Analysis of RtI Progress monitoring, computer program reports, Title I checkout logs, lesson plans and Instructional Focus Calendars</p>	<p>RtI Data Computer reports Checkout logs Lesson Plans IFCs</p>
2	<p>Lack of English vocabulary</p>	<p>1. ELL students will receive RtI for vocabulary when deemed appropriate 2. ELL Liaison will work with ELL students in small group setting to build English vocabulary 3. ELL students will participate in Imagine Learning, Rosetta Stone and/or SuccessMaker</p>	<p>RtI Progress Monitoring team Computer lab manager Administration ELL Liaison</p>	<p>Analysis of RtI Progress monitoring, computer program reports, and lesson plans</p>	<p>RtI Progress monitoring Computer reports Lesson Plan documentation</p>

		4. Classroom teachers will provide a wealth of vocabulary activities in the reading block and across all academic subjects.			
3	Lack of Background Knowledge	1. Classroom teachers will use high-level of technology in classroom to provide ELL students with a wealth of learning experiences. 2. Classroom teachers will use a variety of hands-on learning opportunities, connecting prior knowledge and new knowledge to reading instruction/materials. 5. ELL Liaison will provide experiences to help build background knowledge related to reading instruction.	Administration- Kathleen Schmidt and Deborah Dixon	Analysis of lesson plans and instructional focus calendars	Lesson plans IFCs
4	Lack of At-Home Learning Materials	1. Title I will provide at-home learning books through TOTES program that partners English passage with Spanish passage of books 2. Title I will provide Parent Workshops giving at-home learning ideas/materials on working with your child in reading. Title I will provide parent information in Spanish to ELL parents.	Parent Liaison- Carol Garner	Analysis of ToTeS Checkout log, teacher feedback and documentation through Parent Involvement Plan ELL Parent Evaluations and participation in workshops	TOTES checkout logs Survey Results Parent Involvement Plan

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

3. Students scoring proficient in writing.

CELLA Goal #3:

For the year 2013, 25% (10) students will score at proficiency level on CELLA writing.

2012 Current Percent of Students Proficient in writing:

2012 CELLA results indicate that 18% (7) of ELL students scored at proficiency level 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	Unfamiliarity with written English	1. ELL students will receive small group instruction with ELL Liaison incorporating writing instruction on individual level. 2. ELL students will be engrossed with rich literature for exposure to English writing style at every level. 3. 4th grade ELL	Administration- Kathleen Schmidt Deborah Dixon	Analysis of lesson plans	Lesson plans

		students will participate in small group learning focused on the writing process			
2	Students working significantly below grade level	<ol style="list-style-type: none"> Accommodations will be provided to ELL students as deemed appropriate through LEP plan ELL students will be continuously assessed on progress in writing instruction ELL students will participate in daily writing block ELL students will only be placed with ESOL Certified teachers. 	Administration- Kathleen Schmidt and Deborah Dixon Guidance Counselor- Leslie Gorman	Analysis of lesson plans and monitoring of LEP plan implementation	Lesson Plans LEP Plans

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Materials provided for ELL students are included in specific academic areas and provided to all students in need	See reading, math, writing and science goals	Title I School based funds	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Elementary School Mathematics Goals

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

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

<p>1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.</p> <p>Mathematics Goal # 1a:</p>	<p>Overall, students in math on 2012 FCAT math assessment- 58%. This is in comparison to 64% (138) in 2011. When analyzing specific grade levels, 3rd grade achieved -- average point score below the state and district in Geometry/Meaning and Fractions and -- average point scores below in Operations/Prob/Statistics. In fourth grade, student scores --- that of district and state in the area of Geometry/Meaning and scores fell --- score below state and district in the areas of Operations/Problems and Base Ten/Fractions. Fifth grade students performed ---- with district and state in Geometry/Meaning. They scored ---- district and state by ---score in Exp/Equ/Statistics and --- with state but --- below district in the area of Base Ten/Fractions.</p>
---	---

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

Based on 2012 FCAT data, 58% of students tested in math achieved proficiency level (level 3 or above)	On the 2013 Math FCAT test, 64% of students tested will score at proficiency level or higher on FCAT 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	Lack of Background Knowledge	Teachers will use research-based strategies and practices to increase background knowledge (ie Marzano, Ruby Payne, CRISS, Charlotte Danielson)	Kathleen Schmidt Principal Debra Dixon Administrative Assistant	Review of lesson plans, classroom walkthroughs	Walkthrough data, lesson plans, District Rubric
2	Various rates of response to curriculum and levels of learners	Tier 1 1. Teachers will differentiate instruction 2. Teachers will use a variety of instructional strategies and materials (CRISS, Mental Models, Ruby Payne, Title I checkout materials, hands-on literacy centers) 3. Teachers will analyze data (ie Discovery Education Assessment, CBA) and adjust Instructional Focus Calendars accordingly 4. Teachers will discuss research-based practices, work together to solve problems and plan as a team in PLCs. 5. Title I dollars will be used to fund instructional and paraprofessional salaries to lower student/adult ratio in the classroom	Kathleen Schmidt Principal Debra Dixon Administrative Assistant	Review of lesson plans, classroom walkthroughs PLC Notes Teacher and Paraprofessional schedules and review of baseline/midyear data	Walkthrough data, lesson plans, District Rubric, Copies of IFCs, Data Chats
	Students not responding at appropriate levels to core curriculum or	Tier II 1. Students will participate in district	RtI Review Team, Guidance Counselor,	Individual student RtI data	Universal screeners, Student progress

3	differentiated instruction	<p>approved research-based interventions for 30 minutes a day based on reading/math needs.</p> <p>Tier III</p> <p>2. Students not responding at an appropriate rate to Tier I or II will receive an additional 30 minutes of support in district approved interventions.</p> <p>3. Selected teachers and staff will be assigned to grade levels to help administer RtI interventions and conduct progress monitoring.</p>			monitoring graphs
4	Teacher knowledge base of new standards, new grade level curriculum and/or district appraisal system	<p>1. Teachers will participate in summer curriculum development to review standards and develop instructional focus calendars for the year.</p> <p>2. Teachers will participate in summer training provided by district</p> <p>3. Training and book studies on Common Core Standards and research-base practices will take place in achievement committees and PLCs</p> <p>4. Follow-up on last year's book study of Charlotte Danielson will be conducted in PLCs and Achievement Committees</p> <p>5. Teachers are requesting Kagan and CRISS training so school leadership team will connect with district to see what is available for on-school site training in these two areas.</p> <p>6. New national standards emphasize students learning to learn, so training opportunities will focus on resources and strategies that require higher order thinking skills, skills encouraging students to become problem solvers and students being in command of their learning material.</p> <p>7. Staff development focusing on text complexity will be conducted for all subject areas.</p>	Kathleen Schmidt-Principal Debbie Dixon-Administrative Assistant	Submitted Instructional Focus Calendars will be reviewed; teacher feedback through PLC meetings and Achievement Committees	Committee notes, training notes and Summer Curriculum Development summaries
5	Attendance	1. Teachers and staff will follow attendance plan as outlined under Attendance Goal.	Kathleen Schmidt-Principal Leslie Gorman-Guidance Counselor	Review of attendance data	FOCUS attendance data
	Behavior	1. Teachers will use a variety of learning	Guidance Counselor- Leslie	Review of technology data and survey , review	RtI data Technology

6		<p>strategies and techniques to engage students (ie CRISS, Mental Models, Ruby Payne, Charlotte Danielson)</p> <p>2. Students will participate in Schoolwide PBS</p> <p>3. Appropriate students will receive RtI for behavior.</p> <p>4. Modern technology will be placed in all classrooms to increase student motivation.</p> <p>5. Teachers and staff will work with Crisis Intervention Teacher.</p> <p>6. School-wide implementation plan for behavior will be in full effect for beginning of 2012-2013 school year.</p>	Gorman Principal- Kathleen Schmidt	of RtI paperwork	printout
7	Lack of Parent Involvement	<p>1. A variety of parent workshops and learning opportunities will be offered throughout the year.</p> <p>2. Information on standards, assessments, RtI, etc will be given to parents throughout the year.</p> <p>3. Parents will participate in TOTES learning materials checkout</p> <p>4. Strategies as outlined in schoolwide RtIB implementation plan will be used to increase participation in parent conferences, CSTs, and other meetings.</p> <p>5. Parents participation in activities on campus will be recognized through Patriot Penny system.</p> <p>6. Other strategies as outlined in Parent Involvement Plan.</p>	Carol Garner- Parent Liaison Paula Kaye Jones- Title I Resource Teacher	Parent Involvement Plan	Data collected and reported through Parent Involvement Plan
8	Teacher support/planning in analyzing data	<p>1. PLCs objectives and activities will be structured and guided by administration.</p> <p>2. Resource staff will provide support and guidance in data analysis within the PLCs (i.e. Literacy Coach, Title I Resource Teacher, Crisis Prevention Teacher, ESE Resource)</p> <p>3. In addition to analysis of classroom assessment data, PLCs will analyze Discovery Education Data at baseline, midyear and end of year with a guiding format and support from expert staff.</p> <p>4. Progress monitoring will take place monthly by RtI problem solving</p>	Kathleen Schmidt and Deborah Dixon- Administration Paula Kaye Jones- Resource Teacher Tracy Rogers- Literacy Coach	Analysis of data analysis, PLC notes and feedback Analysis of progress monitoring notes and team minutes	Data Analysis reports PLC notes RtI Team minutes

		team with teacher input.			
9	Lack of Parent Involvement	Math committee will incorporate PBS student reinforcement system into school parent functions, providing Patriot Pennies to all students attending schoolwide math events with parent and/or guardian.	Math Committee Chair- Wanda Giles	Monitor attendance of Parent events	Parent sign-in sheets.
10	Lack of quality instruction	Teachers will participate in lesson studies	Stacie Eckles	Review of developed lesson studies	Copies of lesson studies
11	Lack of teacher support in higher math concepts	1. Each grade level will identify the math "go to" or "expert" so that teachers will have a starting point when in need of direction. 2. Title I funds will be used to fund professional books for teachers (Van de Walle- Teaching Student Centered Mathematics) and book studies will be conducted through PLCs. 3. Math Committee Members will develop and implement some teaching centers from this book to report back to Math Committee. Effective lessons will be shared in PLCs.	Math Chairperson- Wanda Giles	Analysis of teacher feedback, Math Committee minutes and PLC minutes	Teacher survey PLC minutes Math Committee feedback
12	Lack of student motivation/self-confidence in Math	1. Teachers will implement research-based, motivating, hands-on learning opportunities to support classroom instruction. 2. Students will be provided cooperative learning opportunities in the classroom. 3. Teachers will use highly-effective and engaging SMART classroom technology in math.	Administration- Kathleen Schmidt and Deborah Dixon	Analysis of teacher lesson plans and Instructional Focus Calendars	Lesson Plans Instructional Focus Calendars

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	According to 2012 FCAT math test data, 18%(33) of students tested achieved a level 4 or 5. This is compared to 26% (54) in 2011, 32% in 2010, 28% in 2009 and 45% in 2008.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2011 FCAT math results indicate 18%(33)of tested students achieved level 4 or 5.	For 2013 FCAT math test, at least 25% (47) of students will achieve level 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenging higher level students while meeting the needs of a wide range of levels	Teachers will use differentiated instruction in reading and provide enrichment for accelerated students (Danielson, Bloom's, literacy centers, reading labs, science labs, math centers mental models, learning modalities, Harcourt Enrichment activities).	Principal- Kathleen Schmidt Debbie Dixon-Administrative Assistant	Classroom Walkthroughs and documentation District Rubric	Instructional Focus Lesson Plan Templates District Rubric
2	Attendance/Tardies	Implement highly-structured attendance intervention plan for chronic absentees and tardies	Kathleen Schmidt-Principal Leslie Gorman-Guidance Counselor	Decrease of absentees	FOCUS Attendance Data CST meeting notes
3	Behavior	1. Teachers will use high level of technology to motivate student learning 2. Teachers will provide enrichment to students working above typical student performance level. 3. Teachers will adjust Instructional Focus Calendars and instructional lessons to provide higher level learning activities, based on data	Kathleen Schmidt-Principal	Analysis of Instructional Focus Calendar and lesson plans Classroom walkthroughs	Walkthrough data Lesson Plan and IFC documents
	Teacher support/planning in analyzing data	1. PLCs objectives and activities will be structured and guided by administration. 2. Resource staff will provide support and guidance in data analysis within the PLCs (i.e. Literacy Coach, Title I	Kathleen Schmidt and Deborah Dixon-Administration Paula Kaye Jones-Resource Teacher Tracy Rogers-Literacy Coach	Analysis of data analysis, PLC notes and feedback	Data Analysis reports PLC notes

4		Resource Teacher, Crisis Prevention Teacher, ESE Resource) 3. In addition to analysis of classroom assessment data, PLCs will analyze Discovery Education Data at baseline, midyear and end of year with a guiding format and support from expert staff.			
5	Lack of student motivation/self-confidence in Math	1. Teachers will implement research-based, motivating, hands-on learning opportunities to support classroom instruction. 2. Students will be provided cooperative learning opportunities in the classroom. 3. Teachers will use highly-effective and engaging SMART classroom technology in math.	Administration-Kathleen Schmidt and Deborah Dixon	Analysis of teacher lesson plans and Instructional Focus Calendars	Lesson Plans Instructional Focus Plans

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	According to 2011 FCAT data for the number of students making learning gains, 50% (94) of all students achieved at least a year's growth. This is compared to 57% (70) in 2011 and 63% in 2010.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT data, 50% (94) of students tested in math made a learning gain (at least one year's growth).	For 2013 FCAT Math test, 100% (187) of students tested will make at least one year's growth.

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	Consistent patterns of student low achievement in individual classes.	<ol style="list-style-type: none"> 1. Provide training and support for struggling teachers. 2. Conferencing through administrative data chats. 3. Focus coaching services in selected classrooms. 4. Nonrenewal (as contract status allows) 5. Transfer of teacher grade level teaching assignment for better fit. 	Principal- Kathleen Schmidt	Analysis of FCAT scores and progress monitoring data	FCAT, Discovery Education assessment, Successmaker, READ 180 data
2	Time restraints in catching learning problems early	<ol style="list-style-type: none"> 1. PLCs will work together to monitor student progress and analyze data. 2. Teachers will modify Instructional Focus Calendars based on student needs. 3. Teachers will use all necessary resources to remediate struggling students (RtI interventions, paraprofessionals, differentiated instruction, highly effective strategies). 4. Teachers will participate in data chats and assessment meetings with administrator. 5. Students scoring below level on Universal Screener will begin the RtI process 	PLC leaders Principal- Kathleen Schmidt	Review of IFCs, Baseline/midyear data, review of RtI Data	IFCs, Discovery Education Reports, READ 180 Reports, RtI progress monitoring data
3	Behavior	<ol style="list-style-type: none"> 1. Teachers will use a variety of learning strategies and techniques to engage students (ie CRISS, Mental Models, Ruby Payne) 2. Students will participate in Schoolwide PBS 3. Appropriate students will receive RtI for behavior. 4. Modern technology will be placed in all classrooms to increase student motivation. 5. Teachers and staff will work with Crisis Intervention Teacher. 6. RtIB Schoolwide Implementation Plan will begin full force for beginning of 2012-2013 school year. 	PBS Team Guidance Counselor Crisis Prevention Teacher Title I Resource Teacher	Review of PBS schoolwide data, technology data and survey , review of RtI paperwork	Discipline report data, RtI Behavior progress monitoring
4	Attendance	Teachers and staff will follow attendance plan as outlined under Attendance Goal.	Kathleen Schmidt-Principal Leslie Gorman-Guidance Counselor	Review of attendance data	FOCUS attendance data
	Teacher support/planning in analyzing data	1. PLCs objectives and activities will be	Kathleen Schmidt and Deborah	Analysis of data analysis, PLC notes and feedback	Data Analysis reports

5		structured and guided by administration. 2. Resource staff will provide support and guidance in data analysis within the PLCs (i.e. Literacy Coach, Title I Resource Teacher, Crisis Prevention Teacher, ESE Resource) 3. In addition to analysis of classroom assessment data, PLCs will analyze Discovery Education Data at baseline, midyear and end of year with a guiding format and support from expert staff. 4. Progress monitoring will take place monthly by RtI problem solving team with teacher input.	Dixon-Administration Paula Kaye Jones-Resource Teacher Tracy Rogers-Literacy Coach	Analysis of progress monitoring notes and team minutes	PLC notes RtI Team minutes
6	Lack of time to schedule math RtI with so many in reading RtI	1. Schoolwide, a few students scoring significantly below math grade level will be selected to enter RtI math 2. The RtI Intervention planning team will work with teachers to explore easy to implement math intervention strategies 3. The new DIBELS math progress monitoring program will be used to monitor progress of intervention	Title I Resource Teacher- Paula Kaye Jones	Analysis of progress monitoring results paired with teacher feedback of capability of implementing	Schedules Progress monitoring results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	Overall, 55%(103) of students in the lowest quartile made at least one year's growth on the 2012 FCAT assessment. This
---	--

Mathematics Goal #4:	is compared to 73%(23)in 2011, 58% in 2010, 67% in 2009 and 77% in 2008.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT data, 55%(103) of students in the lowest quartile made a learning gain (at least one year's growth).	On the 2013 FCAT Math test, 100% (34) of students tested will make at least one year's growth.

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	Various rates of response to curriculum and levels of learners	<p>Tier 1</p> <ol style="list-style-type: none"> Teachers will differentiate instruction Teachers will use a variety of instructional strategies and materials (CRISS, Mental Models, Ruby Payne, Title I checkout materials, hands-on literacy centers) Teachers will analyze data (ie Discovery Education Assessment, CBA) and adjust Instructional Focus Calendars accordingly Teachers will discuss research-based practices, work together to solve problems and plan as a team in PLCs. Title I dollars will be used to fund instructional and paraprofessional salaries to lower student/adult ratio in the classroom 	Principal- Kathleen Schmidt Administrative Assistant- Debbie Dixon	Review of lesson plans, classroom walkthroughs PLC Notes Teacher and Paraprofessional schedules and review of baseline/midyear data	Walkthrough data, lesson plans, District Rubric, Copies of IFCs, Data Chats
2	Students not responding at appropriate levels to core curriculum or differentiated instruction	<p>Tier II</p> <ol style="list-style-type: none"> Students will participate in district approved research-based interventions for 30 minutes a day based on reading/math needs. <p>Tier III</p> <ol style="list-style-type: none"> Students not responding at an appropriate rate to Tier I or II will receive an additional 30 minutes of support in district approved interventions. Selected teachers and staff will be assigned to grade levels to help administer RtI interventions and conduct progress monitoring (ie AYP teacher and ESE teachers). 	RtI Review Team, Guidance Counselor,	Individual student RtI data	Universal screeners, Student progress monitoring graphs
	Behavior	<ol style="list-style-type: none"> Students in need of RtIB will begin Tier ii behavior interventions. Schoolwide implementation of RtIB 	PBS Team Administration	Analysis of schoolwide PBS Plan, classroom implementation plans and RtIB Plans	Progress monitoring for RtIB PBS classroom implementation plans

3		plan will begin full force for 2012-2013 school year. 3. Teachers will implement PBS Schoowide plan and classroom strategies.			
4	Teacher support/planning in analyzing data	1. PLCs objectives and activities will be structured and guided by administration. 2. Resource staff will provide support and guidance in data analysis within the PLCs (i.e. Litaracy Coach, Title I Resource Teacher, Crisis Prevention Teacher, ESE Resource) 3. In addition to analysis of classroom assessment data, PLCs will analyze Discovery Education Data at baseline, midyear and end of year with a guiding format and support from expert staff. 4. Progress monitoring will take place monthly by RtI problem solving team with teacher input.	Kathleen Schmidt and Deborah Dixon-Administration Paula Kaye Jones-Resource Teacher Tracy Rogers-Literacy Coach	Analysis of data analysis, PLC notes and feedback Analysis of progress monitoring notes and team minutes	Data Analysis reports PLC notes RtI Team minutes
5	Lack of time to schedule math RtI with so many in reading RtI	1. Schoolwide, a few students scoring significantly below math grade level will be selected to enter RtI math 2. The RtI Intervention planning team will work with teachers to explore easy to implement math intervention strategies 3. The new DIBELS math progress monitoring program will be used to monitor progress of intervention	Title I Resource Teacher- Paula Kaye Jones	Analysis of progress monitoring results paired with teacher feedback of capability of implementing	Schedules Progress Monitoring Results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # The targeted AMO for 2013 is 53.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49	53	58	63	67	

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:	For students in the black subgroup 28% achieved AYP on 2012 Math FCAT assessment. This is compared to 48%(24) in 2011, 53% in 2010, 2009 (52%) and 2008 (46%).
2012 Current Level of Performance:	2013 Expected Level of Performance:

According to 2012 FCAT results, 28% of students in the black subgroup achieved adequate yearly progress.			On the 2013 FCAT Math test, 41% of students tested will score at proficiency level.		
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	Cultural differences among students and instructors	1. Implement Ruby Payne strategies 3. Training in working with all parents and families.	Principal- Kathleen Schmidt Title I District Staff Paula Kaye Jones- Title I Resource Teachers	Teacher feedback in PLCs	Parent Involvement training documentation, Parent Involvement Plan documentation
2	Lack of time in determining needs	1. Teachers will work with PLCs and Instructional support staff to analyze Discovery Education data for students 2. Students performing below proficiency level on Universal screener will begin the RtI process. 3. Continue progress monitoring throughout the year (Discovery Education, Curriculum Based Assessment and RtI).	Principal- Kathleen Schmidt PLC Teams RtI Team	Analysis of assessment data	Discovery Education data reports
3	Behavior	1. Teachers will use a variety of learning strategies and techniques to engage students (ie CRISS, Mental Models, Ruby Payne, Danielson) 2. Students will participate in Schoolwide PBS 3. Appropriate students will receive RtI for behavior. 4. Modern technology will be placed in all classrooms to increase student motivation. 5. Teachers and staff will work with Crisis Intervention Teacher.	Kathleen Schmidt- Principal Leslie Gorman- Guidance Counselor	Review of technology data and survey , review of RtI paperwork, PBS schoolwide data	RtI data Technology printout Discipline Reports
4	Attendance	1. Teachers and staff will follow attendance plan as outlined under Attendance Goal.	Principal- Kathleen Schmidt Guidance Counselor- Leslie Gorman	Review of attendance data	FOCUS attendance data

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:	Analysis of the 2012 FCAT scores indicates that 26% of students in the ELL subgroup achieved AYP. This is in comparison to 38% in 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT results 26% of students in the ELL	

subgroup achieved adequate yearly progress. Current baseline data is collected through Discovery Education Reading Assessment.

For the 2013 FCAT Math test, at least 48% of students in the ELL subgroup will perform at proficiency level.

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	Less access to regular education setting	<ol style="list-style-type: none"> 1. Students in full time ESE setting will be included in all schoolwide events and functions 2. ESE teachers will participate in grade level PLCs if applicable 3. Full time ESE classes and regular education classes will partner for group activities 4. ESE teachers will continue to be given same access as general education teachers to all school resources. 5. LRE will be followed to the fullest extent based upon individual needs 	Principal- Kathleen Schmidt Administrative Assistant- Deborah Dixon	Documentation of schoolwide events PLC notes Summer Curriculum Development sign in sheets	PLC notes Sign in sheets Resource checkout sheets
2	Performance below grade level for some Students with Disabilities	<ol style="list-style-type: none"> 1. Students with Disabilities will participate in research based curriculum/instruction accelerating learning rate (ie Read 180, Number Worlds, SRA, etc.) 2. Students with Disabilities will participate in small group learning providing remediation and enrichment based on individual needs 3. Students with disabilities will be continuously assessed to determine learning needs and to formulate instruction. 4. Full day paraprofessionals will be placed in full time ESE classrooms 	Administration- Kathleen Schmidt and Deborah Dixon	Analysis of Lesson Plans and Instructional Focus Calendars	IFCs and Lesson Plans
3	Families dealing with outside stressors such as deportation of fathers and siblings, some students even facing abandonment	<ol style="list-style-type: none"> 1. ELL Parent Liaison will work closely with families to identify students who are facing crisis 2. Title I Department will develop strong working relationship with family to offer support to students in crisis 3. Students will receive counseling through guidance to help work through fears. 4. Title I Department will work with outside agencies to help access needed resources for students/families (ie food, clothing, shelter) 	Title I Resource Teacher- Paula Kaye Jones Guidance Counselor- Leslie Gorman	Analysis of documentation of services to families and CST notes	Guidance folders

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:	For 2012, 32% of the SWD subgroup achieved AYP. This is in comparison to 50% (30) in 2011, 57% in 2010, 53% in 2009 and 48% in 2008.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT results, 32% of students with disabilities achieved adequate yearly progress.	On the 2013 FCAT Math test at least 43% of students tested will perform at proficiency level.

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	Behavior	1. Participation in Schoolwide PBS plan 2. Implement individualized student behavior plans based on student interest surveys. 3. Implement motivational strategies/resources (Read 180, Earobics, Title I Checkout materials, updated technology, Successmaker new version, Discovery Ed)	IEP Case manager PBS Team Dr. Paula Kaye Jones- Title I District Resource Teachers	Monitor data for patterns of decrease in inappropriate behaviors.	Student Behavior Data
2	Students working below grade level	1. Analyze data to find weaknesses and gaps in learning. 2. Individualized instruction 3. Access to computer-based instruction 4. Increased use of technology in the classroom for motivation. 5. Implement rigorous progress monitoring tools and analyze for growth and effectiveness of interventions	IEP case manager Paula Kaye Jones- Title I Resource Teacher	Progress Monitoring weekly/bi-weekly probes, ThinkLink, and Curriculum Based Assessment	Discovery Education Data reports Progress monitoring reports
3	Scheduling problems due to extra services needed for some students	1. Students will not be allowed to be pulled from reading/math block. 2. Service providers will work with PLCs to develop schedules for maximum student learning.	Classroom teachers Service Providers	Monitor student schedules	Student Schedules
4	Student lack of basic necessities at home- In 2011-2012 LMES served approximately 150 homeless students, others were finding it hard to access food, clothing, rent/electricity payment, etc. (This goal is being addressed under SWD because we have experienced a large number of occurrences of these situations within our SWD population)	1. Continue backpack program on weekend- last year serving approximately 200 students. 2. Hold mobile food pantries during crucial times of the year (ie Spring Break, Holiday breaks, summer) sponsored by business partners and food accessed through Feeding America 3. Access district clothing resources and other resources through	Title I Resource Teacher- Paula Kaye Jones Parent Liaison- Carol Garner	Document family needs and community resources that are accessed	Community resource logs Sign in sheets for events such as Food Pantries and Holiday dinners

		Kay Daniels 4. Seek out business partners to fund dire situations that are forcing homelessness (last year business partners helped fund housing, electricity, food, clothing, etc for many of our families)			
5	Lack of understanding of families in poverty with some teachers of middle class perceptions	1. Title I Resource teacher will work with faculty and staff in understanding difference in cultural norms 2. Meaningful parent involvement activities will be planned and held to develop a better connection between parents and staff. 3. Update Ruby Payne Poverty Training for new teachers and others new to Title I School.	Title I Resource Teacher- Paula Kaye Jones Parent Liaison- Carol Garner	Documentation of training held with faculty and PLCs Sign In sheets for Ruby Payne Poverty Training	Sign in sheets PLC/Faculty notes Parent Sign in sheets

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:	For 2012, 38% of the Economically Disadvantaged subgroup achieved AYP. This is in comparison to 61%(112) in 2011, 70% in 2010, 62% in 2009 and 69% in 2008.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT results, 38% of economically disadvantaged students achieved adequate yearly progress.	On the 2013 FCAT Math test, at least 50% of students tested will perform at proficiency level.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge/ Lack of Language Experiences	1. Differentiated small group lessons 2. language vocabulary experiences such as vocabulary boxes, integrated math vocabulary 3. Remediation using SRA reading/science labs Highly effective, research-based strategies (CRISS, Ruby Payne, Mental Models, Marzano, higher order questioning, Danielson) 4. Tampa Reads Vocabulary program 5. Hands-on math learning opportunities	Principal- Kathleen Schmidt Academic Achievement Committees	Lesson Plans, Classroom Walkthroughs Data Chats, Classroom Based Assessments, Instructional Focus Lesson Plans	Asssment data, Baseline/midyear review, classroom walkthrough data, district rubric
2	Lack of parent support	1. Train, conference and involve parents in making them aware of available resources 2. Utilize parent liaison to work with select struggling students and	Parent Liaison- Carol Garner	Review of Parent Involvement Plan and corresponding data	Parent Involvement Plan data

		families 3. Utilize TOTES at home learning resources. 4. Provide a variety of parent workshops in academic subjects.			
3	Lack of at-home resources	1. Access homeless resources provided by district. 2. Strongly encourage enrollment in SES tutoring. 3. Continue community partnerships to access educational resources. 4. Make and take workshops for at-home learning materials	District Homeless staff Carol Garner- Parent Liaison Guidance Counselor- Leslie Gorman District SES Coordinator	Documentation of enrollment in SES, homeless, and community partners.	Enrollment data; Businesspartner forms
4	Poor Attendance	Implement structured plan to address patterns of nonattendance (see attendance goal)	Principal- Kathleen Schmidt Guidance Counselor- Leslie Gorman	Monitor attendance patterns	FOCUS data
5	Student lack of basic necessities at home- In 2011-2012 LMES served approximately 150 homeless students, others were finding it hard to access food, clothing, rent/electricity payment, etc.	1. Continue backpack program on weekend- last year serving approximately 200 students. 2. Hold mobile food pantries during crucial times of the year (ie Spring Break, Holiday breaks, summer) sponsored by business partners and food accessed through Feeding America 3. Access district clothing resources and other resources through Kay Daniels 4. Seek out business partners to fund dire situations that are forcing homelessness (last year business partners helped fund housing, electricity, food, clothing, etc for many of our families) 5. Make sure students are accessing free breakfast program even when arriving late at school.	Title I Resource Teacher- Paula Kaye Jones Parent Liaison- Carol Garner Lunchroom Managers	Document family needs and community resources that are accessed	Community resource logs Sign in sheets for events such as Food Pantries and Holiday dinners
6	Student lack of basic necessities at home- In 2011-2012 LMES served approximately 150 homeless students, others were finding it hard to access food, clothing, rent/electricity payment, etc.	1. Continue backpack program on weekend- last year serving approximately 200 students. 2. Hold mobile food pantries during crucial times of the year (ie Spring Break, Holiday breaks, summer) sponsored by business partners and food accessed through Feeding America 3. Access district clothing resources and other resources through Kay Daniels 4. Seek out business partners to fund dire situations that are	Title I Resource Teacher- Paula Kaye Jones Parent Liaison- Carol Garner	Document family needs and community resources that are accessed	Document family needs and community resources that are accessed

		forcing homelessness (last year business partners helped fund housing, electricity, food, clothing, etc for many of our families)			
7	Lack of understanding of families in poverty with some teachers of middle class perceptions	1. Title I Resource teacher will work with faculty and staff in understanding difference in cultural norms 2. Meaningful parent involvement activities will be planned and held to develop a better connection between parents and staff. 3. Update Ruby Payne Poverty Training for new teachers and others new to Title I School.	Title I Resource Teacher- Paula Kaye Jones Parent Liaison- Carol Garner	Documentation of training held with faculty and PLCs Sign In sheets for Ruby Payne Poverty Training	Documentation of training held with faculty and PLCs Sign In sheets for Ruby Payne Poverty Training

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
Book Study- Van de Walle Teaching Student Centered Mathematics- Grade levels will focus on one section and PLCs will be structured around deeper learning with structured focus questions in each PLC session. This will be repeated each nine weeks	All grade levels- math	Administration Math Chair- Wanda Giles and PLC leaders	Schoolwide within PLCs	Continuous throughout the year. New sections focused on each nine weeks	Follow-up will be continuous throughout PLCs	Administration and Math Chair
Core math standards training and curriculum development	All classroom and appropriate support staff	Summer 2012- Serenity Anderson 2013- TBA	All classroom and appropriate support staff	Summer	Follow-up will be continuous through PLCs and revisiting and updating IFCs	Administration Title I Resource Teacher
Core math standards Deeper understanding	All grade levels- math	Kimberlee Rega Amy Dodge	Schoolwide	Pre school inservice training	Follow up will be continuous through PLCs	Administration
Training on available resources at Lucille Moore	All grade levels- math	Tracy Frigon- Media Specialist	Schoolwide	Pre school inservice training	Follow up will be continuous throughout the year in the Media Center conducted by Media Specialist	Tracy Frigon- Media Specialist Wanda Giles- Math Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Research based strategies and instructional materials	Math instructional materials, curricular materials, RtI materials, Math learning center materials	Title I School Funds	\$2,033.00
			Subtotal: \$2,033.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Resources for teachers	Updated computer for resource teacher	Title I Resource Teacher	\$700.00
			Subtotal: \$700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Stipends summer planning	Wages and benefits for curriculum work or training completed in the summer	Title I School Based funds	\$4,630.00
Resource Teacher	Resource teacher to work with PLCs, MTSS for academics and behavior, oversee Title I school program, SI, staff development, parent involvement, etc.	Title I School Based funds	\$14,347.00
Substitutes for staff development or curriculum development	Substitutes	Title I School Based funds	\$495.00
Instructional supplies and materials	Materials for make-n-takes, books, related learning, printing material, etc	Title I School Based funds	\$1,000.00
Stipends for staff or curriculum development	substitutes, wages and benefits	District Title I	\$2,081.00
			Subtotal: \$22,553.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Lower student to teacher/para ratio, support in RTI and support in assessment, (classroom)	Instructional Salaries and benefits	Title I School based funds	\$21,153.00
Field trips incorporating lesson plans and academic learning connections	Field trips	Title I School based funds	\$900.00
Paraprofessionals in the classroom to aid in academics	Paraprofessional salaries and benefits	Title I school and district funds	\$98,904.00
			Subtotal: \$120,957.00
			Grand Total: \$146,243.00

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:	According to 2013 FCAT results 41% (28) of 5th grade students tested achieved proficiency level (3 or above) in science. This compares to 41% in 2011, 43% on 2010 FCAT results. When analyzing specific strands, 5th grade students fell below district and state by 1 average mean point in every area except Scientific Thinking.
2012 Current Level of Performance:	2013 Expected Level of Performance:

According to the FCAT 2012 results, 41% (28) of 5th grade students tested achieved proficiency level in science.

For 2013 FCAT Science test, at least 45% (31) of fifth grade students will score at proficiency level.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time restraints in daily schedule	Teachers participate in summer curriculum development to map out instructional calendar and plan lessons integrating science into other subjects (ie reading and math)	Principal or Administrative Assistant	Classroom Walkthroughs and Lesson Plan checks	Lesson Plan Templates and Walkthrough data
2	Student lack of background knowledge and experiences/ Textbook hard to read for struggling readers	Teachers work in PLCs to develop/ determine a variety of strategies and instructional materials to promote higher level science learning	Principal and Administrative Assistant	Walkthroughs and Lesson Plan Checks	Lesson Plans
3	Student lack of background knowledge and experiences	1. Lucille Moore will conduct a Science Expo developed for students and by students 2. Science committee will bring in community partners to provide science experiences to the school 3. Intermediate students will attend field trips in which they partner with high school students and participate in scientific learning activities. 4. Teachers will use Discovery Education Streaming Videos to provide students with experiences they may not otherwise have.	Science Committee Chair- Anika Story	Expo walkthrough and feedback to science committee Teacher and student feedback	Pictures and student summaries Survey feedback to Science Committee
4	RtI time for Tier iii students interfering with Science time	1. Grade levels implement 2 hour reading block 2. Science concepts and activities will be integrated into reading, math and technology time.	Principal and Administrative Assistant	Analysis of classroom schedules and lesson plans	Classroom schedule Lesson plans
5	Teacher lack of knowledge in science content area	1. Connect with district level experts to provide expertise on school campus 2. Science committee members will conduct research and trial on highly-effective science lessons in the classroom to be funneled to PLCs 3. The Media Specialist will set up weekly centers integrating Science, Technology and Math for teachers to explore and implement in their	Science Committee Chair- Anika Story	Analysis of Science Committee Notes and PLC notes Teacher feedback of Media Center resources and Experts	Science Committee Notes PLC notes Teacher feedback

classroom.

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

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

Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.

Science Goal #2a:

According to 2012 FCAT results, 16% (11) students scored at level 4 or 5. This is compared to 14% (10) in 2011, 4% in 2010, 6% in 2009 and 9% in 2008.

2012 Current Level of Performance:

2013 Expected Level of Performance:

16% (11) percent of the fifth grade students scored at level 4 or 5 on 2012 FCAT

On 2013 FCAT at least 20% (14) of fifth grade students will score a level 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time restraints or lack of resources to provide challenging materials	1. Use Title I funds to supply science labs for K-5 students 2. PLCs will share strategies and effective activities with PLC team members 3. Teachers will provide more hands-on activities through the utilization of the science checkout lab	PLC leaders	Feedback in science committee Lesson Plans Science room checkout inventory	checkout lab Lesson plans PLC meeting documentation Science committee minutes
2	Lack of resources	1. Title I funds will be used to restock and add to the science checkout lab for higher quality hands-on learning opportunities for students 2. The science lab	Science Committee Chair- Anika Story	Feedback to Science Committee Survey to teachers to find out needs	Inventory lists Feedback documentation

		materials will be reorganized to provide greater and easier access for teachers			
3	Student interest level	<p>1. Teachers will provide more hands-on learning opportunities for students in science</p> <p>2. Science committee will provide opportunities that model hands-on learning to teachers needing examples</p> <p>3. Students will participate in annual Science Expo event incorporating student-made, high interest science activities/experiments.</p> <p>4. Science Committee will explore partnership with FSU in providing a Science Fair conducted by FSU students similar to the Math Fair.</p>	Science Committee Chair- Anika Story	Feedback to Science Committee Survey to teachers to find out needs	Feedback documentation

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

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

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers will participate in 2/3 days of curriculum development to analyze Common Core Standards and Current Standards to develop effective Instructional Focus Calendars	All grade levels and all subjects	2012- Serenity Anderson 2013- TBA	All classroom instructional staff	Summers in June	Plans will be submitted to Principal/Title I Resource Teacher Follow-up will be on-going in PLCs	Dr. Paula Kaye Jones
Training on available resources on school campus (science lab, technology, etc.)	All grade levels science	Pre school inservice	All instructional staff	August 2012	Follow-up will occur weekly as Media Specialist will focus exploration of resources for teachers while students are in library.	Tracy Frigon
District Experts will provide staff development to PLCs (1 per nine weeks)	All grade levels for science (PLCs will rotate throughout the day)	Paula Weaver Becky Pelton TBD	All PLCs in every grade level	Continuous 1 per nine weeks	Follow-up will be conducted in PLCs and Science Committee through Science committee and PLC minutes	Science Committee Minutes PLC Minutes Teacher Feedback

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Expo	Materials needed to carry out experiments and instructional lessons on Science Expo Day and classroom supplies and materials	Title I Resource- School based funds	\$700.00
			Subtotal: \$700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
1 Teacher Computer station	Computer	Title I school based funds	\$700.00
			Subtotal: \$700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District experts on campus for learning in PLCs	substitutes for experts coming to campus	Title I school based funds	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Field trips to high school science departments	Funds for transportation to local high schools for partnership with high school students in carrying out science learning activities	Title I school based funds	\$500.00
Instructional personnel in classroom to lower teacher/student ratio	Salaries and associated benefits	Title I school based funds	\$21,153.00
Title I Resource Teacher	Resource teacher to work with PLCs, MTSS for academics and behavior, oversee Title I school program, SI, staff development, parent involvement, etc	Title I School Based funds	\$3,586.00

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Based on 2012 FCAT writing scores 56% of 4th grade students tested scored at proficiency level on the FCAT writing test. This is in comparison to 94% in 2011, 81% in 2010, 83% in 2009 and 73% in 2008.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2012 FCAT results, 56% 4th graders scored at proficiency level.	On 2013 FCAT Writing at least 60% of tested fourth grade students will score at proficiency level.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prior writing exposure	<ol style="list-style-type: none"> 1. Adjust instructional grade level assignments to provide stronger writing instruction in 3rd grade. 2. Provide a variety of research-based writing strategies, materials and experiences at all grade levels (Title I checkout materials, SMART writing portfolios, Four Square Writing, Melissa Forney, etc) 3. Integrate Writing across the curriculum (Reading centers, science experiences, math analysis, etc). 4. Expose students to writing rubrics at each grade level and encourage writing self-assessment. 	Principal- Mrs. Schmidt Writing Committee- Chairperson Vikki Hall	Classroom walkthroughs, data chats, lesson plans, Committee meeting feedback	Lesson plans Walkthrough notes Writing Committee minutes
2	Time and lack of instruments in determining learner level	<ol style="list-style-type: none"> 1. Administer Lucille Moore Writes 3 times a year (kindergarten 2 times a year). 2. Teachers will review writing rubrics in PLC committees. 3. PLCs will analyze Lucille Moore Writes rubric data. 4. 3rd and 4th grade teachers will work together to score student writing for consistency in learner level and group learning 	Writing Committee- Chairperson Vikki Hall Title I- Paula Kaye Jones	Grade level representatives will give feedback of progress in monthly writing meeting. Writing Chairperson and Title I representative wil analyze baseline, midyear, and end of year data.	Lucille Moore Writes scores Committee minutes

		experiences. A first grade and second grade teacher will be included to encourage strong writing and focus in primary grades			
3	Lack of teacher knowledge of Common Core Standards	<ol style="list-style-type: none"> 1. CPALMS trained teacher will work with core group of teachers over summer to train in CPALMS and lesson plan writing 2. Core group of 10 teachers will train over summer in unpacking Language Arts Common Core Standards, following their progression through the grade level expectations, and composing/uploading CCS Aligned lesson plans to CPALMS 3. Core group of teachers will implement training in grade level PLCs. 	Trainer and Writing Committee Chair- Vikki Hall	Analysis of lesson plans correlated to CPALMS expectations Teacher feedback and PLC notes	Actual lesson plans PLC notes
4	Student Interest level and knowledge level at various grade levels.	<ol style="list-style-type: none"> 1. Implement Writing All Stars- Teachers will nominate exemplary writing for recognition on ITV and Media Center 2. Buddgy Writing- Older students will share skill specific writing samples with students in the younger grades. 3. Night of the Arts Recognition- Exemplary writing samples will be displayed with art on Night of Arts event. Teachers will create class book composed of each child's best writing sample to display. 4. Media Specialist will offer mini writing lessons to support classroom writing concepts per teacher request. 5. Fourth grade students will participate in Writer's University- One week of hands-on activities teacher higher level writing techniques. 	Writing Chair- Vikki Hall	Analysis of Teacher feedback, writing samples used for events, and schedules documenting activities	Writing Samples Schedules
5	Lack of parent knowledge and involvement in helping students with writing at home	<ol style="list-style-type: none"> 1. Parent workshops will be conducted on the writing process and writing expectations. 2. Parents will be invited to join in on Writer's University. 3. Parents will be invited to participate in Student Author Sharing 	Writing Chair- Vikki Hall	Parent Sign-in sheets Parent workshop evaluations	Sign in sheets Parent Evaluations
	Student Behavior	1. RtI Behavior will be implemented for students in need of interventions	CeCe Brown Paula Kaye Jones PBS Team	Analysis of individual student behavior data Monitor classroom PBS plans	Behavior Progress Monitoring data PBS plans

6	2. Teachers will incorporate PBS into core instruction within in the classroom (see behavior strategies).		
---	---	--	--

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training of Core group of teachers by CPALMS this summer at Gulf Coast Community College (Language Arts Common Core Standards, Writing Effective Lesson Plans analyzing grade level expectations)	Various grade levels- Language Arts Writing	Vikki Hall Facilitator, CPALMS trainers	10 teachers representing various grade levels and subgroups	Continuously throughout the summer of 2012	Training presented at Pre-inservice Follow-up will continue in PLCs	Vikki Hall
3rd and 4th grade collaboration for student writing evaluation	3rd and 4th grade- writing	Vikki Hall	3rd and 4th grade teachers	Approximately November 2012	Teachers will follow-up with PLC partnerships in monitoring and scoring student writing	Vikki Hall
Training in Common Core Standards	All grade levels and subgroups	Vikki Hall	School-wide	August 2012	Follow-up will continue in PLCs	Vikki Hall

for Language Arts						
Writing Effective Lesson Plans in Language Arts	All grade levels in Language Arts	Vikki Hall	PLCs at each grade level	Continuous throughout the year	Follow-up and monitoring will take place throughout PLCs and PLC notes	Vikki Hall

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Resources for teachers	Instructional resources such as 4 Square Writing SMILE writing, Melissa Forney, etc.	Title I School based funds	\$250.00
Materials for Writer's University	All resources necessary for carrying out hands-on activities for all students and classroom supplies	Title I School based funds	\$250.00
Student Writing Materials across multiple strategies	Writing materials, copy paper paper, journals, etc.	Title I School based funds	\$200.00
			Subtotal: \$700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
1 Computer station	Computer	Title I school based funds	\$700.00
			Subtotal: \$700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing rubric training	Substitutes	Title I School Based funding	\$432.00
			Subtotal: \$432.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Teacher	Salary and benefits	Title I School Based funding	\$21,153.00
Title I Resource Teacher	Resource teacher to work with PLCs, MTSS for academics and behavior, oversee Title I school program, SI, staff development, parent involvement, etc	Title I School Based funding	\$3,586.00
			Subtotal: \$24,739.00
			Grand Total: \$26,571.00

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:	Analyzed data for 2011-2012 school year includes all students enrolled at anytime during the year. There were 129 students with absences of 10 or more days. These figures also include relocated students who might have been out of school for more than 10 days before withdrawing or records being requested from another state/district. Other issues include students of other ethnic backgrounds visiting home country for an excessive number of days and custody issues. In reviewing data, absentees appear to be higher in the primary grades, especially kindergarten. Kindergarten presents greater difficulties as absentee policies do not apply to students under age 6.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
For the 2012 school year the current attendance rate was 93.5%	The 2013 attendance rate will increase to 95% for total population.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The number of students with 10 or more absences in 2011-2012 totalled 129 for the entire school year.	For 2012-2013 School year, the number of students with excessive absences will decrease by 20%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The number of students with 10 or more tardies in 2011-2012 totalled 157 out of 638.	The number of students with excessive tardies will decrease by 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School/education being lack of priority for parents	1. Incorporate attendance policies/importance into various parent workshops and events 2. Incorporate attendance policies and best practices into newsletter information 3. Parents of students with attendance issues will be contacted either through Parent Liaison or Parent Portal	Parent Liaison	Parent feedback on surveys	surveys
2	Lack of consequences for parents of students with excessive absences	1. A summary of Bay District Attendance policy will be placed in the first school newsletter outlining specific numbers and consequences of not following guidelines (ie attendance meeting) Data Clerk will pull attendance report every 4 1/2 weeks and submit to Title I Resource Teacher and Guidance Counselor 2. A CST meeting will be scheduled immediately for parents not adhering to school board policy, strategies will be established and paperwork submitted to the district. 3. If absences continue, the school district will be asked to pursue truancy court 4. PBS plan will provide schoolwide incentives to encourage students to be in attendance and actively participate at school.	Guidance Counselor- Leslie Gorman Title I Resource Teacher- Paula Kaye Jones	Decrease in excessive absences	FOCUS attendance data
	Fallacies in data	1. Implement weekly	Data Clerk	Pull data reports and	FOCUS

3		data reports to closely monitor absentees. 2. Withdraw students who are no longer attending in a timelier manner.	Principal Guidance Counselor	monitor every week	attendance reports.
4	Lack of teacher knowledge in how to mark absences	1. Train teachers in school board policy of what constitutes an excused vs. unexcused absence 2. Send periodic follow-up emails reminding teachers of school board attendance policy 3. Monitor attendance records schoolwide to make sure no student has an excessive number of "excused" absences.	Title I Resource Teacher- Paula Kaye Jones	Feedback/questions from teachers Teacher emails Pull attendance records from FOCUS	FOCUS attendance reports Teacher emails RtI Notes

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
Teacher training on Bay District Schools attendance policy	All grade levels, all subjects	Dr. Paula Kaye Jones	Schoolwide in faculty meeting PLC groups per each grade level RtI Steering Committee	Schoolwide- August 2012 PLCs- Continuous throughout the year Emails- every nine weeks	Follow-up in PLC groups and RtI Committee Follow-up emails and monitoring of FOCUS student attendance reports	Paula Kaye Jones
District provided education on as needed basis through Lee Staff and her department	Schoolwide contact that will provide information to all faculty and staff	Lee Stafford-School contacts- Dr. Jones and Dr. Gorman	Schoolwide	Continuously throughout the year	Follow-up will be conducted through PBS Committee and MTSS problem solving team	Leslie Gorman and Paula Kaye Jones

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
Resource Teacher	Resource teacher to work with attendance, training teachers in attendance policies, PLCs, MTSS for academics and behavior, oversee Title I school program, SI, staff development, parent involvement, etc	Title I School based funds	\$10,760.00
			Subtotal: \$10,760.00
			Grand Total: \$10,760.00

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:

<p>1. Suspension</p> <p>Suspension Goal #1:</p>	<p>According to 2011-2012 AS400 data, there were 4 ISS and 102 OSS incidents. This is in comparison to a total of 4 in-school suspensions and 72 out-of-school suspensions in 2010-2011. This compared to 11 in-school suspensions and 54 out-of-school suspensions in 2009-2010. Events that merited suspension were physical acts that had potential to harm the acting out student, other students, adults and created an unsafe environment. Other acts that warranted suspension were those deemed as zero tolerance by school board policy such as bringing weapons to school. We continue to see a high number of incidents carried out by the same children and several of these "high incident" children have been diagnosed with mental illness. The district and the school worked together to get the students the services they need, but in the meantime, suspension rates were significantly impacted. Meetings were held with district leadership to discuss ways to expedite the process for students with mental illness that RtI does not seem to impact. We have had several students with documented mental illness transferring in from other states, so the RtI process had not begun, but meanwhile classes have been impacted to the point of needing to immediately clear classrooms.</p>
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
There were 4 total in-school suspensions for 2012.	For the 2012-2013 school year, the number of in-school suspensions will remain less than 5.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
For 2011-2012, there were four students suspended in-school.	For the 2012-2013 school year, the number of in-school suspensions will remain below 5.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
For 2011-2012, there were a total of 102 suspensions, many individuals held multiple suspensions.	For the 2012-2013 school year, the number of out-of-school suspensions will decrease by 20%.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

There were a total of 38 students suspended in 2011-2012.

For the 2012-2013 school year, the number of students suspended out-of-school for repeated offenses will decrease by 20%.

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	Mental Health issues with needs beyond what typical school campuses provide services	<ol style="list-style-type: none"> 1. Work with Crisis Intervention teacher to help families in crisis receive community service help. 2. Work with district to access necessary services. 3. Work with parents and families to form partnership and communication to better serve students. 4. Work with RtIB Team and School Psychologist in determining best interventions and data collection 5. For those students that RtIB does not impact but behavior significantly impacts students in the immediate environment, the district will be approached for waivers to place students in environment safe for themselves and others. 	Administrative Assistant- Deborah Dixon PBS Team CeCe Brown Crisis Intervention Teacher	Review of Behavior Data, meetings with district, CST meeting notes Progress Monitoring Documentation	Behavior data Documentation Progress Monitoring Notes
2	Medication issues	<ol style="list-style-type: none"> 1. Continue contact/partnerships with families in best interest of students. 2. Solicit help from Crisis Prevention Teacher to act as liaison between family and healthcare facilities 3. Schedule CST for students with continuous concerns. 4. Work with family to develop plan that will serve in best interest of student. 	Administrative Assistant- Debbie Dixon Principal- Kathleen Schmidt Guidance Counselor- Leslie Gorman	Review of Behavior Data, CST meeting notes	Behavior data documentation
3					
4	Lack of facilities to offer alternative settings for students who are physically out-of-control or trying to leave campus.	<ol style="list-style-type: none"> 1. The RtIB Team will work with teachers to implement research-based behavioral strategies 2. Teachers will determine a "safe space" or team partner for select students. 	RtIB Team	Review of RtIB data Review patterns in number of behavior tracking forms	RtI Progress Monitoring data and notes Tracking forms

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
One-on-One and Group Conferencing with Teachers and PLCs- Teachers will learn behavioral strategies, data collection methods and other techniques (based on individual/grade level needs) from support staff with behavioral background and certification	All grade levels and academic areas apply	CeCe Brown and Paula Kaye Jones	Individuals as needed, schoolwide All Grade levels	Continuous throughout the year	Follow-up meetings will be conducted with individuals	CeCe Brown and Paula Kaye Jones
Training on schoolwide implementation plan for RtIB	All grade levels, applying to all academic areas	CeCe Brown Paula Kaye Jones	Schoolwide- All instructional staff	August 2012	RtIB Team will meet with all teachers one-on-one to develop strategies for implementing RtIB in the classroom PBS monthly meetings will review data and make follow-up decisions based on continuous analysis of patterns (i.e. locations of incidents, specific children, time of day, etc.)	CeCe Brown and Paula Kaye Jones
PBS Training-Implementation Year 3	All grade levels and academic areas apply	Deborah Dixon, Anika Story and Wanda Giles	Schoolwide- All instructional staff	August 2012	PBS will conduct follow-up with staff in monthly faculty meetings PBS will continue to provide training opportunities for teachers PBS monthly meetings will review data and make follow-up decisions based on continuous analysis of patterns (i.e. locations of incidents, specific children, time of day, etc.)	PBS Team- Deborah Dixon and Anika Story

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement

Parent Involvement Goal #1:

**Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*

2012 Current Level of Parent Involvement:

2013 Expected Level of Parent Involvement:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Workshops, communication, Parent Involvement in academics, assessment, decision-making, learning, and all other related to Parent Involvement Plan	All associated materials to carry out strategies in Parent Involvement Plan (workshop materials, food, resources, Parent Center operating supplies, printing and printing supplies, stamps, etc)	Title I School based funds	\$10,457.00
			Subtotal: \$10,457.00
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
Registration and stipends for Ruby Payne	Registration fees	Title I school based funds and district	\$734.00
			Subtotal: \$734.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Liaison	Salary and benefits	Title I District funds	\$11,526.00
Resource Teacher	Salary and benefits	Title I School based funds	\$10,760.00
			Subtotal: \$22,286.00
			Grand Total: \$33,477.00

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
	Teacher lack of knowledge related to integrating STEM components	1. Teachers will be trained in resources available related to STEM (ie Title I Checkout room materials, curriculum materials, technology resources, etc.) 2. Media Specialist will create an exploratory center for teachers in creating and accessing learning materials for STEM. 3. The Science and	Science and Math Committee- Anika Story and Wanda Giles	Science committee feedback Teacher feedback PLC Notes Use of materials in Media Center and Checkout Room	Checkout logs Science Committee notes PLC Notes

1		<p>Math Committee will increase knowledge base of STEM activities. Partners will work together to research and test STEM activities to present to committee. Grade level representatives will take new information back to PLCs to provide resources to classroom teachers.</p> <p>4. District level "experts" will be invited to present STEM resources and information to PLCS, rotating throughout the day.</p> <p>5. Teachers will continue to use SMART classroom technology at an increased level.</p> <p>6. PLCs will share resources tried and determined effective in the classroom.</p>			
2	Need for greater access to resources	<p>1. The science and math lab materials will be reorganized and updated to provide greater access to teachers.</p> <p>2. The computer lab schedule will be revised to allow greater access and freedom for STEM activities.</p>	Media Specialist- Tracy Frigon	Use of materials in Title I Checkout Room Use of Computer lab	Checkout logs Computer lab documentation of use

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on current resources found on Lucille Moore Campus (ie Title science/math checkout labs, technology available, curriculum such as AIMS)	All Grade levels math and science	Media Specialist- Tracy Frigon	Schoolwide	Pre school inservice	Tracy Frigon will display resources throughout the year in the Media Center for teachers as they attend library with children	Tracy Frigon- Media Specialist
Curriculum integrating math,						

science and technology will be rotated in centers in the Media Center throughout the year	All grade levels- math and science	Media Specialist- Tracy Frigon	Schoolwide	Continuous throughout the year	Follow-up will continue in the Media Center through teacher/Media Specialist interactions and further exploration of materials	Tracy Frigon- Media Specialist
Math and Science Academic Achievement Committees- partner lesson research, exploration and presentations	All grade levels on Science and math committee	Anika Story- Science Chair Wanda Giles- Math Chair	Science and Math Committees- then all grade level PLCs	Continuous throughout the year	Follow-up will occur in grade level PLCs as effective lessons will be explored and tested	Anika Story and Wanda Giles
Integration of math and science in technology	All grade levels and math and science	Tracy Frigon and District Instructional Technology personnel	Schoolwide and individual	Pre school inservice training and continuous throughout the year	SMART technology integrating math and science will be presented in pre school inservice. Individuals will get on-the-job coaching through Media Specialist and District Instructional Technology Personnel	Tracy Frigon Media Specialist Kimberlee Bateman- School based Tech personnel

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Integrating math and science	supplemental curricula and materials integrating science and math	Title I school based funds	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of STEM Goal(s)

Additional Goal(s)

Behavior Goal:

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:

1. Behavior Goal Behavior Goal # 1:	Data indicated there were 370 Office Discipline Referrals in 2011-2012. This is in comparison to 276 in 2010-2011. In analyzing referrals by grade level, there were more referrals in 1st grade (64) followed by 5th grade (57).
2012 Current level:	2013 Expected level:
Data indicated there were 370 Office Discipline Referrals in 2011-2012. This is in comparison to 276 in 2010-2011, 180 in 2009-2010 and 185 in 2008-2009.	For 2012-2013, school year behavior referrals will decrease by 15%, or 55 incidents, (as defined by PBS Model Schools)

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	Financial Barriers to implementing PBS Schoolwide plan	1. Teachers will implement PBS schoolwide plan with fidelity 2. PBS Team will explore alternative incentives at no cost 3. PBS Team and Title I school department will seek out business partnerships to help fund PBS Schoolwide plan	PBS Team Parent Liaison- Carol Garner	Feedback to PBS Committee Increase in Business Partnerships	PBS Committee notes Business Partner Contracts PBS Benchmarks of Quality Evaluation (midyear and end-of-year)
2	Lack of consistency of PBS Team members from year to year	1. The PBS team will seek out passion and commitment from core team members that extends beyond one year (2011-2012) Membership on PBS team will be consistent for 2012-2013. 2. Make sure that all core members have appropriate materials and support to operate effectively as a team member. 3. Allow adequate planning/release time to carry out PBS plan.	District PBS Coach- CeCe Brown Schoolbased PBS Coach- Debbie Dixon	Feedback from PBS Team members in PBS committee meetings	PBS Team notes PBS Benchmarks of Quality Evaluation (midyear and end-of-year)
3	Lack of communication between core PBS Team and faculty/staff	1. Designated reporting time during faculty meetings. Data report outs will be included during this time. 2. PBS core representative will meet with PLC leaders to share significant information, in return leaders will share with PLCs	PBS Team	Teacher and staff feedback to PBS committee	End-of-year Teacher and Staff Feedback Survey PBS Benchmarks of Quality Evaluation (midyear and end-of-year)

		3. Utilize PBS Core members to funnel information to PLCs after PBS meetings.			
4	Lack of consistent schoolwide RtI plan for behavior	<p>1. Crisis Intervention Teacher and Title I Resource Teacher will present and train staff on RtIB Schoolwide Implementation plan finalized over the summer.</p> <p>2. Title I Resource Teacher will meet individually with every classroom teacher to compile current information on behaviorally at-risk students.</p> <p>3. Teachers will be provided individualized support in beginning and carrying out the RtI process through Crisis Intervention Teacher, Title I Resource Teacher and Guidance Counselor</p> <p>4. RtIB Team will participate with PBS for consistency of behavior program from Core to Tier iii</p>	<p>Crisis Intervention Teacher- CeCe Brown</p> <p>Title I Resource Teacher- Paula Kaye Jones</p>	Behavior RtI Plans and Schoolwide plan of implementation	<p>Progress monitoring graphs</p> <p>Documented Implementation Plan</p>
5	Personal Perceptions of some staff to focus on negative instead of positive	<p>1. PBS plan will shift reinforcement plan to number of positives (Patriot Pennies) vs. number of negatives (ODRs) when planning schoolwide Patriot events</p> <p>2. Two schoolwide Patriot Peprallies will be held to focus on positive behavior of all</p> <p>3. Students will earn individual Patriot Pennies to earn Theme Day Event (six planned for year)</p> <p>4. Each class will develop Reward Tower in which students work as a team to earn Patriot Pennies leading toward earning designated rewards.</p>	PBS Team- Deborah Dixon and Anika Story	Number of students attending events, teacher feedback, patterns	<p>Schoolwide Behavior Database (Tracking Forms and ODRs)</p> <p>Number of students attending events</p>
6	Parent Involvement	<p>1. Parents will earn "gold" Patriot Pennies for participating in Parent Involvement/volunteer activities on campus</p> <p>2. Parent Involvement strategies are written into Schoolwide Behavior RtI Plan to increase parent participation in CST meetings, conferences, etc.</p>	<p>Title I Resource Teacher- Paula Kaye Jones</p> <p>Parent Liaison- Carol Garner</p>	Analyze data of parent involvement in schoolwide activities and Parent meetings	Parent Involvement documentation/database
	Student lack of basic necessities at home- In 2011-2012 LMES	1. Continue backpack program on weekend- last year serving	Title I Resource Teacher- Paula Kaye Jones	Document family needs and community resources that are	<p>Community resource logs</p> <p>Sign in sheets for</p>

7	served approximately 150 homeless students, others were finding it hard to access food, clothing, rent/electricity payment, etc.	approximately 200 students. 2. Hold mobile food pantries during crucial times of the year (ie Spring Break, Holiday breaks, summer) sponsored by business partners and food accessed through Feeding America 3. Access district clothing resources and other resources through Kay Daniels 4. Seek out business partners to fund dire situations that are forcing homelessness (last year business partners helped fund housing, electricity, food, clothing, etc for many of our families)	Parent Liaison- Carol Garner	accessed	events such as Food Pantries and Holiday dinners
---	--	--	------------------------------	----------	--

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
One-on-One and Group Conferencing with Teachers and PLCs- Teachers will learn behavioral strategies, data collection methods and other techniques (based on individual/grade level needs) from support staff with behavioral background and certification	All grade levels and academic areas apply	CeCe Brown and Paula Kaye Jones	Individuals as needed, schoolwide All Grade levels	Continuous throughout the year	Follow-up meetings will be conducted with individuals	CeCe Brown and Paula Kaye Jones
Training on schoolwide implementation plan for RtIB	All grade levels, applying to all academic areas	CeCe Brown Paula Kaye Jones	Schoolwide- All instructional staff	August 2012	RtIB Team will meet with all teachers one-on-one to develop strategies for implementing RtIB in the classroom PBS monthly meetings will review data and make follow-up decisions based on continuous analysis of patterns (i.e. locations of incidents, specific children, time of day, etc.)	CeCe Brown Paula Kaye Jones
					PBS will conduct follow-up with staff in monthly faculty	

PBS Training-Implementation Year 3	All grade levels and academic areas apply	Deborah Dixon, Anika Story and Wanda Giles	Schoolwide- All instructional staff	August 2012	meetings PBS will continue to provide training opportunities for teachers PBS monthly meetings will review data and make follow-up decisions based on continuous analysis of patterns (i.e. locations of incidents, specific children, time of day, etc.)	PBS Team-Deborah Dixon and Anika Story
Hands-on training in classroom on implementing behavior RtI with fidelity with RtI Training Specialist	All grade levels and academic areas apply	Dana Manis- RtI Training Specialist	One-on-One on the job training across grade levels	Continuous throughout the year	RtI Training Specialist will schedule follow-up conferencing with teachers to discuss newly learned strategies/techniques	Dana Manis

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Schoolwide RtIB Implementation Plan	Behavioral Checklists, Materials to support individualized student plans, copy paper, ink cartridges, etc,Resources to support the PBS plan- Positive Behavior Incentives	Title I School-based funds	\$700.00
			Subtotal: \$700.00
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
PBS Planning	Substitutes	Title I School based funds	\$3,334.00
Curriculum Development Supplies	Materials to support necessary activities for training and curriculum development	Title I School based funds	\$1,000.00
			Subtotal: \$4,334.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Resource Teacher	Support for RtIB (work with teachers, progress monitoring, data collection, collaboration with district staff, etc) salary and benefits	Title I School Based funds	\$14,347.00
Crisis Int Teacher	Salary and associated benefits	Title I district funds	\$28,264.00
			Subtotal: \$42,611.00
			Grand Total: \$47,645.00

End of Behavior Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Research-based strategies and materials	Instructional materials including Read 180, Title I checkout room, reading room, headphones, microphones, Small group materials, leveled readers, reading material integrating all academic subjects, reading center materials, paper, ink, etc., Instructional materials for interventions	Title I School based funds	\$2,533.00
CELLA	Materials provided for ELL students are included in specific academic areas and provided to all students in need	See reading, math, writing and science goals	Title I School based funds	\$0.00
Mathematics	Research based strategies and instructional materials	Math instructional materials, curricular materials, RTI materials, Math learning center materials	Title I School Funds	\$2,033.00
Science	Science Expo	Materials needed to carry out experiments and instructional lessons on Science Expo Day and classroom supplies and materials	Title I Resource- School based funds	\$700.00
Writing	Instructional Resources for teachers	Instructional resources such as 4 Square Writing SMILE writing, Melissa Forney, etc.	Title I School based funds	\$250.00
Writing	Materials for Writer's University	All resources necessary for carrying out hands-on activities for all students and classroom supplies	Title I School based funds	\$250.00
Writing	Student Writing Materials across multiple strategies	Writing materials, copy paper paper, journals, etc.	Title I School based funds	\$200.00
Parent Involvement	Workshops, communication, Parent Involvement in academics, assessment, decision-making, learning, and all other related to Parent Involvement Plan	All associated materials to carry out strategies in Parent Involvement Plan (workshop materials, food, resources, Parent Center operating supplies, printing and printing supplies, stamps, etc)	Title I School based funds	\$10,457.00
STEM	Integrating math and science	supplemental curricula and materials integrating science and math	Title I school based funds	\$500.00
Behavior	Schoolwide RtIB Implementation Plan	Behavioral Checklists, Materials to support individualized student plans, copy paper, ink cartridges, etc,Resources to support the PBS plan-Positive Behavior Incentives	Title I School-based funds	\$700.00
				Subtotal: \$17,623.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	Literacy Coach	Computer	Title I school based funds	\$700.00
Mathematics	Resources for teachers	Updated computer for resource teacher	Title I Resource Teacher	\$700.00
Science	1 Teacher Computer station	Computer	Title I school based funds	\$700.00
Writing	1 Computer station	Computer	Title I school based funds	\$700.00
				Subtotal: \$2,800.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Stipends summer planning	Wages and benefits for curriculum work or training completed in the summer	Title I school based funds	\$4,630.00
Reading	Title I Resource Teacher	Resource teacher to work with PLCs, MTSS for academics and behavior, oversee Title I school program, SI, staff development, parent involvement, etc.	Title I school based funds	\$14,347.00
Reading	Supplies related to staff development activities	Materials for make-n-takes, books, related learning, printing material, etc	Title I school based funds	\$500.00
Reading	Reading association registration fees	Registration for Bay Co. Reading Association Winter reading conference	Title I school based funds	\$400.00
Reading	Stipends for professional development or substitutes	Substitutes	Title I school based funds and district	\$2,081.00
Mathematics	Stipends summer planning	Wages and benefits for curriculum work or training completed in the summer	Title I School Based funds	\$4,630.00
Mathematics	Resource Teacher	Resource teacher to work with PLCs, MTSS for academics and behavior, oversee Title I school program, SI, staff development, parent involvement, etc.	Title I School Based funds	\$14,347.00
Mathematics	Substitutes for staff development or curriculum development	Substitutes	Title I School Based funds	\$495.00
Mathematics	Instructional supplies and materials	Materials for make-n-takes, books, related learning, printing material, etc	Title I School Based funds	\$1,000.00
Mathematics	Stipends for staff or curriculum development	substitutes, wages and benefits	District Title I	\$2,081.00
Science	District experts on campus for learning in PLCs	substitutes for experts coming to campus	Title I school based funds	\$300.00
Writing	Writing rubric training	Substitutes	Title I School Based funding	\$432.00
Parent Involvement	Registration and stipends for Ruby Payne	Registration fees	Title I school based funds and district	\$734.00
Behavior	PBS Planning	Substitutes	Title I School based funds	\$3,334.00
Behavior	Curriculum Development Supplies	Materials to support necessary activities for training and curriculum development	Title I School based funds	\$1,000.00
				Subtotal: \$50,311.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
------	----------	--------------------------	----------------	------------------

Reading	Educational Academic Field Trips	Field Trips related to unit lesson plans and Standards	Title I School Based funds	\$900.00
Reading	Two classroom teachers-Lower student to teacher ratio,	Instructional Salaries and benefits	Title I School Based Funds	\$21,153.00
Reading	Intervention Teacher-support in MTSS Tier III	Instructional Salary and benefits	District Title I	\$51,078.00
Reading	Paraprofessional salaries- Lower student to adult ratio	Paraprofessional salaries and benefits	District Title I	\$98,904.00
Mathematics	Lower student to teacher/para ratio, support in RtI and support in assessment, (classroom)	Instructional Salaries and benefits	Title I School based funds	\$21,153.00
Mathematics	Field trips incorporating lesson plans and academic learning connections	Field trips	Title I School based funds	\$900.00
Mathematics	Paraprofessionals in the classroom to aid in academics	Paraprofessional salaries and benefits	Title I school and district funds	\$98,904.00
Science	Field trips to high school science departments	Funds for transportation to local high schools for partnership with high school students in carrying out science learning activities	Title I school based funds	\$500.00
Science	Instructional personnel in classroom to lower teacher/student ratio	Salaries and associated benefits	Title I school based funds	\$21,153.00
Science	Title I Resource Teacher	Resource teacher to work with PLCs, MTSS for academics and behavior, oversee Title I school program, SI, staff development, parent involvement, etc	Title I School Based funds	\$3,586.00
Writing	Classroom Teacher	Salary and benefits	Title I School Based funding	\$21,153.00
Writing	Title I Resource Teacher	Resource teacher to work with PLCs, MTSS for academics and behavior, oversee Title I school program, SI, staff development, parent involvement, etc	Title I School Based funding	\$3,586.00
Attendance	Resource Teacher	Resource teacher to work with attendance, training teachers in attendance policies, PLCs, MTSS for academics and behavior, oversee Title I school program, SI, staff development, parent involvement, etc	Title I School based funds	\$10,760.00
Parent Involvement	Parent Liaison	Salary and benefits	Title I District funds	\$11,526.00
Parent Involvement	Resource Teacher	Salary and benefits	Title I School based funds	\$10,760.00
Behavior	Resource Teacher	Support for RtIB (work with teachers, progress monitoring, data collection, collaboration with district staff, etc) salary and benefits	Title I School Based funds	\$14,347.00
Behavior	Crisis Int Teacher	Salary and associated benefits	Title I district funds	\$28,264.00
				Subtotal: \$418,627.00
				Grand Total: \$489,361.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school: Yes No

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

[View uploaded file](#) (Uploaded on 11/9/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisory Council will meet monthly to oversee implementation of the School Improvement Plan.
The Council will give input to the School Improvement Plan, Parent Involvement Plan, Title I Parent Involvement Budget and other related activities.
The School Advisory Council will continue to monitor monthly implementation of School Improvement Plan, Parent Involvement Plan, Parent Involvement Activities and Parent Involvement Budget.
The School Advisory Council will review data throughout the year, including FCAT Data and Discovery Education Data.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Bay School District LUCILLE MOORE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	70%	62%	42%	248	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	66%	57%			123	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	63% (YES)	73% (YES)			136	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					507	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Bay School District LUCILLE MOORE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	74%	60%	43%	244	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	52%	63%			115	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	50% (YES)	58% (YES)			108	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					467	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested