

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ATWATER ELEMENTARY

District Name: Sarasota

Principal: Kirk Hutchinson

SAC Chair: Kim Ellis

Superintendent: Lori White

Date of School Board Approval: TBD

Last Modified on: 10/18/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Kirk Hutchinson	Masters Degree in School Administration and Supervision from The Johns Hopkins University. Certifications in Elementary Education, Educational Leadership, and School Principal	3	8	<p>2011-2012 School Grade: A FCAT Reading Proficiency – 68% FCAT Math Proficiency – 62% FCAT Writing Proficiency – 88% 3 or higher FCAT Science Proficiency – 63% Reading Learning Gains – 80% Math Learning Gains - 80% Reading Lowest Quartile - 86% Math Lowest Quartile - 76% Met 87% of AYP Criteria</p> <p>2010-2011 School Grade: A FCAT Reading Proficiency – 82% FCAT Math Proficiency – 73% FCAT Writing Proficiency – 77% 4 or higher FCAT Science Proficiency – 48% Reading Learning Gains – 70% Math Learning Gains - 51% Reading Lowest Quartile - 62% Math Lowest Quartile - 64% Met 87% of AYP Criteria</p> <p>2009-2010 School Grade: C FCAT Reading Proficiency – 73%</p>

					FCAT Math Proficiency – 72% FCAT Writing Proficiency – 95% 3 or higher FCAT Science Proficiency – 47% Reading Learning Gains – 60% Math Learning Gains - 48% Reading Lowest Quartile - 42% Math Lowest Quartile - 51% Met 92% of AYP Criteria
Assis Principal	Jody Long	University of South Florida Bachelor of Science National-Louis University Master of Education Certifications: Specific Learning Disabilities: K-12 Elementary Education: K-6 Educational Leadership: All Levels School Principal Endorsements: English for Speakers of Other Languages	1	6	2011-2012 School Grade: A FCAT Reading Proficiency – 68% FCAT Math Proficiency – 62% FCAT Writing Proficiency – 88% 3 or higher FCAT Science Proficiency – 63% Reading Learning Gains – 80% Math Learning Gains - 80% Reading Lowest Quartile - 86% Math Lowest Quartile - 76% Met 87% of AYP Criteria 2010-2011 School Grade: A FCAT Reading Proficiency – 82% FCAT Math Proficiency – 73% FCAT Writing Proficiency – 77% 4 or higher FCAT Science Proficiency – 48% Reading Learning Gains – 70% Math Learning Gains - 51% Reading Lowest Quartile - 62% Math Lowest Quartile - 64% Met 87% of AYP Criteria

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.

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)
No data submitted				

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	2. Provide On-going professional development	Kirk Hutchinson and Jody Long	May 2013	
2	3. District Support for teachers in need of assistance	Kirk Hutchinson, Jody Long, and District PD Staff	May 2013	
3	1. Use of Teacher Evaluation System	Kirk Hutchinson and Jody Long	May 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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
49	10.2%(5)	20.4%(10)	61.2%(30)	8.2%(4)	69.4%(34)	0.0%(0)	8.2%(4)	2.0%(1)	63.3%(31)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Sherry Montalbano	Brittany McConnell	Mrs. Montalbano has an extensive background working in the grade level that Ms. McConnell is teaching.	Sarasota County Induction Program (SCIP)
Sandee Coward	Heather Morrison	Ms. Coward has an extensive background working in the grade level that Ms. Morrison is teaching.	Sarasota County Induction Program (SCIP)
Sheila Bufano	Ryan Rose	Mrs. Bufano has successfully completed our SCIP mentor training and has worked in the primary grades.	Sarasota County Induction Program (SCIP)
Michelle Kloese	Dawn Bartels	Mrs. Kloese has an extensive background working in the grade level that Mrs. Bartels is teaching.	Sarasota County Induction Program (SCIP)
Sandee Coward	Sarah Musgrove	Ms. Coward has successfully completed our SCIP mentor training and has worked in the primary grades.	Sarasota County Induction Program (SCIP)
		Mrs. Kloese has an extensive	

Michelle Kloese

Lyndsey
Moshier

background
working in
the grade
level that
Mrs. Bartels
is teaching.

Sarasota County
Induction Program (SCIP)

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

We coordinate and implement our Title 1, Part A program to provide supplemental services to our students and families. In addition to using our funds to enhance afterschool tutoring programs, our Title 1 dollars are used to contract additional staff who provide our students with supplemental instruction. Our Parent Involvement funds are used to establish parent conference nights and provide parent training and family involvement events. Our school stresses ongoing professional development for our staff. As such, we use our professional development dollars to provide our staff with additional training in a number of areas that support student growth and achievement in all of educational and social/emotional areas.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

We have a school-wide Positive Behavior Support Program (PBS) where we proactively teach our students to be hard working, empathetic, active learners, respectful, and trustworthy (H.E.A.R.T.). The students earn recognitions for demonstrating these behaviors. The expectations are explicitly taught in the class and during guidance lessons. The PBS Program is found in all aspects of the school (classroom, cafeteria, after school activities, etc.)

Nutrition Programs

We coordinate with our District Food and Nutrition Services Department to provide our students with nutrition education in school. In addition, our students are limited to purchasing a cookie dessert once a week. We also coordinate with local agencies (Florida Dairy Council) to provide after school programs that focus on nutrition and healthy habits.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Kirk Hutchinson, Principal
Jody Long, Assistant Principal
Victoria Stonestreet, School Counselor
Amber Luke, ESE Liaison
Marnie Eckerd, Support Teacher
Candis Castorani, School Psychologist
Kay Zahn, School Social Worker
Tom Laird, Truancy Officer

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 team meets regularly every Thursday to discuss individual students and their progress towards the grade level curriculum. This multi-disciplinary team is responsible for aligning the needs of the students to the interventions and instruction. The members of the RtI Team meet with grade level teams to discuss students' progress. The RtI Team is the overarching team that conducts ongoing progress monitoring of students' performance data when it is related to their interventions and academic/behavioral progress.

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

The RtI Team is used to help identify those specific students who need assistance and are in student groups identified on the SIP that are in need of improvement. The RtI problem-solving process is used to correctly identify the students, examine the instruction they are receiving, and adjust/provide instruction and interventions as necessary to promote student growth. The frequent evaluation of student progress by the RtI Team helps ensure that identified students are making progress and that areas of need are being addressed.

MTSS Implementation

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

The data used to identify students is multi-metric. We utilize student FCAT data for reading and math, FAIR data for reading, SuccessMaker data for reading and math, LEARN and FCAT data for science, District benchmark assessments for math, FCAT and regular writing prompt results for writing, and ongoing progress monitoring data for reading, math, science and writing. The data management system used to summarize this data is a progress monitoring spreadsheet that we have created and tracks these results by individual students and also provides a global view of our students' progress. In addition, we use the District's AS400 Data System to track our behavior results.

Describe the plan to train staff on MTSS.

The staff has been trained on RtI using multiple methods including presentations to grade level teams, the training of our Curriculum Leadership Team and trainings for our grade level teams. Each team was given an individual training session on the role of our RtI team and staff. The entire staff has also been given an RtI overview at a staff meeting. Our Curriculum Leaders were given training and resources to use with their teams when planning and developing tiered interventions.

Describe the plan to support MTSS.

To support our MTSS, we have engaged in detailed discussion to ensure the proper implementation of our referral and intervention process. The by product of these discussions were detailed checklists and flow charts to ensure that the appropriate steps are taken for all of our students in need of support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Kirk Hutchinson - Principal Phone: (941) 257-2317 kirk.hutchinson@sarasotacountysschools.net, Jody Long - Assistant Principal Phone: (941) 257-2317 jody.long@sarasotacountysschools.net, Sandee Coward - Student Support Teacher Phone: (941) 257-2317 sandee.coward@sarasotacountysschools.net, Michelle Kloese - Student Support Teacher Phone: (941) 257-2317 michelle.kloese@sarasotacountysschools.net, Shelley Hunter - Student Support Teacher Phone: (941) 257-2317 shelley.hunter@sarasotacountysschools.net, Steve Lord - Student Support Teacher Phone: (941) 257-2317 steve.lord@sarasotacountysschools.net, Marnie Eckerd - Intervention Teacher Phone: (941) 257-2317 marnie.eckerd@sarasotacountysschools.net, Amber Luke - ESE/ESOL Liaison Phone: (941) 257-2317 amber.luke@sarasotacountysschools.net, Vicki Stonestreet - School Counselor Phone: (941) 257-2317 vicki.stonestreet@sarasotacountysschools.net

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

The LLT meets every week to discuss multiple areas associated with student progress including, but not limited to, student achievement, parent involvement, student attendance, RtI instruction and interventions, schedules, student activities, volunteers, and parent/family involvement activities.

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

The major initiatives of the LLT this year will be to increase the effectiveness of our reteaching programs and to increase the overall proficiency of our students.

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.

The transition plan for our incoming Kindergarten students contains many components. In the fall, we provide area pre-kindergarten programs with some materials that we would like them to use with our future kindergarten students. In the spring we host our annual Kindergarten Orientation. This gives the families a brief overview of Kindergarten and helps the families realize the rigor of our program. We also have an orientation during the summer that allows the students to take a tour of the school and for parents to have their questions answered. Kindergarten students participate in a screening process that identifies each child's strengths and areas of need. This enables us to tailor our instruction to the readiness levels of our students. Finally, to aid in the instructional programming for our incoming Kindergartners, every Kindergarten student participates in the Florida Kindergarten Readiness Screening (FLKRS). The analysis of this data helps us determine the initial programming for our incoming students.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal # 1a:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 30% (104) Level 3,4,5 - 66% (228)	Level 3 - 34% Level 3,4,5 - 70 %

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	New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.	Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions. Teachers will collaborate with other staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the instructional focus calendars.	Curriculum leaders, classroom teachers, student support staff, and school administration	Use of collaborative planning team recording sheets and completeness of lesson plans. Progress monitoring discussion during collaborative planning times and student data chats. Action Plans showing progress monitoring data.	Appropriate documentation of lessons and interventions demonstrating student growth (SM4, FAIR, FOCUS, Curriculum Assessments, FCAT Results, FCAT Explorer, IXL Math), and PRIDE observations and evaluations.
2	Limited time to provide interventions for striving readers.	Provide strategic interventions during the school day and in after school academic enrichment programs.	Classroom teachers, Student Support Teachers, After-School Program Staff, school administration	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions and re-teach sessions.	Appropriate documentation of lessons and interventions demonstrating student growth (SM4, FAIR, FOCUS, Curriculum Assessments, FCAT Results, FCAT Explorer, IXL Math), and PRIDE observations and evaluations.
3	Families with limited knowledge of effective instructional strategies.	Provide training and resources for families in effective instructional strategies to use at home.	Support staff, classroom teachers, and school administration	Number of parents participating in our Family Education Nights.	The number of families who attend our family resource nights and the survey feedback from those events.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	By the year 2013, there will be a minimum of a two percentage point increase when less than 70% of students are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5,6 - % () Level 4 - 9 - % ()	Level 4,5,6 - % Level 4-9 - %

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 36%(124) Level 3,4,5 - 66% (228)	Level 4,5 - 40% Level 3,4,5 70%

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	New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.	Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions. Teachers will collaborate with other staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the instructional focus calendars.	Curriculum leaders, classroom teachers, intervention teachers, and school administration	Use of collaborative planning team recording sheets and completeness of lesson plans. Progress monitoring discussion during collaborative planning times. Action Plans showing progress monitoring data.	Appropriate documentation of lessons and interventions demonstrating student growth (SM4, FAIR, Curriculum Assessments), and PRIDE observation and evaluations.
	Limited differentiated lessons to address multiple learning styles and student performance	Implement differentiated instruction to address the multiple learning styles/modalities and	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction	Classroom visit logs and observation data on frequency of

2	levels.	levels of the students.	is visible in the classroom.	differentiated instruction/lesson plans, and PRIDE observations and evaluations.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(158)	78%

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	New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.	Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions. Teachers will collaborate with other staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the instructional focus calendars.	Curriculum leaders, classroom teachers, intervention teachers, and school administration	Use of collaborative planning team recording sheets and completeness of lesson plans. Progress monitoring discussion during collaborative planning times. Action Plans showing progress monitoring data.	Appropriate documentation of lessons and interventions demonstrating student growth (SM4, FAIR, Curriculum Assessments), and PRIDE observation and evaluations.

2	Limited time to provide interventions for striving readers.	Provide strategic interventions during the school day and in after-school academic enrichment programs.	Classroom teachers, Student Support Teachers, After-School Coordinator, school administration	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions.	SuccessMaker data, FAIR, StoryTown Program Assessments, FCAT Explorer
3	Limited differentiated lessons to address multiple learning styles and student performance levels.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(42)	80%

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
	New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.	Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions.	Curriculum leaders, classroom teachers, intervention teachers, and school	Use of collaborative planning team recording sheets and completeness of lesson plans. Progress monitoring discussion during collaborative	Appropriate documentation of lessons and interventions demonstrating student growth

1		Teachers will work with intervention staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the instructional focus calendars.	administration	planning times. Action Plans showing progress monitoring data.	(SM4, FAIR, Curriculum Assessments), and PRIDE observation and evaluations.
2	Limited differentiated lessons to address multiple learning styles and student performance levels.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.
3	Limited time to provide interventions for striving readers.	Provide strategic interventions during the school day and in after-school academic enrichment programs.	Classroom teachers, Student Support Team Teachers, After-School Coordinator, school administration	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions and the re-teaching sessions.	SuccessMaker data, FAIR, FCAT Explorer, Storytown assessments.

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 FLDOE has identified the target goals for the AMOs each year from SY 2012-2013 to 2016-2017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year projection (2016-2017) is				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	70	73	76	79	

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-2013 to 2016-2017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 54%(26) Hispanic - 58% (29) White 73% (150)	Black 58% Hispanic - 58% Met White 75%

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	Limited differentiated lessons to address multiple learning styles and student performance levels.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.

2	Limited time to provide interventions for striving readers.	Provide strategic interventions during the school day and in after-school academic enrichment programs.	Classroom teachers, Student Support Teachers, After-School Coordinator, school administration	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions and re-teach sessions.	SuccessMaker data, FAIR, FCAT Explorer, Storytown assessments.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%	53%

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	Staff/families with limited knowledge of effective instructional strategies for ELLs.	Provide professional development and resources for staff and families for effective instructional strategies for ELLs.	ESOL Liaison, classroom teachers, school administration	Number of staff taking ESOL professional development and number of family nights offered to help our ELL families.	Percent of staff that are in compliance with state ESOL requirements and the number of ELL families who attend our Family Resource Nights, as well as student achievement as recorded by our progress monitoring spreadsheets.
2	Limited time to provide interventions for striving readers.	Provide strategic interventions during the school day and in after school academic enrichment programs.	Classroom teachers, Student Support Teachers, After-School Coordinator, school administration	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions.	SuccessMaker data, FAIR, FCAT Explorer, Storytown Assessments
3	Limited differentiated lessons to address multiple learning styles and student performance levels.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.

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.	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or
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Reading Goal #5D:	above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(11)	42%

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	Multi-age and multi-level ESE classroom.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers, curriculum leaders, and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.
2	New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.	Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions. Teachers will collaborate with other staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the instructional focus calendars.	Curriculum leaders, classroom teachers, intervention teachers, and school administration	Use of collaborative planning team recording sheets and completeness of lesson plans. Progress monitoring discussion during collaborative planning times. Action Plans showing progress monitoring data.	Appropriate documentation of lessons and interventions demonstrating student growth (SM4, FAIR, Curriculum Assessments), and PRIDE observation and evaluations.
3	Limited differentiated lessons to address multiple learning styles and student performance levels.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-2013 to 2016-2017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%	68%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Needed "home library" of instructional strategies for families to use at home.	Provide "Family Education Nights" to equip parents with strategies to use with their children at home.	Classroom teachers, Student Support Teachers, After-School Coordinator, school administration	The number of parents participating in the sessions and their feedback.	Parent survey
2	Limited background knowledge of cultural/global events/happenings of our students.	Provide our students with enriching cultural experiences through field trips, virtual assemblies, presentations, guest speakers, and cultural opportunities.	Classroom teachers, Curriculum Leaders, school administration	The number of events, field trips, presentations, and guest speakers brought to our campus.	The number of participants at after-school events, FCAT results, Progress Monitoring Data
3	Staff with limited knowledge of effective instructional strategies for children from families that are economically disadvantaged.	Provide professional development and resources for staff and families for children from families that are economically disadvantaged.	Classroom teachers, school administration	Number of staff taking professional development on best practices for working with children from families that are economically disadvantaged.	Percent of staff that are taking professional development pertaining to the instructional strategies for children that come from families that are economically disadvantaged.
4	Limited time to provide interventions for striving readers.	Provide strategic interventions during the school day and in after school academic enrichment programs.	Classroom teachers, Student Support Teachers, After-School Program Staff, school administration	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions and re-teach sessions.	Appropriate documentation of lessons and interventions demonstrating student growth (SM4, FAIR, Curriculum Assessments, FCAT Results, FCAT Explorer), and PRIDE observations and evaluations.

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
Professional Development on FEAPS and Florida Common Language of Instruction.	K-5	School Administration	School-wide	Weekly	Identification of highlighted and FEAPS and Common Language Terms during observations and classroom visits.	School Administration
Staff Teaming and Reflection Meetings to highlight best practices for teaching reading, math, and science.	K-5	School administrator, school staff, District staff	School-wide	Four times during the year	Identification of strategies during observations and classroom visits.	School administration
The Daily 5 book study	3	Grade Level Teachers	Grade Level	Monthly	Meeting minutes are provided	School Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
SRA Reading Mastery	Supplemental Reading Program	Title 1	\$8,000.00
			Subtotal: \$8,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
SuccessMaker Custom Courses	Custom courses that our teachers developed to align with the Instructional Focus Calendars	Title 1	\$3,800.00
			Subtotal: \$3,800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Staff Teaming and Reflection (STAR) Meetings	Substitutes provided for all-day professional development sessions and collaborative planning time.	Title 1	\$26,000.00
			Subtotal: \$26,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$37,800.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		By the year 2013, there will be a minimum of a four percentage point increase for ELL students, when less than 70% are currently demonstrating proficiency on the CELLA. There will be a minimum of a two percentage point increase for ELL students where 70% or more are currently demonstrating proficiency. If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35%.			
2012 Current Percent of Students Proficient in listening/speaking:					
44% (31 Students)					
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
	Staff/families with limited knowledge of	Provide professional development and	ESOL Liaison, classroom	Number of staff taking ESOL professional	Percent of staff that are in

1	effective instructional strategies for ELLs.	resources for staff and families for effective instructional strategies for ELLs.	teachers, school administration	development and number of family nights offered to help our ELL families.	compliance with state ESOL requirements and the number of ELL families who attend our Family Resource Nights, as well as student achievement as recorded by our progress monitoring spreadsheets.
2	Limited differentiated lessons to address multiple learning styles and student performance levels.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Percent of staff that are in compliance with state ESOL requirements and the number of ELL families who attend our Family Resource Nights, as well as student achievement as recorded by our progress monitoring spreadsheets.

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			By the year 2013, there will be a minimum of a four percentage point increase for ELL students, when less than 70% are currently demonstrating proficiency on the CELLA. There will be a minimum of a two percentage point increase for ELL students where 70% or more are currently demonstrating proficiency. If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35%.		
2012 Current Percent of Students Proficient in reading:					
23 % (16 Students)					
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	Staff/families with limited knowledge of effective instructional strategies for ELLs.	Provide professional development and resources for staff and families for effective instructional strategies for ELLs.	ESOL Liaison, classroom teachers, school administration	Number of staff taking ESOL professional development and number of family nights offered to help our ELL families.	Percent of staff that are in compliance with state ESOL requirements and the number of ELL families who attend our Family Resource Nights, as well as student achievement as recorded by our progress monitoring spreadsheets.

2	Limited time to provide interventions for striving readers.	Provide strategic interventions during the school day and in after school academic enrichment programs.	Classroom teachers, Student Support Teachers, After-School Coordinator, school administration	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions.	SuccessMaker data, FAIR, FCAT Explorer, Storytown Assessments
3	Limited differentiated lessons to address multiple learning styles and student performance levels.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	SuccessMaker data, FAIR, FCAT Explorer, Storytown Assessments

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

3. Students scoring proficient in writing. CELLA Goal #3:	By the year 2013, there will be a minimum of a four percentage point increase for ELL students, when less than 70% are currently demonstrating proficiency on the CELLA. There will be a minimum of a two percentage point increase for ELL students where 70% or more are currently demonstrating proficiency. If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35%.
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2012 Current Percent of Students Proficient in writing:

24% (17 Students)

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	Staff/families with limited knowledge of effective instructional strategies for ELLs.	Provide professional development and resources for staff and families for effective instructional strategies for ELLs.	ESOL Liaison, classroom teachers, school administration	Number of staff taking ESOL professional development and number of family nights offered to help our ELL families.	Percent of staff that are in compliance with state ESOL requirements and the number of ELL families who attend our Family Resource Nights, as well as student achievement as recorded by our progress monitoring spreadsheets.
2	Limited differentiated lessons to address multiple learning styles and student performance levels.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.
	Limited time to provide interventions for striving writers.	Provide strategic interventions during the school day.	Classroom teachers, school administration	Use of collaborative planning team recording sheets and completeness of lesson plans demonstrating writing interventions.	District Benchmark Assessments and PD facilitator provided prompts.

3				Progress monitoring discussion during collaborative planning times. Data chats that evaluate student progress monitoring data.	
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teleparnet	Training for all staff re: the use of Teleparent for their families.	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Staff Teaming and Reflection (STAR) Meetings	Substitutes provided for all-day professional development sessions and collaborative planning time.	Title 1	\$26,000.00
			Subtotal: \$26,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$26,000.00

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 31%(106) Level 3,4,5 - 59%(206)	Level 3 - 35% Level 3,4,5 - 63%

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	New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.	Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions. Teachers will collaborate with other staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the instructional focus calendars.	Curriculum leaders, classroom teachers, student support staff, and school administration	Use of collaborative planning team recording sheets and completeness of lesson plans. Progress monitoring discussion during collaborative planning times and student data chats. Action Plans showing progress monitoring data.	Appropriate documentation of lessons and interventions demonstrating student growth (SM4, FAIR, FOCUS, Curriculum Assessments, FCAT Results, FCAT Explorer, IXL Math), and PRIDE observations and evaluations.
2	Limited time to provide interventions for striving mathematicians.	Provide strategic interventions during the school day and in after school academic enrichment programs.	Classroom teachers, Student Support Teachers, After-School Program Staff, school administration	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions and re-teach sessions.	Appropriate documentation of lessons and interventions demonstrating student growth (SM4, FAIR, FOCUS, Curriculum Assessments, FCAT Results, FCAT Explorer, IXL Math), and PRIDE observations and evaluations.
3	Families with limited knowledge of effective instructional strategies.	Provide training and resources for families in effective instructional strategies to use at home.	Support staff, classroom teachers, and school administration	Number of parents participating in our Family Education Nights.	The number of families who attend our family resource nights and the survey feedback from those events.
	Need for increased rigor in the instructional materials provided in our current textbook series.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students	Classroom teachers, curriculum leaders, and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the	Classroom visit logs and observation data on frequency of differentiated

4	and to provide an increased level of rigor in student learning. Provide continued professional development pertaining to the FCAT complexity levels and Webb's Depth of Knowledge.	classroom. Assignments and lessons show an increased level of rigor.	instruction/lesson plans, and PRIDE observations and evaluations.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 29% (100) Level 3,4,5 - 59% (206)	Level 4,5 - 31% Level 3,4,5 - 61%

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	New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.	Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions. Teachers will collaborate with other staff to develop and implement effective lessons.	Curriculum leaders, classroom teachers, intervention teachers, and school administration	Use of collaborative planning team recording sheets and completeness of lesson plans. Progress monitoring discussion during collaborative planning times. Action Plans showing progress monitoring data.	Appropriate documentation of lessons and interventions demonstrating student growth (SM4, FAIR, Curriculum Assessments), and PRIDE observation

		Teachers will utilize vertical planning techniques and the instructional focus calendars.			and evaluations.
2	Limited differentiated lessons to address multiple learning styles and student performance levels.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.
3	Need for increased rigor in the instructional materials provided in our current textbook series.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students and to provide an increased level of rigor in student learning. Provide continued professional development pertaining to the FCAT complexity levels and Webb's Depth of Knowledge.	Classroom teachers, curriculum leaders, and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons show an increased level of rigor.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (153)	76%

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	New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.	Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions. Teachers will collaborate with other staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the instructional focus calendars.	Curriculum leaders, classroom teachers, intervention teachers, and school administration	Use of collaborative planning team recording sheets and completeness of lesson plans. Progress monitoring discussion during collaborative planning times. Action Plans showing progress monitoring data.	Appropriate documentation of lessons and interventions demonstrating student growth (SM4, FAIR, Curriculum Assessments), and PRIDE observation and evaluations.
2	Limited time to provide interventions for striving mathematicians.	Provide strategic interventions during the school day and in after-school academic enrichment programs.	Classroom teachers, Student Support Teachers, After-School Coordinator, school administration	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions.	SuccessMaker data, IXL, enVisior Topic Tests, FCAT Explorer
3	Limited differentiated lessons to address multiple learning styles and student performance levels.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.
4	Need for increased rigor in the instructional materials provided in our current textbook series.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students and to provide an increased level of rigor in student learning. Provide continued professional development pertaining to the FCAT complexity levels and Webb's Depth of Knowledge.	Classroom teachers, curriculum leaders, and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lesson show an increased level of rigor.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lower quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (33)	65%

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	New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.	Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions. Teachers will work with intervention staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the instructional focus calendars.	Curriculum leaders, classroom teachers, intervention teachers, and school administration	Use of collaborative planning team recording sheets and completeness of lesson plans. Progress monitoring discussion during collaborative planning times. Action Plans showing progress monitoring data.	Appropriate documentation of lessons and interventions demonstrating student growth (SM4, FAIR, Curriculum Assessments), and PRIDE observation and evaluations.
2	Limited differentiated lessons to address multiple learning styles and student performance levels.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.
3	Limited time to provide interventions for striving mathematicians.	Provide strategic interventions during the school day and in after-school academic enrichment programs.	Classroom teachers, Student Support Team Teachers, After-School Coordinator, school administration	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions and the re-teaching sessions.	SuccessMaker data, IXL, FCAT Explorer, enVision assessments.
4	Limited time to provide interventions for striving mathematicians.	Provide strategic interventions during the school day and in after-school academic enrichment programs.	Intervention staff, classroom teachers, After-School Coordinator, School Administration.	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions.	SuccessMaker data, District Benchmark Assessments, FOCUS
	New math textbook series and the alignment of instructional materials to the NGSSS and FCAT	Provide ongoing professional development on the textbook series and its alignment to the	School Administration, classroom teachers, and	Results of professional development sessions and student progress.	Teacher surveys, student data (grades, SuccessMaker,

5	content limits.	FCAT content limits and provide professional development on effective mathematical instructional strategies and time to align those strategies to the daily lesson planning.	curriculum leaders.		Benchmark Assessments, Textbook Topic Assessments, FCAT results).
6	Need for increased rigor in the instructional materials provided in our current textbook series.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students and to provide an increased level of rigor in student learning. Provide continued professional development pertaining to the FCAT complexity levels and Webb's Depth of Knowledge.	Classroom teachers, curriculum leaders, and school administration.	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lessons show an increased level of rigor.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.

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 FLDOE has identified the target goals for the AMOs each year from SY 2012-2013 to 2016-2017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year projection (2016-2017) is				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	67	71	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-2013 to 2016-2017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White - 67% (165 Students) Hispanic - 49% (34 Students)	White - 63% Exceeded Hispanic - 49%

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	Limited differentiated lessons to address multiple learning styles and student performance levels.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.
	Limited time to provide interventions for striving mathematicians.	Provide strategic interventions during the school day and in after-	Classroom teachers, Student Support Teachers,	Ongoing progress monitoring of student achievement will	SuccessMaker data, FAIR, FCAT Explorer, IXL,

2		school academic enrichment programs.	After-School Coordinator, school administration	determine the effectiveness of the interventions and re-teach sessions.	enVision assessments.
3	Need for increased rigor in the instructional materials provided in our current textbook series.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students and to provide an increased level of rigor in student learning. Provide continued professional development pertaining to the FCAT complexity levels and Webb's Depth of Knowledge.	Classroom teachers, curriculum leaders, and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lesson show an increased level of rigor.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%	48%

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	Staff/families with limited knowledge of effective instructional strategies for ELLs.	Provide professional development and resources for staff and families for effective instructional strategies for ELLs.	ESOL Liaison, classroom teachers, school administration	Number of staff taking ESOL professional development and number of family nights offered to help our ELL families.	Percent of staff that are in compliance with state ESOL requirements and the number of ELL families who attend our Family Resource Nights, as well as student achievement as recorded by our progress monitoring spreadsheets.
2	Limited time to provide interventions for striving mathematicians.	Provide strategic interventions during the school day and in after school academic enrichment programs.	Classroom teachers, Student Support Teachers, After-School Coordinator, school administration	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions.	SuccessMaker data, IXL, FCAT Explorer, enVision Assessments
3	Limited differentiated lessons to address multiple learning styles and student performance levels.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%	48%

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	Multi-age and multi-level ESE classroom.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers, curriculum leaders, and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.
2	New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.	Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions. Teachers will collaborate with other staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the instructional focus calendars.	Curriculum leaders, classroom teachers, intervention teachers, and school administration	Use of collaborative planning team recording sheets and completeness of lesson plans. Progress monitoring discussion during collaborative planning times. Action Plans showing progress monitoring data.	Appropriate documentation of lessons and interventions demonstrating student growth (SM4, FAIR, Curriculum Assessments), and PRIDE observation and evaluations.
3	Limited differentiated lessons to address multiple learning styles and student performance levels.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:

57%

54% Exceeded AMO Target

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Needed "home library" of instructional strategies for families to use at home.	Provide "Family Education Nights" to equip parents with strategies to use with their children at home.	Classroom teachers, Student Support Teachers, After-School Coordinator, school administration	The number of parents participating in the sessions and their feedback.	Parent survey
2	Limited background knowledge of cultural/global events/happenings of our students.	Provide our students with enriching cultural experiences through field trips, virtual assemblies, presentations, guest speakers, and cultural opportunities.	Classroom teachers, Curriculum Leaders, school administration	The number of events, field trips, presentations, and guest speakers brought to our campus.	The number of participants at after-school events, FCAT results, Progress Monitoring Data
3	Staff with limited knowledge of effective instructional strategies for children from families that are economically disadvantaged.	Provide professional development and resources for staff and families for children from families that are economically disadvantaged.	Classroom teachers, school administration	Number of staff taking professional development on best practices for working with children from families that are economically disadvantaged.	Percent of staff that are taking professional development pertaining to the instructional strategies for children that come from families that are economically disadvantaged.
4	Limited time to provide interventions for striving mathematicians.	Provide strategic interventions during the school day and in after school academic enrichment programs.	Classroom teachers, Student Support Teachers, After-School Program Staff, school administration	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions and re-teach sessions.	Appropriate documentation of lessons and interventions demonstrating student growth (SM4, FOCUS, Curriculum Assessments, FCAT Results, FCAT Explorer, IXI Math), and PRIDE observations and evaluations
5	Need for increased rigor in the instructional materials provided in our current textbook series.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students and to provide an increased level of rigor in student learning. Provide continued professional development pertaining to the FCAT complexity levels and Webb's Depth of Knowledge.	Classroom teachers, curriculum leaders, and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom. Assignments and lesson show an increased level of rigor.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.

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
Professional Development on FEAPS and Florida Common Language of Instruction.	K-5	School Administration	School-wide	Weekly	Identification of highlighted and FEAPS and Common Language Terms during observations and classroom visits.	School Administration
Staff Teaming and Reflection Meetings to highlight best practices for teaching reading, math, and science.	K-5	School administrator, school staff, District staff	School-wide	Four times during the year	Identification of strategies during observations and classroom visits.	School administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
SuccessMaker Custom Courses	Custom courses that our teachers developed to align with the Instructional Focus Calendars	Title 1	\$3,800.00
			Subtotal: \$3,800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Staff Teaming and Reflection (STAR) Meetings	Substitutes provided for all-day professional development sessions and collaborative planning time.	Title 1	\$26,000.00
			Subtotal: \$26,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$29,800.00

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.

By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently

Science Goal # 1a:	demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 34% (43) Level 3,4,5 - 60% (75)	Level 3 - 38% Level 3,4,5 - 64%

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	New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.	Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions. Teachers will collaborate with other staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the instructional focus calendars.	Curriculum leaders, classroom teachers, student support staff, and school administration	Use of collaborative planning team recording sheets and completeness of lesson plans. Progress monitoring discussion during collaborative planning times and student data chats. Action Plans showing progress monitoring data.	Appropriate documentation of lessons and interventions demonstrating student growth (SM4, FAIR, FOCUS, Curriculum Assessments, FCAT Results, FCAT Explorer, IXL Math), and PRIDE observations and evaluations.
2	Families with limited knowledge of effective instructional strategies.	Provide training and resources for families in effective instructional strategies to use at home.	Support staff, classroom teachers, and school administration	Number of parents participating in our Family Education Nights.	The number of families who attend our family resource nights and the survey feedback from those events.
3	Limited time for science instruction.	Dedicated science instructional time included in the master schedule. All students are required to have a science grade each semester.	Classroom teachers and School Administration	All students are required to have a science grade each semester. End of year science tests are developed for 3rd and 4th grade students. Science scores are included on the progress monitoring documents.	Observed science lessons, PRIDE observations and evaluations, progress monitoring data.
4	Needed "home library" of instructional strategies for families to use at home.	Provide "Family Education Nights" to equip parents with strategies to use with their children at home.	Classroom teachers, and school administration	The number of parents participating in the sessions and their feedback.	Parent survey

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 25% (32) Level 3,4,5 - 60% (75)	Level 4,5 - 29% Level 3,4,5 - 64%

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	Limited differentiated lessons to address multiple learning styles and student performance levels.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers and school administration	Lesson plans reviewed during classroom visits and evidence of differentiated instruction is visible in the classroom.	Classroom visit logs and observation data on frequency of differentiated instruction/lesson plans, and PRIDE observations and evaluations.
2	Needed "home library" of instructional strategies for families to use at home.	Provide "Family Education Nights" to equip parents with strategies to use with their children at home.	Classroom teachers, and school administration	The number of parents participating in the sessions and the parents' feedback.	Parent survey, student progress monitoring data.
3	Limited time for science instruction.	Dedicated science instructional time included in the master schedule. All students are required to have a science grade each semester.	Classroom teachers and School Administration	All students are required to have a science grade each semester. End of year science tests are developed for 3rd and 4th grade students.	Science scores are included on the progress monitoring documents. Observed science lessons, PRIDE observations and evaluations, progress monitoring data.
	New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.	Teachers will participate in collaborative planning sessions and professional	Curriculum leaders, classroom teachers, intervention	Use of collaborative planning team recording sheets and completeness of lesson plans. Progress	Appropriate documentation of lessons and interventions demonstrating

4	development sessions to develop effective lessons and interventions. Teachers will work with intervention staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the Instructional Focus Calendars.	teachers, and school administration	monitoring discussion during collaborative planning times. Action Plans showing progress monitoring data.	student growth (LEARN, FUSION topic test, Curriculum Assessments, FCAT Explorer, FCAT Results), and PRIDE observations and evaluations.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
FUSION Science Training	K-5	District Staff	School-wide	September and October	Identification of high-leverage science strategies utilized during instruction.	School Administration
Staff Teaming and Reflection Meetings to highlight best practices for teaching reading, math, and science.	K-5	School administrator, school staff, District staff	School-wide	Four times during the year	Identification of strategies during observations and classroom visits.	School administration

Professional Development on FEAPS and Florida Common Language of Instruction.	K-5	School Administration	School-wide	Weekly	Identification of highlighted and FEAPS and Common Language Terms during observations and classroom visits.	School Administration
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Staff Teaming and Reflection (STAR) Meetings	Substitutes provided for all-day professional development sessions and collaborative planning time.	Title 1	\$26,000.00
			Subtotal: \$26,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$26,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal # 1a:		By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 3.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
86%(94)		88%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.	Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions. Teachers will collaborate with other staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the instructional focus calendars. Professional development in effective writing strategies will be provided for all 3rd and 4th grade teachers.	Curriculum leaders, classroom teachers, and school administration	Use of collaborative planning team recording sheets and completeness of lesson plans. Progress monitoring discussion during collaborative planning times. Data chats that evaluate student progress monitoring data. Development and implementation of a "Parent Writing Night."	Appropriate documentation of lessons and interventions demonstrating student growth (Curriculum Assessments, FCAT Results, Writing benchmark assessments), and PRIDE observations and evaluations. Participation of parents in the writing night.
2	Limited time to provide interventions for striving writers.	Provide strategic interventions during the school day.	Classroom teachers, school administration	Use of collaborative planning team recording sheets and completeness of lesson plans demonstrating writing interventions. Progress monitoring discussion during collaborative planning times. Data chats that evaluate student progress monitoring data.	District Benchmark Assessments, and PD facilitator provided prompts.

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(41)	41%

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
Professional Development session for grades 3 and 4 on narrative and expository writing.	Grades 3 and 4	Caroline Steele	Grades 3 and 4	6 meetings each throughout the year	Lesson plans will highlight the strategies learned during the sessions. Student progress on benchmark assessments will demonstrate student growth.	School Administration
Collins Writing Program Training for CCSS	K-5	Consultant	School-wide	November 13	Lesson plans will highlight the strategies learned during the sessions. Student progress on benchmark assessments will demonstrate student growth.	School Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Highly Effective Writing Instructional Strategies	Professional Development for teachers on effective ways to teach narrative and expository text.	Title 1	\$4,600.00
Collins Writing Program	Using writing to support learning in other content areas	Title 1	\$4,000.00
			Subtotal: \$8,600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,600.00

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:
ATTENDANCE GOAL – RATE For the attendance year 2012-2013, the attendance rate

1. Attendance

Attendance Goal #1:

will increase. If the current attendance rate is less than 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage.

ATTENDANCE GOAL- ABSENCES

By the year 2013, there will be a decrease of students who are absent ten or more days.

When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease.

If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease

ATTENDANCE GOAL- TARDY

By the year 2013, there will be a decrease of students who are Tardy ten or more days.

When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease.

If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2 percentage point decrease. If the current percent of Tardies is 10% or less, the school can maintain or decrease the percentage.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
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94.4%(744/788)	96.4%
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2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
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295	279
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2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
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118	102
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students arriving to school late or accumulating 10 or more absences.	Provide incentives for punctual school attendance.	Pupil Support Staff, Attendance Committee, School Counselor, School Administration	Regular review of attendance data	Attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increased Attendance Rates	K-5	Guidance Counselor	School-wide	Monthly	Minutes from meetings	School Administration and Attendance Committee

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
11	11
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
8	8

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
40	40				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
24	24				
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	Inconsistent application of school-wide discipline plan.	Implementation of Positive Behavior Support Program and character education and recognition programs.	School Administration, PBS Committee, classroom teachers, and school staff	Observations of classroom and school-wide instruction of PBS and character education programs	Decreased school suspensions and discipline referrals.

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
Update PBS plan and ensure its implementation with fidelity	K-5	Jody Long	School-wide	Monthly	Participation in state-wide PBS program. Meeting minutes will also be distributed.	School Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Project Wisdom	Weekly character education lessons for students and teachers	General Fund	\$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
Crisis Prevention Intervention Course	Training for all staff on Crisis Prevention Intervention program	Title 1	\$5,700.00
			Subtotal: \$5,700.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,200.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Parent Involvement				
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Please refer to our Title 1 Parent Involvement Plan		
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
Please refer to our Title 1 Parent Involvement Plan		Please refer to our Title 1 Parent Involvement Plan		
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
See Parent Involvement Plan for detailed information.						

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal # 1:			Increase the overall proficiency levels of our students in the areas of science and math by 4% each as measured by our FCAT assessment.		
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	New teachers to our school and grade-level teams who are unfamiliar with the grade level curriculum.	Teachers will participate in collaborative planning sessions and professional development sessions to develop effective lessons and interventions. Teachers will collaborate with other staff to develop and implement effective lessons. Teachers will utilize vertical planning techniques and the instructional focus calendars.	Curriculum leaders, classroom teachers, student support staff, and school administration	Use of collaborative planning team recording sheets and completeness of lesson plans. Progress monitoring discussion during collaborative planning times and student data chats. Action Plans showing progress monitoring data.	Appropriate documentation of lessons and interventions demonstrating student growth (SM4, LEARN, Curriculum Assessments, FCAT Results, FCAT Explorer, IXL Math), and PRIDE observations and evaluations.
2	Limited time to provide interventions for striving mathematicians.	Provide strategic interventions during the school day and in after school academic enrichment programs.	Classroom teachers, Student Support Teachers, After-School Program Staff, school administration	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions and re-teach sessions.	Appropriate documentation of lessons and interventions demonstrating student growth (SM4, LEARN, Curriculum Assessments, FCAT Results,

					FCAT Explorer, IXL Math), and PRIDE observations and evaluations.
3	Limited differentiated lessons to address multiple learning styles and student performance levels.	Implement differentiated instruction to address the multiple learning styles/modalities and levels of the students.	Classroom teachers and school administration	Ongoing progress monitoring of student achievement will determine the effectiveness of the interventions and re-teach sessions.	Appropriate documentation of lessons and interventions demonstrating student growth (SM4, LEARN, Curriculum Assessments, FCAT Results, FCAT Explorer, IXL Math), and PRIDE observations and evaluations.

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

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

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

STEM Budget:

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	SRA Reading Mastery	Supplemental Reading Program	Title 1	\$8,000.00
Suspension	Project Wisdom	Weekly character education lessons for students and teachers	General Fund	\$500.00
				Subtotal: \$8,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	SuccessMaker Custom Courses	Custom courses that our teachers developed to align with the Instructional Focus Calendars	Title 1	\$3,800.00
CELLA	Teleparnet	Training for all staff re: the use of Teleparent for their families.	N/A	\$0.00
Mathematics	SuccessMaker Custom Courses	Custom courses that our teachers developed to align with the Instructional Focus Calendars	Title 1	\$3,800.00
				Subtotal: \$7,600.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Staff Teaming and Reflection (STAR) Meetings	Substitutes provided for all-day professional development sessions and collaborative planning time.	Title 1	\$26,000.00
CELLA	Staff Teaming and Reflection (STAR) Meetings	Substitutes provided for all-day professional development sessions and collaborative planning time.	Title 1	\$26,000.00
Mathematics	Staff Teaming and Reflection (STAR) Meetings	Substitutes provided for all-day professional development sessions and collaborative planning time.	Title 1	\$26,000.00
Science	Staff Teaming and Reflection (STAR) Meetings	Substitutes provided for all-day professional development sessions and collaborative planning time.	Title 1	\$26,000.00
Writing	Highly Effective Writing Instructional Strategies	Professional Development for teachers on effective ways to teach narrative and expository text.	Title 1	\$4,600.00
Writing	Collins Writing Program	Using writing to support learning in other content areas	Title 1	\$4,000.00
Suspension	Crisis Prevention Intervention Course	Training for all staff on Crisis Prevention Intervention program	Title 1	\$5,700.00
				Subtotal: \$118,300.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$134,400.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/8/2012)

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.



No. Disagree with the above statement.

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

While our SAC is comprised of more than 51% of non-school board appointed members, it does not represent the racial and ethnic diversity of our school. We attempted to remedy this by advertising our SAC membership on our website, through flyers, on our marquee, and with personal phone calls.

Projected use of SAC Funds	Amount
Providing the funding of the art, music, and fitness after-school clubs.	\$5,000.00

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

All activities during the upcoming school year will support the academic, social, emotional, and cultural growth of our students. The primary focus of the SAC for this year will be the support and funding of our after-school art, music, and fitness clubs.

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

Sarasota School District ATWATER ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	73%	77%	56%	288	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	70%	51%			121	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?	62% (YES)	64% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					535	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Sarasota School District ATWATER ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	78%	77%	53%	285	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	60%	48%			108	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?	42% (NO)	51% (YES)			93	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					486	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested