

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: WOODLAWN ELEMENTARY SCHOOL

District Name: Highlands

Principal: Mrs. Kaye Bowers

SAC Chair: Mrs. Julie Fowler and Mrs. Susan Bible

Superintendent: Mr. Wally Cox

Date of School Board Approval:

Last Modified on: 9/26/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
		Masters/Education Leadership; Masters/Guidance & Counseling; Bachelors/Education; Facilitates a monthly professional learning community with all faculty & staff; Attended FL School Superintendent Leadership Training; Attended Reading First Leadership Conference; Past state committee member, FL Council on			Grade C 11-12 Grade B 10-11 AYP 82% Grade B 09-10 AYP 85% Grade C 08-09 AYP 90% Grade A 07-08 AYP 97%

Principal	Mrs Kaye Bowers	Accreditation/School Improvement; Meets monthly with Parent Teacher Organization; Facilitates monthly Grade Chair meetings; Chairperson, SAC Peer Review Team; Trained Local Education Agent (LEA); Trainer, Facilitative Leadership; Trainer, Classroom Walk-Through; Member Delta Kappa Gamma; Member FASA; Member NAESP; ESOL certified	22	13	Grade A 06-07 AYP 95% Grade B 05-06 AYP 92% Grade B 04-05 AYP 97% Grade B 03-04 AYP 87% Grade B 02-03 Grade C 01-02 Grade A 00-01
Assis Principal	Mrs. Melissa Blackman	Masters/Education Leadership; Bachelors/Elementary Ed; Certified Varying Exceptionalities K-12; Attendee, Reading First Leadership Conference; Trained, Local Education Agent (LEA); Trained, Classroom Walk-Through; Meets monthly with School Advisory Council; Meets monthly with Parent Teacher Organization; Facilitates Curriculum; Leadership Team Meetings; Member FASA: Certified Associate Behavior Analyst	4	4	Grade C 11-12 Grade B 10-11 AYP 82% Grade B 09-10 AYP 85% Grade C 08-09 AYP 90%

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Cheryl Vermilye	Elementary Ed. K-6			School Grade C 53% made high standards in reading; 63% made learning gains in reading; 57% of lowest 25% made learning gains in reading

## 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	Curriculum Understanding: New teachers will meet with team to continue to understand the Next Generation Standards/Next Generation Standards and Common Core Standards and Data Analysis of their classroom, grade level and school.	Team Leader	End of school year	
	District Procedures & Policy: New teachers in need will be			

2	assigned a peer teacher to assist with district guideline implementation. They will meet at least bi weekly and share observations of instruction.	Mentor Teacher	September 2012	
3	Peer teacher competencies	Certified Peer Teacher	September 2012	
4	Alternative Certification Training	Assigned Certified Teacher Mentor	August 2012	
5	Provide targeted staff development	Administration	End of school year	

### 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
2 ESOL 2 Certification	Enrolled in ESOL Endorsement classes Received unofficial reports, waiting on official report

### 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
39	10.3%(4)	17.9%(7)	41.0%(16)	12.8%(5)	15.4%(6)	66.7%(26)	5.1%(2)	2.6%(1)	51.3%(20)

### 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
N/A			
Amanda Vaughn	Susanna Wyatt	Mrs. Wyatt is a first year teacher and working in fifth grade. Mrs. Vaughn has many years of teaching experience with ESOL and reading endorsements.	Mrs. Vaughn will follow the district wide protocol in providing support and guidance to Mrs. Wyatt. Some activities may include planning and preparing curriculum and instruction, elaborating on classroom management techniques, and assisting with day to day routines and procedures.
Dara Judah	Heather Barnes	Miss Barnes is a first year teacher working in fifth grade. Mrs. Judah is a team leader and has many years	Mrs. Judah will follow the district wide protocol in providing support and guidance to Miss Barnes. Some activities may include planning and preparing curriculum and instruction, elaborating on

		of teaching experience with ESOL and reading endorsements.	classroom management techniques, and assisting with day to day routines and procedures.
Sheryl Vretta	Denise Franze	Mrs. Franze is a first year teacher working in third grade. Mrs. Vretta is gifted endorsed and has many years of teaching experience with ESOL and reading endorsements.	Mrs. Vretta will follow the district wide protocol in providing support and guidance to Mrs. Franze. Some activities may include planning and preparing curriculum and instruction, elaborating on classroom management techniques, and assisting with day to day routines and procedures.

## 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

Will provide funds to all elementary schools and one middle school with 75% free/reduced poverty level, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB.

#### Title I, Part C- Migrant

Provides service to migrant students (Pre K-12 grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students and provide health and guidance services to them. The Migrant Early Childhood Program services 3-4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

#### Title I, Part D

Provides services to children who are delinquent or neglected.

#### Title II

Title II, Part A: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title II, Part D: Enhancing Education Through Technology (EETT) supports technology professional development.

#### Title III

Supports activities to assist students to become proficient in English, supports teacher professional development in ELL strategies and parent involvement and education.

Title IV: Provides prevention services at the district alternative school. Also provides learning opportunities for school guidance counselors to acquire training to assist students with drug free and violence free lifestyles.

#### Title X- Homeless

Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

#### Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level I readers.

#### Violence Prevention Programs

The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug

tests and counseling.

#### Nutrition Programs

N/A

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

Proposals are submitted annually to enhance selected Vocational programs for regular, disadvantaged and handicapped students in grades 7-12.

#### Job Training

A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success and perform well during a job interview.

#### Other

N/A

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Kelly Griffin, Cheryl Vermilye, Kaye Bowers, Melissa Blackman, Jayma Hitt, Christine Gilbert, Pat Musto

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

The RtI team will train all faculty and staff pre-school week on the RtI process. The RtI team meets quarterly to review student performance and make improvements to the core curriculum. They meet with team leaders from each grade level monthly to discuss changes in targeted students. Committee members meet monthly with each grade level team.

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 role of the RtI Leadership Team is to use data for decision making and assignment of resources in order to improve learning for all students. Goals and objectives are set based on assessment data. Data collected at each intervention level are used to measure the effectiveness of the intervention.

#### 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.

Pinnacle grade book, STAR reading, PMRN, Harcourt assessments, grade level indicators, Performance Matters and Genesis student management system.

Describe the plan to train staff on MTSS.

RtI core team members will present a refresher overview during pre-school week. Each core RtI member will be assigned to assist one specific grade level. Each member will meet with their assigned grade level team monthly to review data on Tier I and Tier II interventions. Students in need of Tier III interventions will be decided upon at weekly guidance problem-solving

team meetings.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Kaye Bowers-Principal  
Melissa Blackman-Assistant Principal/Reading Endorsed  
Darlene Brod-1st Grade Teacher/Reading Endorsed  
Jayma Hitt-2nd Grade Teacher/Reading Endorsed  
Jon Spencer-3rd Grade Teacher/Reading Endorsed  
Sue Tarter-4th Grade Teacher/Reading Endorsed  
Jennifer Reser-5th Grade Teacher/Reading Endorsed  
Cheryl Vermilye-LCRT/Reading Endorsed  
Kelly Griffin-Guidance Counselor  
Dara Juda-Staff Development Focus  
Jerry Wright-Math Specialist  
Jessica Turner-Coordinator of School Wide PBIS System

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

The LLT is vital in researching data based strategies, setting literacy goals based upon this research, communicating those goals with stakeholders and supporting the implementation of goals of the team. The team meets before the start of the school year to set long and short term goals for the school. They work with the curriculum leadership team and cooperatively decide on avenues and logistics of implementing the plan. Throughout the school year, the team meets to progress monitor the plan and it's success. They also conduct professional development to other teachers in order to reach the goals set by the team. After the school year, the team meets again to evaluate the effectiveness of the goals and implementation. They come to consensus about next steps and how to process for the following year.

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

1. Focus on improving core instruction
2. Primary grades will focus on phonics; intermediate grades will focus on vocabulary and comprehension
3. Cognitive complexity/Webbs Depth of Knowledge
4. Mastery of Strategic Intervention

## 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.

Pre-K migrant program provides services to 3-4 year old migrant children at our school. Home school liaisons will assist families in registering and obtaining information concerning entrance into the Kindergarten Learning Center within the Sebring area. There are no kindergarten students at Woodlawn Elementary School.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

### Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students proficient (scoring level 3) on the 2011 FCAT will increase 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (68)	30% (87)

#### 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	Core instruction does not consistently provide explicit instruction in Phonics strategies in grades 3-5	All students will receive reading instruction through the core program, Harcourt Reading, which includes leveled readers, small groups, differentiated instruction and center activities, Harcourt on-line e-book, reteach strategies, Splash into Phonics or Comprehension Expedition, focus minilessons; Develop focus lessons based on results of the FAIR Phonics Inventory.	Classroom teacher; Reading Coach; Grade Level Team Leader; RtI Team; Progress Monitoring Team	Grade level teams will review FAIR OPM in Word Analysis to determine the students scoring proficiency (31st percentile); Teacher will administer and Grade level teams will review FAIR Phonics Inventory.	FAIR OPM in Word Analysis; FAIR Phonics Inventory
2	Core curriculum materials do not provide the level of instruction to address the appropriate level of complexity needed for proficiency in Reading	Off level students will receive additional instruction using Leveled Readers, skill group instruction reteaching same skill strategies or computer assisted instruction. Students will receive an additional 30 minutes a day, 4-5 days a week. Focus on explaining what is read by writing it down. Increased exposure to complex text through non-fiction or expository based read-alouds/classroom models, close analytical Read for each of the six themes, increase use of Accelerated Reader for motivational purposes.	Classroom teacher; Reading Coach; Grade Level Team Leader; RtI Team; Progress Monitoring Team	Progress monitoring using data assessments and grade level review. Grade level data graphing with RtI team. Data review with progress monitoring team.	FAIR Harcourt Reading Assessments, computer based reports or FCAT FOCUS lessons
	Core does not provide	3 sessions 3 days a	Classroom teacher	Monitor SME results	SME gains reports



3	sufficiently daily review and practice of specific skills	week, SME4	and technology resource	
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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 reading.  Reading Goal #1b:	Woodlawn Elementary continues to focus on effective strategies in the area of reading instruction in 1st through 5th grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop life long learners.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (9)	0% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for teacher to plan and collaborate in order to ensure that students have instruction in Access Points of the standards.	ESE teachers will work with district level liaison to understand and be able to provide more effective instruction for the students in the Access Points. Ensure that each student's IEP goals are suitable for him/her to be successful on the alternate assessment.	Administrator, Reading Coach, Teacher and district liaison.	Progress monitoring of IEP, school wide progress monitoring of individual students three times a year.	IEP goals/performance of student. Alternate assessment.

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:	The percentage of students scoring Level 4 or 5 on the 2011 FCAT will increase 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (84)	31% (90)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Core instruction does not provide an adequate amount of explicit instruction of higher level questioning strategies.	Teacher will plan and provide higher level questioning techniques/strategies based on cognitive complexity of FCAT Reading items during core instruction through use of challenge materials, leveled readers, or project based activities.	Classroom Teacher; Reading Coach	Reading teacher will collect and review FAIR OPM Reading Comprehension percentile 70% or above or question complexity level identified on student detail report	FAIR OPM Reading Comprehension percentile or question complexity level

		Display exemplary student work throughout the building			
2	Core does not provide sufficient daily review and practice of specific skills	3 sessions a week, SME4 strands (focus on reading application)	Classroom teacher and technology resource	Monitor SME4 results	SME4 gains reports
3	Close Analytical Read for each of the six themes. Essential questions posted and discussed throughout the lessons.				

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:	Woodlawn Elementary continues to focus on effective strategies in the area of reading instruction in 1st through 5th grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop life long learners.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (8)	66% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for teacher to plan and collaborate in order to ensure that students have instruction in Access Points of the standards.	ESE teachers will work with district level liaison to understand and be able to provide more effective instruction for the student in access points. Ensure that each student's IEP goals are suitable for him/her to be successful on the alternate assessment.	Administator, Reading Coach, Teacher, District Liaison	Progress monitoring of IEP, school wide progress monitoring of individual students three times a year.	IEP goals/performance of student. Alternate assessment.

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:	The percentage of students making learning gains in Reading on the 2011 FCAT will increase 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (183)	65% (189)

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
	Core instruction does not	Teacher will plan and	Classroom	Reading teacher will	FAIR OPM Reading

1	provide an adequate amount of explicit instruction of higher level questioning	provide higher level questioning techniques/strategies based on cognitive complexity of FCAT Reading items during core instruction through use of challenge materials, leveled readers, or project based activities. Frequently celebrate targeted reading growth. Teacher will prepare questions about the text in advance. Teachers will visually display questions for students. Teach UNRAAVEL strategies to all students, Close analytical read for each of the six themes. Increase use of Accelerated Reader for motivational purposes.	Teacher; Reading Coach	collect and review FAIR OPM Reading Comprehension percentile or question complexity level identified on student detail report.	Comprehension percentile or question complexity level
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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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	Woodlawn Elementary continues to focus on effective strategies in the area of reading instruction in 1st through 5th grades. We operate on the belief that every child can learn and we will support and encourage all students to do so. In doing this, we instill the love of reading and develop life long learners.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (9)	75% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for teacher to plan and collaborate in order to ensure that students have instruction in Access Points of the standards	ESE teachers will work with district level liaison to understand and be able to provide more effective instruction for the students in the access points. Ensure that each student's IEP goals are suitable for him/her to be successful on the alternate assessment	Administrator, Reading Coach, Teacher, District Liaison	Progress monitoring of IEP, school wide progress monitoring of individual students three times a day	IEP goals/performance of student. Alternate assessment.

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:	The percentage of students in the lowest 25% making learning gains in Reading will maintain 50% or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:

57% (165)

50% (145)

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 in the lowest 25% lack basic skills in all core areas of Reading (PA, P, F, C, V, O)	Identify bottom 25% of grade level based on a variety of data sources; Insure implementation of Tier 2/3 interventions with 75% fidelity; Use Problem Analysis to identify Tier 2 and Tier 3 interventions based on RtI resource map (i.e.: Strategic Intervention, Intervention Station, My reading Coach); 5 days a week, reading SME 30 minutes; My Reading Coach; SRA; Intervention Station; Teach UNRAAVEL strategies for all primary off level students and all Level 1 and 2 intermediate students; On Early Release days, focus on teaching reading. Deliver Past/Phonics instruction for off level students in grades 3 and as needed in grades 4-5.	Classroom Teacher; RtI Team	Review and analyze data (i.e.: FAIR, STAR, FCAT); Review Implementation Documentation Worksheet	Past/Phonics (3-5) CBM Probes, STAR Reading, STAR Early Literacy

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 # WES will increase reading achievement by 2% each year over the next five years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76	78	81	83	85	

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 number of black and Hispanic students scoring at or above proficiency in reading will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55/55% (Estimated)	65/65% (Estimated)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of available resources at home	Prioritize enrollment of minority students in after school programs; Provide literature to send home to minority students off level in reading; Assign extra tutoring staff during the school day	Team Leader, Reading Coach and Administration	Review data monthly	FAIR, grade level indicators

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.	The number of economically disadvantaged students scoring
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Reading Goal #5E:	at or above proficiency in reading will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (133)	71% (155)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Less time is spent on academics.	Prioritize enrollment in after school programs for economically disadvantaged students.	Teacher, Reading Coach, Administration	Review monthly reading probe data.	CBM probes.

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
Phonics	1-5	Reading Coach	Group primary and intermediate	Quarterly	Reading coach will support grade level teams to develop phonic lessons	Team Leaders
Success Maker	1-5	Technology resource teacher	Group primary and intermediate	Twice a month with grade level teams	Review SME data bi-weekly	Technology resource teacher, classroom teacher
Review 2011-2012, Overview Common Core Standards, 1st and 2nd grade sharing, text complexity, CLOSE Reads	1-5	Administration	All instructional staff	August 2012		
Common Core	1-5	Dara Judah	All instructional staff	September 2012		Dara Judah
Word Study- Word Sorts, 1/2 reading, 1/2 math, AR, literature studies, CAR	1-5	Cheryl Vermilye	All instructional staff	October 2012		Cheryl Vermilye
Grades 1-2: Continue Common Core; Grades 3-5: Beginning to understand unwrapping	1-5		All instructional staff	January 2013		
Grades 1-2: Continue to understand						

Common Core; Grades 3-5: Beginning to understand unwrapping Common Core Standards	1-5	Cheryl Vermilye	All instructional staff	January 2013		Cheryl Vermilye
Grades 1-2: Update Common Core needs; Grades 3-5: 1/2 day unwrapping Common Core	1-5	Administration	All instructional staff	May 2013		Administration
Common Core	1-5	Cheryl Vermilye	All instructional staff	October 2012		Cheryl Vermilye
Problem analysis and RtI process to target basic reading	1-5	Guidance, Core RtI Team	Group primary and intermediate	Weekly	Core RtI Team to review/monitor fidelity and implementation plan	Guidance Counselor
Social Studies new core program	1-5	Kim Mogilevsky	All instructional staff	August 2012		Kim Mogilevsky

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Harcourt reading curriculum, monthly learning community meetings	Kim Ervin District Reading Resource Teacher, Classroom Instruction that Works	District Textbook Budget; Title 1	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

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:		Increase proficiency by 3%			
2012 Current Percent of Students Proficient in listening/speaking:					
22%-7 out of 32					
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	English language not spoken at home	Purchase lower level high interest books to take home	ESOL Para	Progress Monitoring	Cella results

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:		Increase proficiency by 3%			
2012 Current Percent of Students Proficient in reading:					
22% 7 out of 32					
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	English language not spoken at home	Purchase lower level high interest books to take home	ESOL Para	Progress Monitoring	Cella results

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing.					
CELLA Goal #3:					
2012 Current Percent of Students Proficient in writing:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	English language not spoken at home	Purchase lower level high interest books to take home	ESOL Para	Progress Monitoring	Cella results



CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Harcourt reading curriculum, monthly learning community meetings	Kim Ervin District Reading Resource Teacher, Classroom Instruction that Works	District Textbook Budget; Title I	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Remediation on target skills	Think Central, Update SME	Title I; District Technology Funds; Operating Budget	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Knowledge of Learning Styles	Differentiated Instruction Materials, BPIE	FIN/USF; District Staff Development Funds; School Internal Accounts	\$18,500.00
			Subtotal: \$18,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum Alignment	Collaborative Problem Solving Workshop	FIN/USF	\$3,500.00
Curriculum Alignment	Atlas Mapping	Title I	\$3,750.00
			Subtotal: \$7,250.00
			<b>Grand Total: \$35,750.00</b>

End of CELLA Goals

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The percentage of students proficient (scoring Level 3) in math will increase 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (78)	30% (87)

### 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	Pacing of core curriculum and integrating Math Centers	Grades 3-5 will correlate Math centers/daily math to NGSSS and McGraw-Hill series; Increase depth of knowledge of math skills (fact drills) through the use of manipulatives, exploration, and an increased focus on problem solving (3rd geometry, 4th numbers and operations, 5th Base Ten and Fractions and geometry/measurement) Use of computer assisted programs (i.e. SME ConnectEd) 3 sessions, 3 days a week of SME4. Begin transition to Common Core.	Classroom Teacher	Review of grade level data and assessments to determine students achieving proficiency	Performance Matters, Chaper Tests, computer based assessments, Rocket math Fact Drills, grade level indicators, Placement Diagnostic (McGraw-Hill), SME gains report. Implement vocabulary assessment.

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:	1st Grade will focus on student success in math through the Common Core Math Standards; 2nd through 5th Grades will continue focusing on student success in math through the Next Generation Sunshine State Math Access Points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (9)	66% (3)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Time for teacher to plan and collaborate in order to ensure that students have instruction in Access Points of the standards	ESE teachers will work with district level liaison to understand and be able to provide more effective instruction for the students in the access points. Ensure that each student's IEP goals are suitable for him/her to be successful on the alternate assessment.	Administrator, Reading Coach, Teacher, District Liaison	Progress monitoring of IEP, school wide progress monitoring of individual students three times a year.	IEP goals/performance of student. Alternate assessment.
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students scoring Level 4 or 5 on the 2011 FCAT will increase 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (78)	34% (99)

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	Pacing of core curriculum and integrating Math Centers	Grades 3-5 will implement and correlate Math centers/Strand Attack to NGSSS and McGraw-Hill series; Increase depth of knowledge of math skills through the use of manipulatives, exploration, and an increased focus on problem solving. Use of computer assisted programs (i.e.: SME, FCAT Explorer, Impact) 3 sessions, 3 days a week of SME.	Classroom Teacher	Review of grade level data and assessments to determine students achieving proficiency	Performance Matters, Chapter Tests, computer based assessments, Fact Drills, grade level indicators, Placement Diagnostic (McGraw-Hill), SME gains reports

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	1st Grade will focus on student success in math through the Common Core Math Standards; 2nd through 5th Grades will continue focusing on student success in math through the Next Generation Sunshine State Math Access Points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (9)	66% (3)

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Time for teacher to plan and collaborate in order to ensure that students have instruction in Access Points of the standards.	Teacher will plan activities and assignments based on Access Points of the NGSSS. Teacher will collaborate with district liaison in order to provide appropriate materials and resources to students.	Teacher, administrators, district liaison	Progress monitoring of IEP, school wide progress monitoring of individual students three times a year.	IEP goals/performance of student. Alternate assessment. Classroom walk throughs. Informal/formal observations.

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:	The percentage of students making learning gains in math on the 2011 FCAT will increase 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (186)	65%(189)

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	Planning and implementation of lessons to cover the depth of knowledge necessary to achieve above level mastery of skills.	Grades 3-5 will implement and correlate Math centers/Strands Attack to NGSSS and new McGraw-Hill series; Increase depth of knowledge of math skills through the use of manipulatives, exploration, and an increased focus on problem solving Use of computer assisted programs (i.e.: SME, FCAT Explorer, ConnectEd assignments) 15 minutes, 3 days a week of SME Daily use of ConnectEd tool within lessons Implement math centers weekly using exploration materials and problem solving Teach UNRAAVEL strategies to all students	Classroom Teacher	Review of grade level data and assessments to determine students achieving proficiency	Performance Matters, Chapter Tests, computer based assessments, Fact Drills, grade level indicators, Placement Diagnostic (McGraw-Hill), SME gains reports

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	1st Grade will focus on student success in math through the Common Core Math Standards; 2nd through 5th Grades will continue focusing on student success in math through the Next Generation Sunshine State Math Access Points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (8)	66% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for teacher to plan and collaborate in order to ensure that students have instruction in Access Points of the standards.	ESE teachers will work with district level liaison to understand and be able to provide more effective instruction for the students in the Access Points. Ensure that each student's IEP goals are suitable for him/her to be successful on the alternate assessment.	Teacher, Administrator, District Liaison	Progress monitoring of IEP, school wide progress monitoring of individual students three times a year.	IEP goals/performance of student. Alternate assessment. Classroom walk through, informal/formal observations.

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:	The percentage of students in the lowest 25% making learning gains will be at least 50%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (151)	50% (145)

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	Planning and implementation of lessons to cover the depth of knowledge necessary to achieve above level mastery of skills.	Grades 3-5 will implement and correlate Math centers/Strand Attack to NGSSS and new McGraw-Hill series; Increase depth of knowledge of math skills through the use of manipulatives, exploration, and an increased focus on problem solving. Use of computer assisted programs (i.e.: SME, ConnectEd). Daily session SME4 math.  Teach UNRAAVEL strategies for all primary off level students and all intermediate students. On early release days, focus on teaching math. Implement Triumphs & Strategic instruction for targeted students.	Classroom Teacher	Review of grade level data and assessments to determine students achieving proficiency	Performance Matters, Chapter Tests, computer based assessments, Fact Drills, grade level indicators, Placement Diagnostic (McGraw-Hill), SME gains reports

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76	78	81	83	85	

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 percentage of minority students scoring proficient in math will increase 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 40% (18) Hispanic: 65% (53)	Black: 52% (23) Hispanic 75% (62)

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	Planning and implementation of lessons to cover the depth of knowledge necessary to achieve above level mastery of skills. White: See above	Prioritize enrollment in afterschool programs for black students	Teacher, administration	Review monthly data	SME Performance Matters

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The number of economically disadvantaged students scoring at or above proficiency will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (137)	73% (159)

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	Planning and implementation of lessons to cover the depth of knowledge necessary to achieve above level mastery of skills.	Prioritize enrollment in after school programs for economically disadvantaged students	Teacher, administration	Review monthly data	SME Performance Matters

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
Computer based	1-5	Tech resource	All instructional staff		TRT meet with grade levels	

training (SM)		teacher			monthly	
ConnectEd	All staff	Team Leaders	New Staff			Team Leaders
District wide math training with Common Core curriculum	1-5	District math rep	All instructional staff		Math conection team collaboration	District math resource teacher Patt Willard, Candice Dickens and Jennifer Reser
Impact	1-5	Math resource teacher	Primary-Intermediate			Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase CORE textbook	MacMillan McGraw-Hill	District Textbook budget	\$400.00
			Subtotal: \$400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Math coach will model video math lessons concerning 21st Century Standards	School level math team leader	Title I: Team leader stipend	\$1,575.00
			Subtotal: \$1,575.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Coordinate centers with new textbook materials	Write Math center 3 hour refresher; MacMillan textbook	Title I	\$1,500.00
Coordinate centers with new textbook materials	Write Math Materials	Title I	\$3,000.00
			Subtotal: \$4,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum Alignment	Atlas Mapping	Title I	\$3,750.00
			Subtotal: \$3,750.00
			Grand Total: \$10,225.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students achieving proficiency (FCAT Level 3) in science will maintain 30% proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (34)	30% (30)
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	Discontinuity of teaching methods and assessment methods across the grade levels	Teach the Scientific Method Process; Vertically align standards	Classroom teacher, Team Leader	Planning with grade level	Grade level notes & Performance Matters
2	Crossover of the NGSSS	Team collaboration and planning	Classroom teacher, Grade Level teams	Atlas Curriculum Mapping	Curriculum Mapping
3		Hold a science fair school wide for grades 1-5. Target life and environmental subskills for the science fair projects	Classroom teacher		
4					

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:	Woodlawn Elementary strives for quality instruction in science and aligned curriculum that best meets the needs of our students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal # 2a:	Students achieving above proficiency (FCAT levels 4 and 5) in science will maintain 15%
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (17)	15% (15)

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
	Discontinuity of	Teach the Scientific	Classroom	Planning with grade	Grade level notes

1	teaching methods and assessment methods across the grade levels	Method Process; Vertically align standards	teacher, Team leader	level	and Performance Matters
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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:	Woodlawn Elementary strives for quality instruction in science and aligned curriculum that best meets the needs of our students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3)	100% (2)

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 may not have the background knowledge needed to be successful on the FAA science test.	Ensure students have instruction in the Access Points of the NGSSS. Hands on activities to promote an interest in science.	Teachers, administrators	Teacher will monitor student's progress through pinnacle grading system and by student observation. Administrators will conduct classroom walk throughs, informal and formal observation.	Assessments in the classroom, student observation, pinnacle.

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
Questioning skills	1-5	Science Committee	Instructional staff	Each 9 weeks	Grade level notes	Team Leaders
Resource development (assessments)	1-5	Toni Cornelius	Instructional staff	Ongoing	Atlas Mapping	Team Leaders
Technology to enhance collaboration	1-5	Science Committee	Instructional staff	Each 9 weeks	Grade level notes	Team Leaders
Content knowledge	1-5	Science Committee	Instructional staff	Each 9 weeks	Grade level notes	Team Leaders
Curriculum Theme based	1-5	Science Committee	Instructional staff	Each 9 weeks	Grade level notes	Team Leaders
Curriculum alignment	1-5	Jennifer Reser	5th	June 2013	Atlas Mapping	Administration
Pearson Interactive Science	1-5	Science Committee	Instructional staff	Each 9 weeks	Grade level notes	Team Leaders

Initial training for Core textbook	1-5	District Science Reps	Instructional staff	August 2012		District Science Reps
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase newly adopted Scott Foresman/Pearson science materials	District orders all newly adopted textbooks	District Textbook Funds	\$26,900.00
Purchase Options supplemental materials	Comprehensive Science Assessment - Options is supplemental materials to assist with test taking skills.	n/a	\$0.00
			Subtotal: \$26,900.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase use of FCAT Explorer and Super Science Encyclopedia Britannica	Super Science Encyclopedia Britannica	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science representatives will meet with district resource teacher	Next Generation Sunshine State Standards	District	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum alignment	Science Manipulatives Atlas Mapping	Science Consumable Funds; Operating Budget; Internal Accounts; Title I	\$5,250.00
			Subtotal: \$5,250.00
			Grand Total: \$32,150.00

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.		Students receiving a 3.0 on FCAT Writing will increase by 10%			
Writing Goal #1a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
71% (70) 22% (21)			81% (79)		
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	Prerequisite sequential development is needed for FCAT Writing in sentence structure, mechanics, usage, punctuation and spelling	60 minute writing block in 4th grade; Incorporate writing into all subjects; Incorporate Kathy Robinson writing at all grade levels; Increase instructional focus on writing conventions (i.e. Sentence structure, mechanics, usage, punctuation and spelling); Vertically align a pacing guide for students to write a complete essay;  Model paragraph development and editing weekly.	Classroom teacher	Administer district prompts two times a year; 4th grade administer district prompts three times a year; collect and review classroom writing samples; Staff will provide feedback after each prompt administration	District Writing Rubric
2		Incorporate composition writing based on Common Core.			Assess written answers on weekly test for grammar, conventions, and details.
3		Correct use of standard English, quality details, relevant and logical support.			
4		1st and 2nd trading grades of peer district prompts with grade levels. 3rd monthly trading grades of grade level prompts within grade level (end of year prompt graded by 4th grade). 4th trade grades of peer grade level prompts at least monthly.			

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:	Our goal for the students taking the FI Alternate Assessment at Woodlawn Elementary is to develop writing skills that will benefit them in real world settings.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (4)	0% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students may not have the basic writing skills to be successful on the FAA writing test.	Teachers will incorporate writing into the reading program when appropriate. Teachers will model	Teacher and administrators	Teacher will gather materials and collaborate with others to brainstorm ideas on integrating reading and	Writing samples, lesson plans, informal observations and walk throughs.

1		proper writing responses for students.  Teacher will monitor student's writing closely to determine proper instruction.		writing. Teacher will plan and prepare meaningful lessons for the students.	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson study	1-5 (new)	Teachers	Classroom teachers	4 times a year	Classroom observation notes	Team
Vertically align writing	1-4	Reading Coach	Classroom teachers	1st month	Lesson plans	Administration
Understanding 2013 FCAT 2.0 writing grade accountability	1-4	Reading Coach	Classroom teachers	1st month	Lesson plans	Administration
All writing or with Spiral and Unwrapping WCCR.10	1-5	Reading Coach	All instructional staff	August 2012		Reading Coach
Evidence Based Writing and speaking	1-5	Cheryl Vermilye	All instructional staff	November 2012		Cheryl Vermilye
21st Century Standards	1-4	4th grade team leader	Grades 1-4 classroom teachers	4 times a year	Review writing rubrics quarterly	Team leaders; Classroom teachers

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
Vertical alignment	Kathy Robinson Writing Vertical Alignment	Title I	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum alignment	Atlas Mapping	Title I	\$3,750.00

## Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Reduce the number of students with 10 or more absences by 5%  2011 Reduced by 5%  Reduce the number of students with 10 or more tardies by 5%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
525 95%	536 97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
550 32% (177)	26% (140)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
18% (97)	15% (81)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student's attendance & tardies are affecting performance	Refer identified students to the Tri County counselor	Guidance; SARC committee	Student attending school	Attendance printout
2	Student's attendance & tardies are affecting performance	Identify student rate by grade level	Data operator; SARC committee	Review attendance by grade level	Attendance printout
3	Student's attendance & tardies are affecting performance	Tie reinforcement and punctuality to PBIS plan  Phone call made daily to all parents of tardy students via ConnectEd  Recognize punctuality and attendance per grade level	PBS committee, classroom teacher  Data Operator	Review attendance	Attendance printout
4	Students arriving late or missing more than 10 days of school or checking out during the	Students will be recognized monthly by improved tardies/attendance	Team Leaders and SARC Committee	Attendance/tardy improvement	Attendance/tardy data

	instructional day				
5					
6					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School attendance review requirements	1-5	School social worker, data operator	School wide	1st month of school	Data operator will print identified students by grade level to team leader	SARC Committee
PBIS updates	1-5	PBIS Team	School wide	2nd Tuesday of each month	Data operator will print identified students by grade level to team leader	PBIS Team

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase alarm clocks	Home school liaison home visits	Internal accounts	\$50.00
			Subtotal: \$50.00
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
Vertical alignment	Kathy Robinson Writing Vertical Alignment	Title I	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase attendance and nutrition	Breakfast in the classroom	Federal Funding National School Lunch Program	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,550.00

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:	To decrease the rate of in school suspensions by 10% To decrease the rate of out-of-school suspensions by 10%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
63	87
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
36	51
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
71	50
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
19	30

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 lack of problem solving skills	PBS will provide booster lessons on expectations and rules. PBS will provide rewards to students meeting expectations.	PBS team	PBS team will analyze SWIS data on a monthly basis	SWIS data
2	Several students have repeated behavior difficulties	PBS team will use RtI processes to target students with severe behavioral difficulties to initiate individual behavior plans.	PBS team	Monthly review of behavioral strategies by PBS team for specific students	SWIS data and RtI data
3	Too many students suspended out of school therefore missing instruction	Increase differentiation instructional strategies in classrooms Focus on social skills instruction	Classroom teachers and guidance counselor	Decrease in the number of students having to be suspended	Discipline report

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

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



PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Skill streaming lessons	1-5	Team Leaders	All staff	Quarterly	Review team leader notes	Team Leaders, administration
Functional behavior assessment training	1-5	District behavior specialist	Targeted staff	Ongoing	Review/monitoring of behavior plans	Targeted teachers/guidance/RtI Team
Positive behavior support training	1-5	Jessica Turner, Jon Spencer	All faculty and staff	August 2012; quarterly	Data operator will print grade level discipline report monthly to team leaders	Team Leaders, classroom teacher and assistant principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Remediation para	Homework lunch assistance	Title I	\$5,057.00
			Subtotal: \$5,057.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Identify targeted students for New Horizons counselor	N/A	New Horizon funding	\$0.00
Behavior improvement plan	Staff specialists	District	\$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: \$5,057.00

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>	75% of the parents will participate in at least one school activity.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

70%						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	Parents time and availability	Designate flexible times for parent involvement programs	Laura Ritenour-- Parent Involvement Committee	Have sign in sheets available for the parent involvement committee to review percent of parents attending by each grade level.	Sign in sheets, volunteer lists, volunteer hours	

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
Orientation	1-5	Administration	Parents, students, all instructional staff	August 2012	Parent conferences	Classroom teachers
Curriculum nights	1-5	Reading coach	Parents, students, all instructional staff	September 2012	Parent conferences	Reading coach, classroom teachers
Academic recognition	3-5	Administration	Parents and students	August 2012	Cafeteria report	Administration
Talent Show, Science Fair and Family Dinner	4-5	Cheryl Vermilye, 4th and 5th grade teams	Parents and students	May 2013	Attendance sheets	Cheryl Vermilye
Parent conferences	1-5	Classroom teachers	Parents, all instructional staff	November 2012, April 2013	Assessments	Classroom teachers
PTO/SAC meetings	1-5	Administration	Parents, staff	Total of 5 for 2012-2013	Minutes of meetings	Administration
Grade level music programs/concerts	1-5	Classroom teacher and music teacher	Parents, students, staff	Seven scheduled performances	Attendance sheets	Laura Ritenour
School wide science fair	1-5	Team Leaders	Parents and students	May 2013	Attendance sheets	Melissa Blackman
Welcome to 1st Grade Day	1	1st Grade Team	Incoming 1st grade students and parents	June 2013	Attendance sheets	Darlene Brod
Grade level awards	1-5	Classroom teachers	Parents and students	May 2013	Attendance sheets	Team Leaders

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum nights	FCRR, grade level indicators	Title I internal accounts	\$3,000.00
			Subtotal: \$3,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$3,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM					
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of direct and explicit instruction for moderate to high problem solving involving science technology, engineering, and math	Students	Classroom teacher and administration	Progress monitoring	FCAT and Performance Matters
2	Lack of inquiry based science investigation focused on NGSSS	Complete STEM activities that will focus on hands on intergration using a variety of disciplines in math and science	Classroom teacher and administration	Progress monitoring	FCAT and Performance Matters
3	Students lack the ability to apply knowledge to critical thinking problems	Complete STEM activities that will focus on hands on integration using a variety of disciplines in math and science	Classroom teacher and administration	Progress monitoringq	FCAT and Performance Matters

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
BPIE update	1-5	Mike Muldoon	BPIE Committee	Fall 2012	May 2013	Assessment data, ESE student progress monitoring data

STEM Budget:

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

End of STEM Goal(s)

## Additional Goal(s)

### Continue the implementation of Best Practices in Inclusive Education (BPIE) Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Continue the implementation of Best Practices in Inclusive Education (BPIE) Goal		Schedule the implementation of Best Practices in Inclusive Education (BPIE)			
Continue the implementation of Best Practices in Inclusive Education (BPIE) Goal #1:					
2012 Current level:		2013 Expected level:			
50%		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	Funding availability	Coordinate resources to pay stipends for ESE teacher planning	ESE staff	Progress monitoring data	Assessment data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
BPIE update	1-5	Mike Muldoon	BPIE Committee	Fall 2012	May 2013	Assessment data

### 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
<b>Other</b>			
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 Continue the implementation of Best Practices in Inclusive Education (BPIE) Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement Harcourt reading curriculum, monthly learning community meetings	Kim Ervin District Reading Resource Teacher, Classroom Instruction that Works	District Textbook Budget; Title 1	\$5,000.00
CELLA	Implement Harcourt reading curriculum, monthly learning community meetings	Kim Ervin District Reading Resource Teacher, Classroom Instruction that Works	District Textbook Budget; Title I	\$5,000.00
Mathematics	Purchase CORE textbook	MacMillan McGraw-Hill	District Textbook budget	\$400.00
Science	Purchase newly adopted Scott Foresman/Pearson science materials	District orders all newly adopted textbooks	District Textbook Funds	\$26,900.00
Science	Purchase Options supplemental materials	Comprehensive Science Assessment - Options is supplemental materials to assist with test taking skills.	n/a	\$0.00
Attendance	Purchase alarm clocks	Home school liaison home visits	Internal accounts	\$50.00
Parent Involvement	Curriculum nights	FCRR, grade level indicators	Title I internal accounts	\$3,000.00
				Subtotal: \$40,350.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Remediation on target skills	Think Central, Update SME	Title I; District Technology Funds; Operating Budget	\$5,000.00
Mathematics	Math coach will model video math lessons concerning 21st Century Standards	School level math team leader	Title I; Team leader stipend	\$1,575.00
Science	Increase use of FCAT Explorer and Super Science Encyclopedia Britannica	Super Science Encyclopedia Britannica	District	\$0.00
Suspension	Remediation para	Homework lunch assistance	Title I	\$5,057.00
				Subtotal: \$11,632.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Increase Knowledge of Learning Styles	Differentiated Instruction Materials, BPIE	FIN/USF; District Staff Development Funds; School Internal Accounts	\$18,500.00
Mathematics	Coordinate centers with new textbook materials	Write Math center 3 hour refresher; MacMillan textbook	Title I	\$1,500.00
Mathematics	Coordinate centers with new textbook materials	Write Math Materials	Title I	\$3,000.00
Science	Science representatives will meet with district resource teacher	Next Generation Sunshine State Standards	District	\$0.00
Writing	Vertical alignment	Kathy Robinson Writing Vertical Alignment	Title I	\$1,500.00
Attendance	Vertical alignment	Kathy Robinson Writing Vertical Alignment	Title I	\$1,500.00
Suspension	Identify targeted students for New Horizons counselor	N/A	New Horizon funding	\$0.00
Suspension	Behavior improvement plan	Staff specialists	District	\$0.00
				Subtotal: \$26,000.00
Other				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Curriculum Alignment	Collaborative Problem Solving Workshop	FIN/USF	\$3,500.00
CELLA	Curriculum Alignment	Atlas Mapping	Title I	\$3,750.00
Mathematics	Curriculum Alignment	Atlas Mapping	Title I	\$3,750.00
Science	Curriculum alignment	Science Manipulatives Atlas Mapping	Science Consumable Funds; Operating Budget; Internal Accounts; Title I	\$5,250.00
Writing	Curriculum alignment	Atlas Mapping	Title I	\$3,750.00
Attendance	Increase attendance and nutrition	Breakfast in the classroom	Federal Funding National School Lunch Program	\$0.00
				Subtotal: \$20,000.00
				Grand Total: \$97,982.00

## 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 9/17/2012)

## 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.



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

Describe projected use of SAC funds	Amount
No data submitted	

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



# 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

Highlands School District WOODLAWN ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	74%	88%	43%	279	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	67%	58%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	43% (NO)			106	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					510	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Highlands School District WOODLAWN ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	76%	86%	41%	274	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	54%	65%			119	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	42% (NO)	70% (YES)			112	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					505	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested