

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: RYMFI RE ELEMENTARY SCHOOL

District Name: Flagler

Principal: Mrs. Paula St. Francis

SAC Chair: Mrs. Pat DePaul

Superintendent: Mrs. Janet Valentine

Date of School Board Approval: October 16, 2012

Last Modified on: 10/17/2012

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

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K-12 Public Schools  
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## 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)
Principal	Mrs. Paula St. Francis	BS in ELED; MS in Reading; Ed Leadership Core Program; Principal Leadership Certification	6	9	2011-2012 Rymfire Elementary School Grade "A"; 2010-2011 Rymfire Elementary School Grade "A"; 2009-2010 Rymfire Elementary School Grade "C"; 2008-2009 Rymfire Elementary School Grade "B"; 2007-2008 Rymfire Elementary School Grade "A"; 2006-2007 Rymfire Elementary School Grade "B"; 2005-2006 Wadsworth Elementary School Grade "A"; 2004-2005 Wadsworth Elementary School Grade "A"; 2003-2004 Indian Trails K-8 School Grade "A"
Assis Principal	Mrs. Barbara Sauvelpahkick	BS in Elementary Ed; MS in Ed. Leadership	6	6	2011-2012 Rymfire Elementary School Grade "A"; 2010-2011 Rymfire Elementary School Grade "A"; 2009-2010 Rymfire Elementary School Grade "C"; 2008-2009 Rymfire Elementary School Grade "B"; 2007-2008 Rymfire Elementary School Grade "A"; 2006-2007 Rymfire Elementary School Grade "B"

Assis Principal	Mr. Timothy King	BS in ELED (K-6); ESE (K-12); MS in Ed. Leadership	2	2	2011-2012 Rymfire Elementary School Grade "A"; 2010-2011 Rymfire Elementary School Grade "A"
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## 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	Mrs. Kathy Baldwin	BS in El. Ed/ESE (K-6); SLD (K-6); MS in VE; Reading Endorsement	6	2	2011-2012 Rymfire Elementary School Grade "A"; 2010-2011 Rymfire Elementary School Grade "A"; 2009-2010 Rymfire Elementary School (Teacher)

## 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	In order to recruit and retain high quality, highly qualified teachers, Rymfire Elementary promotes a culture of collegiality that provides teachers with the opportunity to work as part of a team. Support is provided for all teachers through trainings, workshops, grade level meetings, professional learning community meetings and informal get togethers that allow everyone to share information/concerns/needs. Mentor teachers are set up with new teachers to help them in becoming acclimated to Rymfire Elementary School policies and procedures. We also have had many student (intern) teachers who were placed in classes at Rymfire and then applied for employment here at our school. We actually hired one of last year's interns as part of our faculty for the 2012-2013 school year.	Paula St. Francis, Principal; Barbara Sauvelpahkick, Assitant Principal; Timothy King, Assistant Principal	Ongoing through the 2012-2013 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
We currently have no teachers who are teaching out of field or received less than an effective rating.	

## 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
79	2.5%(2)	3.8%(3)	72.2%(57)	21.5%(17)	26.6%(21)	100.0%(79)	12.7%(10)	8.9%(7)	24.1%(19)

## 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
Natalie Twombly (2nd Grade)	Robin Jaques (2nd Grade)	New to Rymfire; Partner Teachers; Ms. Twombly is 2nd Grade Lead Teacher	Meet on a regular basis to review procedures. Assist teacher with classroom questions/needs.
Gina Araujo (2nd Grade)	Kandice Griffin (2nd Grade)	New to Rymfire; Partner Teachers	Meet on a regular basis to review procedures. Assist teacher with classroom questions/needs.
Rachel Bovino (4th Grade)	Stacey Main (4th Grade)	New to Rymfire; Partner Teachers	Meet on a regular basis to review procedures. Assist teacher with classroom questions/needs.
Anna Lisowski (5th Grade)	Amanda Harding (5th Grade)	New to Rymfire; Partner Teachers	Meet on a regular basis to review procedures. Assist teacher with classroom questions/needs.
Lori Lamb (6th Grade)	Joy Sanfillippo (6th Grade)	New to Rymfire; Ms. Lamb is 6th Grade Lead Teacher	Meet on a regular basis to review procedures. Assist teacher with classroom questions/needs.
Sharon Schack (ESE)	Craig Miller (5th/6th ESE)	New to Rymfire; Sharon Schack is ESE Lead Teacher	Meet on a regular basis to review procedures. Assist teacher with classroom questions/needs.
Amy Kopach (5th Grade)	Megan Winter (5th Grade)	New to Rymfire; Ms. Kopach was previously a Lead Teacher	Meet on a regular basis to review procedures. Assist teacher with classroom questions/needs.

## 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

Rymfire Elementary School is school-wide Title I. Funding received through Title I Part A will be used to focus on the academic achievement of disadvantaged students. The purpose of this grant is to ensure that all children have a fair, equal and significant opportunity to obtain a high quality of education--especially those students in poverty situations. Funds will be used to provide Supplemental Education Services (SES) which will provide for free tutoring for qualifying students. This grant is also being used to provide for parent involvement activities and professional development for teachers.

#### Title I, Part C- Migrant

Flagler County is part of a multi-district project through Alachua County. Home visits are provided and continued eligibility is monitored. Our representative from the grant visits families and communicates with the Title I staff to resolve issues for students who do not have the necessary school supplies. These students also receive access to tutoring services.

#### Title I, Part D

N/A

#### Title II

Title II is an entitlement grant used to improve teacher and principal quality by increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in the schools. It holds local educational

agencies and schools accountable for the improvement of student achievement. Our funds are used for professional development and staff trainings for all instructional and non-instructional staff.

Title IID grant is designed to enhance continued professional development of teachers, principals and administrators in the use of technology.

Title IID ARRA Entitlement Funds provide professional development for teachers, principals and administrators in the use of Challenge-based Learning which emphasizes the integration of technology and curriculum.

#### Title III

Funding through this grant focuses on language instruction and language acquisition for limited English proficient students. This grant helps to supplement our academic programs and has a strong parent involvement requirement. Parent workshops will be provided in the areas of math, reading, and writing. Parents are asked to provide input at the parent meetings as well as through a survey included in the Title I newsletter.

#### Title X- Homeless

The focus of this grant is to assist homeless students, unaccompanied youth and families in situational poverty with accessing services and help to remove barriers for homeless students. This is in accordance with the McKinney-Vento American Recovery and Reinvestment Act Program. The funding from this grant pays for partial salary for the Homeless/Parent Specialist who will work closely with the Title I coordinator. All schools will be monitored to be sure the needs of all homeless students are met. The Title I coordinator meets with each school on a monthly basis to discuss homeless student counts and to be sure that their needs are being met.

#### Supplemental Academic Instruction (SAI)

As funds become available they will be used to provide before/after school tutoring for students in the areas of Reading (3rd-6th), Math (3rd-6th), Science (5th), and Writing (4th).

#### Violence Prevention Programs

Title IV funding provides for Safe and Drug Free Schools activities. A group of teachers used some of this funding to develop a Bullying Prevention Program (Bucket Fillers) for Grades K-6 which was implemented last year and will continue to be used during the 2012-2013 school year. Our Health teacher also teaches bullying prevention in class and will be presenting information to our staff on the Professional Development Day in September. In addition, the Flagler Youth Coalition provides activities for students in the district.

#### Nutrition Programs

Students in grades K-6 receive free breakfast each day. Nutrition is addressed in our Health classes on the wheel.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

Guidance Counselors will be conducting a Career Day in the Spring of 2013. This is an opportunity for students to learn about different careers and the skills/responsibilities of people in those jobs.

#### Job Training

N/A

#### Other

1) Immigrant Grant: A district level employee will be monitoring our immigrant student population. The number of students and their needs will be assessed throughout the year.

2) Rymfire Elementary hosted a Safety Fair in conjunction with the Flagler County Volunteers and the Kiwanis Club in September.

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

Identify the school-based MTSS leadership team.

The Rymfire Elementary School MTSS/RtI Team consists of:

- 1)Principal (Paula St. Francis)/Assistant Principals (Barbara Sauvelpahkick and Timothy King): Ensure that MTSS/RtI is being implemented with fidelity, including the use of proper intervention strategies.
- 2)General Education Teachers: Each general education teacher is a part of the MTSS/RtI team in providing for their individual students. Each teacher is responsible for collecting data and providing interventions for any student in Tier 2.
- 3)ESE Teachers: Assist in collecting and analyzing data as well as providing interventions and collaborating with general education teachers.
- 4)Reading Coach (Kathy Baldwin): Provides training for teachers in the use of intervention strategies; conducts observations of students and assists in testing and collecting data through regular progress monitoring and screenings.
- 5)School Psychologist (Catherine Raulerson): Assists in developing graphs based on student/class data; provides training for teachers to develop understanding of the MTSS/RtI process; works with teachers to assist them in providing strategies for intervention.
- 6)Guidance Counselors (Rachel Block-Stewart, Amy Gambone, and Lisa Rice): Assist teachers with PMP development and implementation of strategies; help to collect data and coordinate MTSS/RtI meetings. The Guidance Counselors will be presenting a mandatory training entitled "RtI 101" to all teachers at the start of the year to reacquaint them with MTSS/RtI procedures and policies.
- 7)Speech/Language Teachers (Nancy Moses Bennett, Kathleen Hanson): Conduct speech/language screenings needed to help determine needs and course of action for students.

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 MTSS/RtI Team conducts meetings as needed to review data collected on students going through the RtI process. They assess the progress of the students and make determinations, based on data, for further intervention strategies to be implemented.  
At this time, we have 153 students in grades K-6 who are in the RtI process.

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

The MTSS/RtI Leadership Team provides information on students who are going through the RtI process. They also provide assistance with intervention strategies that should be used with the students in each of the Tiers.

#### 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.

Data is collected through Progress Monitoring including FAIR (Reading for Grades K-6); FLKRS (Kindergarten); Math Baseline Testing (K-6); Science Assessment (Grades 3-6) and Common Assessments in Math, Reading and Writing (K-6). Teachers also collect data from classroom assessments that correlate with state adopted materials in Reading, Math and Science.

Progress Monitoring is conducted through the year as follows:

FAIR (3x per year in Grades K-6), Math Baseline Testing (3x per year in K-6; testing is online in Performance Matters for Grades 2-6), Science Baseline Assessment (3x per year online in Performance Matters for Grades 3-6) Common Assessments in Reading, Math and Writing (4x per year in Grades K-6).

Describe the plan to train staff on MTSS.

The Guidance Counselors, School Psychologist, and Reading Coach presented a training entitled "RtI 101" to all teachers at the start of the year to reacquaint them with RtI procedures and policies. This was a refresher for returning teachers as well as an introduction for teachers who are new to the school. They also provide data on RtI students at Grade Level Data Day meetings which are held three times per year. Teachers are also encouraged to refer to the MTSS/RtI manual which is on the Flagler Schools website.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The Literacy Leadership Team consists of the Reading Coach (Kathy Baldwin), Administrators (Paula St. Francis, Barbara Sauvelpahkik and Timothy King), the Media Specialist (Jackie Lehtonen) and teachers in Grades K-6.

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

The Literacy Leadership Team meets monthly to discuss reading strategies and testing. Information is then shared with the faculty in grade level meetings. The Team also plans contests and family activities to stimulate interest in reading for all grade levels.

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

The major initiatives of the Literacy Leadership Team for the 2012-2013 school year will be the School-wide Reading Counts Contest, "Rymfire Really Reads" program for students in grades K-6, Dr. Seuss Night in March for students and families, Battle of the Books competition with other Elementary Schools in the district, a Poetry Slam in April and a parent workshop (Families Building Better Readers) in November.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 8/24/2012)

### \*Elementary Title I Schools Only: Pre-School Transition

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

Kindergarten students, and parents of these students, entering Rymfire Elementary School for the first time are provided opportunities for transitioning into the elementary school program:

- A "Boo-Hoo" Breakfast for parents is conducted by the principal on the first day of full Kindergarten attendance. This helps the parents become acquainted with the building and staff and allows for an easy adjustment to sending the Kindergarten child to school for the first time.
- Single grade Open House Nights for K-6 allow for more time with the teacher to receive information about the requirements of the grade level.
- Staggered Start for Kindergartners on the first three days of school provides for a smaller class setting on those first days. On the fourth day of school all students report for class.
- Kindergarten teachers provide opportunities for students to become familiar with the building and staff at the school (search for the "Gingerbread Man")
- FLKRS assessment is administered within the first month of school to provide for early assessment of student readiness.
- FAIR assessment is administered within the first month of school to provide for early assessment of reading readiness.

### \*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.

In Grade 6 teachers have been trained in the use of the Harcourt Reading (StoryTown) program as well as in the use of strategies that should be used when teaching reading as a core subject and in the content areas. In addition, professional development is provided throughout the year by the reading coach and other staff.

## \*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 who scored at least a Level 3 on the FCAT Reading Test decreased from 81% in 2011 to 65% in 2012. This is due to the revised cut scores put out by FLDOE.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (220 of 785 students) scored at a Level 3 on the 2012 FCAT Reading Test.	The expected level of performance for the 2013 FCAT Reading Test is that the percentage of students scoring at least a Level 3 would increase to at least 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	Students from low SES populations and the fact that Rymfire has a high mobility rate	The school will implement FAIR Assessments to monitor student progress.	Leadership Team and Reading Coach	Review FAIR data according to schedule.	FAIR Assessment Data Results
2	Students from low SES populations and the fact that Rymfire has a high mobility rate	Teachers will use the Harcourt Reading Program as their core reading program.	Leadership Team and Reading Coach	Review teacher instructional practices.	Classroom walkthroughs and review of lesson plans
3	Students from low SES populations and the fact that Rymfire has a high mobility rate	Common assessments for reading will be used in grades K-6.	Leadership Team and Reading Coach	Teachers administer and score common assessments and turn in to Reading Coach for review.	Common assessments scored by teacher
4	Students from low SES populations and the fact that Rymfire has a high mobility rate	Parent Night: "Families Building Better Readers" will be provided to share materials and strategies for helping students at home. (Spanish speaking interpreter will be available for parents, if needed.)	Reading Coach, Title I and Inclusion Teachers	Monitor of student progress by classroom teachers	Classroom assessments and progress monitoring
5	Students from low SES populations and the fact that Rymfire has a high mobility rate	The school will develop a Master schedule with a 90 minute uninterrupted reading block which provides for differentiated instruction of students.	Leadership Team and Grade Level Representatives	Review of schedules and achievement data of students	Master schedule, teacher lesson plans, student data
6	Students from low SES populations and the fact that Rymfire has a high mobility rate	Students in grades K-1 will be taught using the Reading Mastery Program on a daily basis.	Reading Coach and Leadership Team	Review of student achievement data	Classroom assessments and progress monitoring
7	Students from low SES populations and the fact that Rymfire has a high mobility rate	Students in self contained ESE classrooms with be taught using the Signature Series (K-3). In addition, students will be exposed to core reading program at grade level.	Reading Coach and Leadership Team	Review of student achievement data	Classroom assessments and progress monitoring



8	Students from low SES populations and the fact that Rymfire has a high mobility rate	As funding becomes available, tutoring will be provided before school for students in grades 3-6 who scored Level 2 or low Level 3 and are not receiving any other tutoring services.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
9	Students from low SES populations and the fact that Rymfire has a high mobility rate	A 30 minute triple i time will be added to the 90 minute reading block for teachers to use reading intervention strategies through social studies content area reading.	Reading Coach and Leadership Team	Review of student achievement data	Classroom assessments and progress monitoring
10	Students from low SES populations and the fact that Rymfire has a high mobility rate	The REWARDS Program will be used with targeted students in Grades 4-6.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
11	Students from low SES populations and the fact that Rymfire has a high mobility rate	Common planning times have been provided in order for grade level PLC groups to meet and share best practices.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
12	Students from low SES populations and the fact that Rymfire has a high mobility rate	Students in grades K-6 will participate in the "Rymfire Really Reads" program to promote independent reading.	Media Specialist	Review of student achievement data	Classroom assessments and progress monitoring
13	Students from low SES populations and the fact that Rymfire has a high mobility rate	The Junior Great Books Program will be available for teachers in Grades K-6.	Reading Coach and Administration	Review of student achievement data	Classroom assessments and progress monitoring
14	Students from low SES populations and the fact that Rymfire has a high mobility rate	Teachers in K-1 are fully implementing Common Core Standards into their instruction; Teachers in 2-6 are implementing a blending of Next Generation Sunshine State Standards and Common Core Standards.	Reading Coach and Administration	Review of lesson plans and student achievement data	Classroom assessments and progress monitoring

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	All students who took the Florida Alternate Assessment in Reading in 2012 scored at a Level 4 or better.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (5 students) of students who took the Florida Alternate Assessment in Reading in 2012 scored at least a Level 4.	The goal is that 100% of the students who take the Florida Alternate Assessment in Reading in 2013 will score at least a Level 4.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low socio-economic and high mobility rate population.	Expose students to Reading Core Curriculum as part of their reading program.	Reading Coach; ESE Department	Review student achievement	Reading Common Assessments
2	Low socio-economic and high mobility rate population.	All strategies used in Goal 1a will also be incorporated.	Reading Coach; ESE Department; Administration	Review student achievement	Reading assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:			The percent of students achieving above proficiency on the FCAT Reading Test decreased from 42% in 2011 to 37% in 2012. This is due, in part, to the revised cut scores developed by FLDOE.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
37% (290 of 785 students) scored at or above a Level 4 on the 2012 FCAT Reading Test.			The expected level of performance is that at least 45% of students will score at or above proficiency on the 2013 FCAT Reading Test.		
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	Low SES and high mobility population	The master schedule provides for a 90 minute reading block which allows for differentiated instruction based on specific levels and needs of students.	Leadership Team and Reading Coach	Review of student achievement data	Classroom assessments and progress monitoring
2	Low SES and high mobility population	Common assessments for reading will be used in grades K-6.	Leadership Team and Reading Coach	Teachers administer and score common assessments and turn in to Reading Coach for review.	Common assessments scored by the teacher
3	Low SES and high mobility population	Parents will be encouraged to participate in the SES tutoring provided through Title I.	Administration; Guidance; Title I	Review of student achievement data	Classroom assessments and progress monitoring
4	Low SES and high mobility population	One 5th grade class and one 6th grade class are designated as our "Future Problem Solvers" classes to incorporate higher level thinking/problem solving skills.	Administration; Reading Coach	Review of student achievement data	Classroom assessments and progress monitoring

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:			3 out of 5 students who took the 2012 Florida Alternate Assessment in Reading scored at Achievement Level 7.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
60% (3 of 5) students who took the 2012 Florida Alternate Assessment in Reading scored a Level 7.			The goal is to increase the percentage of students scoring a Level 7 on the 2013 Florida Alternate Assessment in Reading from 60% to 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
	Student disabilities	All strategies shown in	Administration;	Progress Monitoring	Student

1		Goal 1a will apply	Reading Coach; ESE Department	assessment data
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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:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The percentage of students making learning gains on the FCAT Reading Test decreased from 69% in 2011 to 56% in 2012. This is due, in part, to the revised cut scores used by FLDOE.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (437 of 785 students) made learning gains on the 2012 FCAT Reading Test.	The expected level of performance is that at least 65% of students will make learning gains on the 2013 FCAT Reading Test.

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	Low SES and high mobility population	The Master Schedule includes a 90 minute reading block which provides for differentiated instruction based on levels of need of students.	Leadership Team and Reading Coach	Review of student achievement data	Classroom assessments and progress monitoring
2	Low SES and high mobility population	A 30 minute triple i time is added to the reading block to allow teachers time to use intervention strategies for reading in the social studies content area.	Leadership Team and Reading Coach	Review of student achievement data	Classroom assessments and progress monitoring
3	Low SES and high mobility population	As funding becomes available, tutoring will be provided before school for students in grades 3-6 who are Level 2 or low Level 3 and are not being serviced through other tutoring.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
4	Low SES and high mobility population	Teachers will start or continue the RTI process for students who are struggling with reading skills. Interventions will be put in place for these students.	Guidance, Leadership Team and Reading Coach	Review of student achievement data	Classroom assessments and progress monitoring
5	Low SES and high mobility population	Parents will be encouraged to take advantage of SES tutoring provided by Title I.	Administration; Guidance; Title I	Review of student achievement data	Classroom assessments and progress monitoring
6	Low SES and high mobility population	The Junior Great Books Program will be available for teachers in Grades 3-6.	Reading Coach and Administration	Review of student achievement data	Classroom assessments and progress monitoring
7	Low SES and high mobility population	Intervention teachers use Florida Ready (3-6), Florida Coach (3-6), and Comprehension Toolkit (K-6) materials with their RTI and struggling students.	Reading Coach; Intervention Teachers; Administration	Review of student data achievement	Classroom assessments and progress monitoring

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

of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	Only one student had scores from the 2011 Reading portion of the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1 of 1 student) made learning gains on the 2012 Reading portion of the Florida Alternate Assessment.	The goal would be that any students who took the Reading portion of the 2012 Florida Alternate Assessment Test would make learning gains on the 2013 Test.

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 disabilities	All strategies shown in Goal 1a will apply	Administration; Reading Coach; ESE Department	Progress Monitoring	Student assessment data

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

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 25th percentile who made gains on the 2012 FCAT Reading Test increased from 62% in 2011 to 66% in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% of students in the lowest 25th percentile made learning gains on the 2012 FCAT Reading Test.	The expected level of performance is that at least 75% of students in the lowest 25th percentile will make learning gains on the 2013 FCAT Reading Test.

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	Low SES and high mobility rate population	90 minute reading block with flexibility grouping allows for more differentiated instruction for students based on levels and areas of need.	Administration and Reading Coach	Review of student achievement data	Classroom assessments and progress monitoring
2	Low SES and high mobility population	The REWARDS program will be used with intervention students during 30 minute triple i time in grades 4-6.	Administration and Reading Coach	Review of student achievement data	Classroom assessments and progress monitoring
3	Low SES and high mobility population	30 minute triple i time has been added to reading block to allow for intervention strategies to be used as part of reading in the social studies content area.	Administration and Reading Coach	Review of student achievement data	Classroom assessments and progress monitoring
4	Low SES and high mobility population	Reading Mastery program being used as part of instruction in Kindergarten and 1st grade.	Administration and Reading Coach	Review of student achievement data	Classroom assessments and progress monitoring
	Low SES and high	Intervention Team	Administration and	Review of student	Classroom

5	mobility population	(Inclusion/Title I Teachers) provide small group assistance for students during reading block.	Reading Coach	achievement data	assessments and progress monitoring
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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 goal is to decrease the achievement gap between black and white subgroups by at least 50% by the year 2016-2017. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	21%	18%	16%	14%	12%	

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 ultimate goal is that students in all subgroups would make satisfactory progress on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% of White, 51% of Black, 37% of Hispanic, and 33% of Asian subgroups did not make satisfactory progress on the 2012 FCAT Reading Test.	The expected level of performance would be that 100% of students in each subgroup make satisfactory progress on the 2013 FCAT Reading Test.

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	Low SES and high mobility population	Flexibility grouping during the 90 minute reading block allows for more differentiated instruction based on student levels and areas of need.	Administration and Reading Coach	Review of student achievement data	Classroom assessments and progress monitoring
2	Low SES and high mobility population	Encourage parents to take advantage of SES tutoring provided through Title I.	Administration; Guidance; Title I	Review of student achievement data	Classroom assessments and progress monitoring
3	Low SES and high mobility population	As funding becomes available, tutoring will be provided for students in grades K-6 who are Level 2 or low Level 3 and not being serviced by any other tutoring program.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
4	Low SES and high mobility population	The Boys and Girls Club is made available to students to provide after school enrichment/tutoring activities.	Administration; Girls and Boys Club	Review of student achievement data	Classroom assessments and progress monitoring

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

5C. English Language Learners (ELL) not making	
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satisfactory progress in reading. Reading Goal #5C:	70% of ELL students did not make satisfactory progress on the 2012 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% of ELL students did not make satisfactory progress on the 2012 FCAT Reading Test.	The expectation is that 100% of students in this subgroup would make satisfactory progress on the 2013 FCAT Reading Test.

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	Low SES and Language Barrier	Teachers will use ESOL strategies with students, if applicable.	Administration and Reading Coach	Review of student achievement data	Classroom assessments and progress monitoring
2	Low SES and Language Barrier	90 minute reading block allows time to provide for more differentiated instruction based on student levels and areas of need.	Administration and Reading Coach	Review of student achievement data	Classroom assessments and progress monitoring
3	Low SES and Language Barrier	Parent Workshop: "Families Building Better Readers" will provide a Spanish speaking interpreter for those who need it.	Administration and Reading Coach	Review of student achievement data	Classroom assessments and progress monitoring
4	Low SES and Language Barrier	ELL students will have access to Rosetta Stone program, if needed.	Administration and Reading Coach	Review of student achievement data	Classroom assessments and progress monitoring
5	Low SES and Language Barrier	Encourage parents to take advantage of SES tutoring provided through Title I.	Administration; Guidance; Title I	Review of student achievement data	Classroom assessments and progress monitoring
6	Low SES and Language Barrier	As funding becomes available, tutoring will be provided for students who are Level 2 or low Level 3 and are not being serviced by other tutoring programs.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
7	Low SES and Language Barrier	Encourage parents to take advantage of the ESOL Parent Room.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
8	Low SES and Language Barrier	Teachers will use Thinking Maps strategies for instruction.	Administration	Review of student achievement data	Classroom assessments and progress monitoring

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	78% of SWD students did not make satisfactory progress on the 2012 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% of SWD students did not make satisfactory progress on the 2012 FCAT Reading Test.	The expectation is that 100% of students in this subgroup would make satisfactory progress on the 2013 FCAT Reading Test.

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	Low SES and high mobility population; student disabilities	SRA Signature Series used with students in K-3	Administration; Reading Coach; ESE Department	Review of student achievement data	Classroom assessments and progress monitoring
2	Low SES and high mobility population; student disabilities	Exposure to general education curriculum and skills	Administration; Reading Coach; ESE Department	Review of student achievement data	Classroom assessments and progress monitoring

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	41% of ED students did not make satisfactory progress on the 2012 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% of ED students did not make satisfactory progress on the 2012 FCAT Reading Test.	The expected level of performance is that 100% of students in this subgroup would make satisfactory progress on the 2013 FCAT Reading Test.

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	Low SES and high mobility population	All strategies used in Goal #1 will be used to increase student achievement with this subgroup.	Administration and Reading Coach	Review of student achievement data	Classroom assessments and progress monitoring

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
REWARDS	4-6	Kathy Baldwin (Reading Coach)	Teachers in Grades 3-6	August, 2012	Administrative Walkthroughs to monitor use of strategies; support and collaboration with Reading Coach	Administration and Reading Coach
Data Meetings to review student progress	K-6	Administration and Reading Coach	Teachers in Grades K-6	October, 2012; February, 2013; May, 2013	Copies of Agendas and Sign-ins	Administration and Reading Coach
		Kathy Baldwin (Reading Coach)			Administrative	

Questioning Strategies	K-6	and Jill Lively (District Reading Curriculum Specialist)	Teachers in Grades K-6	September, 2012	Walkthroughs to monitor use of strategies	Administration
PLC Meetings	K-6	Lead Teachers	Teachers in Grades K-6	Monthly, through the 2012-2013 school year	Sign ins and PLC Follow-up sheets turned in by PLC groups	Administration
Rtl 101	K-6	Guidance Counselors	Teachers in Grades K-6	September, 2012	Review of student data	Guidance, Administration and Reading Coach
Just Read Florida	K-3	Charlotte Johnson-Davis and Ruth Gumm (DOE Reps)	Teachers in Grades K-3	September, 2012	Administrative walkthroughs to monitor use of strategies and follow ups with Reading Coach	Administration and Reading Coach
Literacy Committee	K-6	Kathy Baldwin (Reading Coach)	Teachers in Grades K-6	Monthly, through the 2012-2013 school year	Copies of agendas and sign in sheets; committee members share out information with grade level	Reading Coach
Common Core Training	K-6	Administration and Reading Coach	Teachers in Grades K-6	November, 2012	Copies of agendas and sign in sheets; review of lesson plans	Administration and Reading Coach
Problem Solvers: Common Core and Thinking Skills	4-6	Janie Ruddy and Lori Lamb (Future Problem Solvers Teachers)	Language Arts Teachers in Grades 4-6	September, 2012	Copies of agendas and sign in sheets; review of plans	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Core Instruction	Harcourt Reading Materials for K-6 (replenish free materials, s&h only)	School Budget	\$2,500.00
Direct Instruction	Reading Mastery Materials	School Budget	\$9,998.00
Progress Monitoring	FAIR Materials	State Funded	\$0.00
Intervention Strategies	REWARDS Program for 4-6	Title I Funding	\$500.00
Instruction	Social Studies Weekly (incorporating reading skills)	Title I Funding	\$7,421.00
Instruction/Intervention	Junior Great Books for K-6	Title I Funding	\$5,568.00
Intervention Strategies	Florida Standards Based Instruction Coach (student/teacher materials)	Title I Funding	\$935.00
Intervention Strategies	Florida Ready (student/teacher materials)	Title I Funding	\$1,028.00
Intervention Strategies	Comprehension Toolkit (student/teacher materials)	Title I Funding	\$3,091.00
Instruction	Common Core Standards Flip Chart for K-6 Teachers	Title I Funding	\$342.00
			Subtotal: \$31,383.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Instruction and Intervention	iPads for student use	Title I Funding	\$499.00
Instruction/Intervention/Enrichment	Kid's College	District Funding	\$4,500.00
Instruction/Intervention/Enrichment	SuccessMaker	School Budget	\$2,450.00
			Subtotal: \$7,449.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Development	Reading Coach Salary	School Budget	\$55,863.00



Data Review	Subs for Data Days in October, February, and May	Title I Funding	\$10,500.00
Professional Development	Junior Great Books (Stipend for teachers and presenter)	Title I Funds	\$2,200.00
Intervention Strategies	Subs for Teachers attending the RtI 101 Training for K-6	Title I Funding	\$3,500.00
Professional Development Days	Stipends for Teacher Presenters	Title I Funding	\$300.00
			Subtotal: \$72,363.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Materials for Families Building Better Readers	Title I Funding	\$50.00
Parent Involvement	Stipends for presenters of Families Building Better Readers	Title I Funding	\$600.00
Parent Involvement	Books for "Santa Book Give Away"	Title I Funding	\$500.00
Parent Involvement	Materials for Poetry Slam	Title I Funding	\$200.00
			Subtotal: \$1,350.00
			<b>Grand Total: \$112,545.00</b>

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:		The goal is to increase, by 10%, the percent of students scoring proficient on the Listening/Speaking portion of the 2013 CELLA Test.			
2012 Current Percent of Students Proficient in listening/speaking:					
74% (31 of 42 students) scored proficient on the Listening/Speaking portion of the 2012 CELLA Test.					
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	Low SES and Language Barriers	All strategies shown in Goal 5C for ELL Students would apply.	Administration; Reading Coach; Barry McDonald (ELL Contact)	Review of student achievement data	Classroom assessments and progress monitoring

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:	The goal is to increase, by at least 10%, the percentage of students scoring proficient on the Reading portion of the 2013 CELLA Test.
2012 Current Percent of Students Proficient in reading:	
33% (14 of 42 students) scored proficient on the Reading portion of the 2012 CELLA Test.	
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	Low SES and Language Barriers	All strategies shown in Goal 5C for ELL Students would apply.	Administration; Reading Coach; Barry McDonald (ELL Contact)	Review of student achievement data	Classroom assessments and progress monitoring

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

3. Students scoring proficient in writing. CELLA Goal #3:	The goal is to increase, by at least 10%, the percentage of students scoring proficient on the Writing portion of the 2013 CELLA Test.
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2012 Current Percent of Students Proficient in writing:

48% (20 of 42 students) scored proficient on the Writing portion of the 2012 CELLA Test.

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	Low SES and Language Barriers	All strategies shown in Goal 5C for ELL Students would apply.	Administration; Reading Coach; Barry McDonald (ELL Contact)	Review of student achievement data	Classroom assessments and progress monitoring

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Progress Monitoring	CELLA Testing Materials	District Office	\$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
Test Administration	Training for Teachers to administer CELLA Testing	District Office	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00



## Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The percent of students who scored at least a Level 3 on the FCAT Math Test decreased from 66% in 2011 to 56% in 2012. This is partially due to the revised cut scores used by FLDOE.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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29% (228 of 786 students) scored at Achievement Level 3 on the 2012 FCAT Math Test.	The expected level of performance is that at least 66% of students will score at least a Level 3 on the 2013 FCAT Math Test.
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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	Low SES and high mobility population	Special Area teachers will infuse math skills into their lessons.	Administration	Review of student achievement data	Classroom assessments and progress monitoring.
2	Low SES and high mobility rate population	Teachers in grades K-6 will use the Pearson Math series.	Leadership Team	Review of student achievement data	Classroom assessments and progress monitoring
3	Low SES and high mobility population	Teachers will use lesson planning that incorporates use of essential questions to guide learning.	Leadership Team	Review of student achievement data	Classroom walkthroughs and review of lesson plans
4	Low SES and high mobility population	Parent Night: "Math and Parent Partnerships" will be presented to give parents materials and strategies for working with children at home. (Spanish speaking interpreter will be available for parents, if needed.)	Tim King (AP), Barbara Sauvelpahkik (AP), and members of the Math Committee	Teachers will monitor progress of students.	Classroom assessments and progress monitoring
5	Low SES and high mobility population	Common Assessments (Think, Solve, Explain and Graphing of Timed Math Facts) will be administered each quarter for students in grades K-6.	Administration	Teachers administer and score assessments then turn in to administration for review.	Classroom assessments and progress monitoring
6	Low SES and high mobility population	As funding becomes available, tutoring will be provided for students in grades 3-6 who are Level 2 or low Level 3 and are not being serviced with other tutoring.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
7	Low SES and high mobility population	Teachers in grades K-6 will administer Baseline Tests three times per year to monitor student progress.	Administration and Shawn Schmidli (District Curriculum Specialist)	Review of student achievement data	Classroom assessments and progress monitoring
8	Low SES and high mobility population	Teachers in grades 1-6 will have access to Scholastic Math	Administration	Review of student achievement data	Classroom assessments and progress

		Inventory Program			monitoring
9	Low SES and high mobility population	Teachers use Mountain Math for daily review in classrooms where available.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
10	Low SES and high mobility population	Teachers will have access to the Fast Math program to provide skill practice for students.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
11	Low SES and high mobility population	Students will use Kids College Activities to improve their math skills.	Administration and Teachers	Review of student achievement data	Classroom assessments and progress monitoring
12	Low SES and high mobility population	Teachers will use the Virtual Manipulatives on the Matti-Math website to provide "hands on" activities for students.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
13	Low SES and high mobility population	Students will have access to the IXL program to help improve their math skills.	Administration and Teachers	Review of student achievement data	Classroom assessments and progress monitoring

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	100% (5 of 5 students) scored at least a 4 on the Math portion of the 2012 Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2 of 5 students) scored at a Level 4,5,or 6 on the Math portion of the 2012 Florida Alternate Assessment.	The goal is to maintain 100% of students scoring at least a 4 on the Math portion of the 2013 Florida Alternate Assessment Test.

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	Low SES and student disabilities	All strategies in Goal 1a will apply	Administration; ESE Department	Review of student achievement data	Classroom assessments and progress monitoring

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students who scored a level 4 or above on the FCAT Math Test decreased from 28% in 2011 to 27% in 2012. This is due, in part, to the revised cut scores used by FLDOE.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (212 of 786 students) scored at a Level 4 or above on the 2012 FCAT Math Test.	The expected level of performance is that at least 40% of students will score at a level 4 or above on the 2013 FCAT Math Test.

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	Low SES and high mobility rate population	Teachers will incorporate higher level questioning and problem solving, especially using Think, Solve, Explain strategy.	Leadership Team	Review of student achievement data	Classroom assessments and progress monitoring
2	Low SES and high mobility population	Students will have access to Kids College to help increase math skills.	Administration and Teachers	Review of student achievement data	Classroom assessments and progress monitoring
3	Low SES and high mobility population	Teachers are expected to use technology tools for math instruction.	Administration and Teachers	Review of student achievement data	Classroom assessments and progress monitoring

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	60% of students scored Level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (3 of 5 students) scored a Level 7 on the Math portion of the 2012 Florida Alternate Assessment.	The goal is that at least 70% of students score a Level 7 on the Math portion of the 2013 Florida Alternate 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	Low SES and student disabilities	All strategies in Goal 1a will apply	Administration; ESE Department	Review of student achievement data	Classroom assessments and progress monitoring

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The percentage of students making learning gains on the FCAT Math Test remained at 57% from 2011 to 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (449 of 786 students) made learning gains on the 2012 FCAT Math Test.	The expected level of performance is that at least 70% of students will make learning gains on the 2013 FCAT Math Test.

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	Low SES and high mobility rate population	As funding becomes available, tutoring will be provided for students in grades 3-6 who are Level 2 or low Level 3 and are not being serviced by	Administration	Review of student achievement data	Classroom assessments and progress monitoring

		other tutoring programs.			
2	Low SES and high mobility population	Teachers will administer common assessments (Timed Math Facts and Think, Solve, Explain) four times per year.	Administration	Teachers will review and score common assessments then turn in to administration for review.	Common assessments
3	Low SES and high mobility population	Boys and Girls Club will attending students with learning their math facts.	Boys and Girls Club; Administration	Review of student assessment data	Classroom assessments and progress monitoring
4	Low SES and high mobility population	Teachers use Virtual Manipulatives on the Matti-Math site to provide "hands on" activities for students.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
5	Low SES and high mobility population	Students will use the IXL math site to help improve math skills.	Administration	Review of student achievement data	Classroom assessments and progress monitoring

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	Only one student took the Math portion of the 2011 as well as the 2012 Florida Alternate Assessment Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The student who took the Math portion of the 2012 Florida Alternate Assessment Test dropped from a Level 9 in 2011 to a Level 8 in 2012.	The goal would be that any student who took the Math portion of the 2012 Florida Alternate Assessment Test would demonstrate learning gains on the 2013 Test.

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	Low SES and student disabilities	All strategies in Goal 1a will apply	Administration; ESE Department	Review of student achievement data	Classroom assessments and progress monitoring

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

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 25th percentile who made learning gains on the FCAT Math Test increased from 55% in 2011 to 68% in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% of students in the lowest 25th percentile made learning gains on the 2012 FCAT Math Test.	The expected level of performance is that at least 75% of the students in the lowest 25th percentile make learning gains on the 2013 FCAT Math Test.

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
	Low SES and high	Tutoring will be provided	Administration	Review of student	Classroom

1	mobility rate population	for students in grades 3-6 who are Level 2 or low Level 3 and are not being serviced by other tutoring programs.		achievement data	assessments and progress monitoring
2	Low SES and high mobility population	Intervention teachers (Title I and Inclusion) will provide assistance to students in small group.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
3	Low SES and high mobility population	Teachers will incorporate use of manipulatives and hands on activities, when appropriate.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
4	Low SES and high mobility population	Teachers will use the Virtual Manipulatives on the Matti-Math site to provide "hands on" activities for students.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
5	Low SES and high mobility population	Students will use the IXL Math site to help improve math skills.	Administration and Teachers	Review of student achievement data	Classroom assessments and progress monitoring

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 goal is to decrease the achievement gap between black and white subgroups by at least 50% by the year 2016-2017.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	26%	18%	16%	14%	12%	

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 ultimate goal is that students in all subgroups would				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
37% White, 63% Black, 49% Hispanic, and 30% Asian subgroups did not make satisfactory progress on the 2012 FCAT Math Test.	The expected level of performance would be that 100% of all subgroups would make satisfactory progress on the 2013 FCAT Math Test.				
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	Low SES and high mobility group population	All strategies listed in Goal #1 will be used with students in all ethnic groups.	Administration	Review of student achievement data	Classroom assessments and progress monitoring

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	70% of ELL students did not make satisfactory progress on
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Mathematics Goal #5C:	the 2012 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% of ELL students did not make satisfactory progress on the 2012 FCAT Math Test.	The expected level of performance is that 100% of students in this subgroup would make satisfactory progress on the 2013 FCAT Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language and low SES	Teachers will incorporate ESOL strategies in their lessons, if applicable.	Administration	Review of lesson plans and student achievement data	Classroom assessments and progress monitoring
2	Language and low SES	Encourage parents to use SES tutoring provided by Title I.	Administration; Guidance; Title I	Review of student achievement data	Classroom assessments and progress monitoring
3	Language and low SES	Tutoring will be provided for students who are Level 2 or low Level 3 and not being serviced with other tutoring programs.	Administration	Review of student achievement data	Classroom assessments and progress monitoring

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	68% of SWD students did not make satisfactory progress on the 2012 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% of SWD students did not make satisfactory progress on the 2012 FCAT Math Test.	The expected level of performance is that 100% of students in this subgroup would make satisfactory progress on the 2013 FCAT Math Test.

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 disabilities	Teachers will incorporate manipulatives and hands on activities, where appropriate.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
2	Student disabilities	Teachers will use the Virtual Manipulatives on the Matti-Math site to provide "hands on" activities for students.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
3	Student disabilities	Teachers will expose students to instruction from Pearson Math Series at grade level.	Administratin	Review of student achievement data	Classroom assessments and progress monitoring

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

5E. Economically Disadvantaged students not making	
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satisfactory progress in mathematics. Mathematics Goal #5E:		50% of ED students did not make satisfactory progress on the 2012 FCAT Math Test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
50% of ED students did not make satisfactory progress on the 2012 FCAT Math Test.		The expected level of performance is that 100% of students in this subgroup would make satisfactory progress on the 2013 FCAT Math Test.			
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	Low SES and high mobility rate population	All strategies stated with Goal #1 will be used with students in this subgroup.	Administration	Review of student achievement data	Classroom assessments and progress monitoring

*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
Common Core Math Standards	4-6	Marina Jarova (District Math Curriculum Specialist)	Teachers in Grades 4-6	September, 2012	Follow up activities completed in class	Administration
AIMS Math	K-6	AIMS Facilitator	Teachers in Grades K-6	August, 2012	Follow up activities completed in class	Administration
Math and Technology	3-6	Rachel Bovino and Myra Williams (teachers)	Teachers in Grades 3-6	August, 2012	Follow up activities completed in class	Administration
PLC Groups	K-6	Paula St. Francis (Principal) and Barbara Sauvelpahkik (Assistant Principal)	Teachers in Grades K-6	Monthly, through the 2012-2013 school year	Copies of agendas and sign in sheets; committee members share information with grade level.	Administration
Book Study: Classroom Discussions	K-6	Administration	Teachers in Grades K-6	November-December, 2012	Copies of agendas and sign in sheets; monitoring of strategies being used in classrooms	Administration
Dr. Chew: Common Core and Math Instruction	K-6	Jose Nunez (District Office)	Teachers in Grades K-6	September-October, 2012	Review of lesson plans and classroom walkthroughs	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Core Instruction	Pearson Math Texts and Materials	School Budget	\$1,370.00
Intervention Strategies	Math Solutions: Essential K-5 Library JUMP (student problem solving)	Title I Funding	\$4,451.00

Instructional Strategies	journals for grade 4 and ESE classes)	Title I Funding	\$3,530.00
Instructional Strategies	Common Core Standards Flip Chart for K-6	Title I Funding (amount shown in Reading Budget)	\$0.00
Instructional Strategies	Registration and Coaches	Title I Funding	\$1,000.00
			Subtotal: \$10,351.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Strategies	IXL Math Site Licenses (second year of three year license--no charge this year)	Title I Funding	\$0.00
Assessment	Online Math Assessment through Performance Matters for grades 2-6	Race to the Top Grant	\$12,000.00
Instructional Strategies	FASTT Math License	Title I Funding	\$350.00
Instruction/Intervention	Brain Pop/Brain Pop Jr.	Title I Funding	\$1,825.00
Instruction/Intervention/Enrichment	Kids College	District Funding ( amount shown in Reading Budget)	\$0.00
Instruction/Intervention/Enrichment	SuccessMaker	School Budget (amount shown in Reading Budget)	\$0.00
			Subtotal: \$14,175.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Strategies	Stipends for Teachers attending Math Book Study	Title I Funding	\$2,625.00
Data Review	Subs for teachers attending Data Review Days	Title I Funding (amount shown in Reading Budget)	\$0.00
Instructional Strategies	AIMS Math	Title I Funding	\$7,695.00
Instructional Strategies	Stipends for teachers attending AIMS Math workshop	Title I Funding	\$3,000.00
Instructional Strategies	Math and Technology Workshop Materials	Title I Funding	\$1,000.00
Instructional Strategies	Math and Technology Workshop (stipends for teachers and presenters)	Title I Funding	\$2,400.00
			Subtotal: \$16,720.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Materials for "Math and Parent Partnerships" workshop	Title I Funding	\$50.00
Parent Involvement	Stipends for teachers presenting "Math and Parent Partnerships" workshop	Title I Funding	\$600.00
			Subtotal: \$650.00
			<b>Grand Total: \$41,896.00</b>

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.O: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	The percentage of students scoring at least a Level 3 on the FCAT Science Test decreased from 52% in 2011 to 41% in 2012. This is due, in part, to new cut scores used by FLDOE.
2012 Current Level of Performance:	2013 Expected Level of Performance:

30% (58 of 193 students) scored a Level 3 on the 2012 FCAT Science Test.

The expected level of performance is that at least 55% of students will score a Level 3 or above on the 2013 FCAT Science Test.

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	Low SES and high mobility rate population	Teachers will incorporate the scientific method into lessons on a regular basis.	Administration	Review of teacher lesson plans and student achievement data	Classroom assessments and progress monitoring
2	Low SES and high mobility rate population	Hands on activities, when appropriate, will be used for science instruction.	Leadership Team	Review of student achievement data	Classroom assessments and progress monitoring
3	Low SES and high mobility rate population	As funding becomes available, tutoring will be provided for students in grade 5 who are Level 2 or low Level 3 and are not being serviced by other tutoring programs.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
4	Low SES and high mobility rate population	Teachers in grades 3-6 will administer online Science Assessment three times per year through Performance Matters.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
5	Low SES and high mobility rate population	Teachers will use Science Studies Weekly newspaper to supplement science instruction.	Administration	Review of student achievement data	Classroom assessments and progress monitoring
6	Low SES and high mobility rate population	Teachers will use grade level specific Science Literary Units that are available for check out in the Media Center.	Media Specialist and Administration	Review of student achievement data	Classroom assessments and progress monitoring
7	Low SES and high mobility rate population	Teachers will use DiscoveryEd.com for Science instruction in Grades K-6.	Administration	Review of student achievement data.	Classroom assessments and progress monitoring
8	Low SES and high mobility rate population	Teachers will incorporate lessons based on high frequency Science vocabulary lists developed by Science Committee.	Administration; Science Committee	Review of student achievement data	Classroom assessments and progress monitoring
9	Low SES and high mobility rate population	Teachers in grades 4-6 will have use of Science Encyclopedias as a supplement to their instructional materials.	Administration	Review of student achievement data	Classroom assessments and progress monitoring

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

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

We did not have any students take the Science portion of the 2012 Florida Alternate Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
We did not have any students take the Science portion of the 2012 Florida Alternate Assessment.	The goal would be that any students who take the Science portion of the 2013 Florida Alternate Assessment would score at least a Level 4.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low SES and student disabilities	All strategies shown in Goal 1a would apply.	Administration; ESE Department	Review of student achievement data	Classroom assessments and progress monitoring

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The percentage of students who scored at a level 4 or above on the FCAT Science Test decreased from 16% in 2011 to 11% in 2012. This is due, in part, to revised cut scores used by FLDOE.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (21 of 193 students) scored at or above achievement level 4 on the 2012 FCAT Science Test.	The expected level of performance is that at least 26% of students score at a level 4 or above on the 2013 FCAT Science Test.

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	Low SES and high mobility population	A team of 6th grade students will participate in the District Science Olympiad	Administration, Jose Nunez (District Science Curriculum Specialist), and Sue Stone (Science Rep)	Review of projects and student achievement data	Classroom assessments and progress monitoring
2	Low SES and high mobility population	One 5th grade class and one 6th grade class are designated as "Problem Solvers" class	Administration; 5th/6th grade Problem Solvers class teachers	Review of student achievement data	Classroom assessments and progress monitoring

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	We did not have any students take the Science portion of the 2012 Florida Alternate Assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
We did not have any students take the Science portion of the 2012 Florida Alternate Assessment.	The goal would be that any students who would take the Science portion of the 2013 Florida Alternate Assessment would score at a high level.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low SES and student disabilities	All strategies shown in Goal 1a would apply.	Administration; ESE Department	Review of student achievement data	Classroom assessments and progress monitoring

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
AIMS Science	K-6	AIMS Facilitator	Teachers in Grades K-6	November, 2012	Follow Up Activities completed in class	Administration
Data Days to review Science progress monitoring	K-6	Administration	Teachers in Grades 3-6	October, 2012; February, 2013; May, 2012	Administrative Walkthroughs to monitor instruction	Administration
Science Committee	K-6	Paula St. Francis (Principal)	Teachers in Grades K-6	Monthly, through the 2012-2013 school year	Copies of agendas and sign in sheets; committee members share information with grade level	Administration
Dr. Chew: Common Core and Science Strategies	K-6	Jose Nunez (District Science Coordinator)	Teachers in Grades K-6	September-October, 2012	Walkthroughs to monitor use of strategies	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Strategies	Science Studies Weekly	Title I Funding	\$7,421.00
Instruction	Discovery Science Materials (replenish workbooks)	School Budget	\$2,675.00
Instruction	Future Problem Solvers	Title I Funding (shown in Math Budget)	\$0.00
			Subtotal: \$10,096.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Progress Monitoring	Performance Matters Science Testing for Grades 3-6	Race to the Top Grant	\$9,600.00
			Subtotal: \$9,600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Strategies	AIMS Science Workshop	Title I	\$7,695.00
Instructional Strategies	Subs for teachers attending AIMS Workshop	Title I Funding	\$3,000.00
			Subtotal: \$10,695.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$30,391.00

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:	The percentage of students scoring at a Level 3 or above on the FCAT Writing Test decreased from 96% in 2011 to 88% in 2012. This is due, in part, to the new scoring guidelines used by FLDOE.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (185 out of 210 students) scored at a Level 3 or higher on the 2012 FCAT Writing Test.	The expected level of performance is that at least 95% of students will score a Level 3 or above on the 2013 FCAT Writing Test.

### 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	Low SES and high mobility population	Teachers will use the Professional Development for Achievement (Mary Lewis) and Melissa Forney strategies for instruction in writing in grades K-6.	Barbara Sauvelpahkik (Assistant Principal)	Review of student achievement	Writing samples
2	Low SES and high mobility rate population	Teachers will administer quarterly common assessments in writing in Grades K-6.	Barbara Sauvelpahkik (Assistant Principal)	Teachers will rubric student writing and turn in to administration for review	Writing samples
3	Low SES and high mobility rate population	As funds become available, tutoring (both tutorial and enrichment) will be provided for students in grade 4 who are not being serviced through other tutoring programs.	Administration	Review of student writing achievement	Writing samples
4	Low SES and high mobility rate population	Teachers in grades 3-4 will administer Write Score assessments two times per year.	Barbara Sauvelpahkik (Assistant Principal)	Review of student achievement data	Writing Samples
5	Low SES and high mobility rate population	A Parent Writing Night will be provided to give parents strategies for working with their students at home.	Barbara Sauvelpahkik and the Writing Committee	Review of student achievement data	Writing Samples
6	Low SES and high mobility rate population	In alignment with Common Core Standards, teachers are expected to have students engage in writing activities in ALL content areas.	Barbara Sauvelpahkik (Assistant Principal)	Review of student achievement data and lesson plans	Writing Samples

7	Low SES and high mobility rate population	Teachers will score student writing samples based on FCAT anchor writings (as shown in training)	Barbara Sauvelpahkick (Assistant Principal)	Review of student achievement data	Writing Samples
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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 4 or higher in writing. Writing Goal #1b:	100 % of students who took the Writing portion of the 2012 Florida Alternate Assessment scored a Level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (3 of 3 students) who took the Writing portion of the 2012 Florida Alternate Assessment scored a Level 7.	The goal would be that any students taking the Writing portion of the 2013 Florida Alternate Assessment would score at least a Level 4.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low SES and high mobility; student disabilities	All strategies shown in Goal 1a will apply.	Administration; ESE Department	Review of student achievement data	Writing samples from common assessments and progress monitoring

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
Persuasive Writing Strategies	5-6	Mary Pat Whiteside	Teachers in Grades 5-6	November, 2012	Review of writing common assessments	Barbara Sauvelpahkick (Assistant Principal)
Writing Strategies	2-3	Heather Doutrick (teacher)	Teachers in Grades 2-3	November, 2012	Review of writing common assessments	Barbara Sauvelpahkick (Assistant Principal)
Data Days to review student writing data	K-6	Barbara Sauvelpahkick (Assistant Principal)	Teachers in Grades K-6	October, 2012; February, 2013; May, 2013	Review of quarterly writing common assessments	Barbara Sauvelpahkick (Assistant Principal)
Scoring Writing using FCAT Anchor Sets	K-6	Barbara Sauvelpahkick (Assistant Principal)	Teachers in Grades K_6	October Data Days	Review of quarterly writing common assessments	Barbara Sauvelpahkick (Assistant Principal)

Writing Budget:

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



Progress Monitoring	Write Score Testing for Grades 3-4	District Funding	\$2,500.00
			Subtotal: \$2,500.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
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
Parent Involvement	Materials for Parent Writing Night	Title I Funding	\$50.00
Parent Involvement	Stipends for teachers presenting at Parent Writing Night	Title I Funding	\$600.00
			Subtotal: \$650.00
			<b>Grand Total: \$3,150.00</b>

End of Writing Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		The goal is to improve the attendance rate by decreasing (by at least 10%) the number of students with excessive absences and tardies during the 2012-2013 school year.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
The attendance rate for 2011-2012 was 95%.		Our goal is to achieve at least a 97% attendance rate for the 2012-2013 school year.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
406 students had excessive absences (10 or more) during the 2011-2012 school year.		Our expectation is to have 350 or fewer students with excessive absences during the 2012-2013 school year.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
141 students had excessive tardies (10 or more) during the 2011-2012 school year.		The expectation is to have 125 or fewer students with excessive tardies during the 2012-2013 school year.			
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
	Low SES and high mobility population	Attendance clerk will keep track of absences and tardies and inform Guidance Dept. and Student Services Dept.	Attendance Clerk; Guidance; Administration	Review of absence/tardy rate data	Skyward data

1		of excessive absences/tardies. Letters will be sent to parents and meetings will be set up to discuss strategies to improve attendance.			
2	Low SES and high mobility population	Reminders of attendance and tardy procedures are in student planners for parent reference.	Attendance Clerk; Administration	Review of absence/tardy rate data	Skyward 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
Procedures for monitoring and reporting absences/tardies	K-6	Katrina Townsend (Director of Student Services)	Attendance Clerk and Assistant Principal	September, 2012	Share out information with principal, registrar and guidance counselors	Barbara Sauvelpahkik (Assistant Principal)

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
Attendance	Attendance Clerk Salary	School Budget	\$15,052.00
			Subtotal: \$15,052.00
			Grand Total: \$15,052.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	The goal is to decrease the number of student suspensions in the 2012-2013 school year by at least 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
The total number of in-school suspensions during the 2011-2012 school year was 370. This was a decrease of 21%.	The goal for in-school suspensions during the 2012-2013 school year is 330 or less.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of students suspended in-school during the 2011-2012 school year was 137.	The goal for the number of students to be suspended in-school during the 2012-2013 school year is 123 or less.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The total number of out of school suspensions during the 2011-2012 school year was 81. This was a decrease of 54%.	The goal for out of school suspensions during the 2012-2013 school year is 73 or less.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The total number of students suspended out of school during the 2011-2012 school year was 41.	The goal for number of students suspended out of school during the 2012-2013 school year is 37 or less.

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	Low SES and high mobility rate population	The PBS Team will put in place a system of positive reinforcements for students without referrals, including 5th/6th Grade Dances each quarter and two 5th/6th Grade vs. Faculty Basketball Games.	Tim King (Assistant Principal) and the PBS Team	Review referral/suspension data	Skyward Data
2	Low SES and high mobility rate population	Mentoring programs will be put in place using mentors from outside the school as well as staff members	Tim King; Guidance Counselors	Review referral/suspension data	Skyward Data
3	Low SES and high mobility rate population	Bucket Bucks Drawings will be held during lunches two times per month.	Barbara Sauvelpahkik (Assistant Principal)	Review referral/suspension data	Skyward Data
4	Low SES and high mobility rate population	The Boys and Girls Club is on campus 5 days per week to provide after school mentoring and activities for students.	Administration; Boys and Girls Club	Review referral/suspension data	Skyward Data
5	Low SES and high mobility rate population	Teachers will review the Behavior Plan in the student planners with their classes at the start of the school year.	Administration	Review referral/suspension data	Skyward Data

6	Low SES and high mobility rate population	Teachers will continue to implement the "Bucket Filler" Anti-Bullying program developed by administration and PBS Team.	Administrations	Review referral/suspension data	Skyward Data
7	Low SES and high mobility rate population	The PE Department will provide the Running Club for students in grades 4-6. Social skills instruction will be incorporated into the activities.	Administration, PBS Team, PE Department	Review referral/suspension data	Skyward Data
8	Low SES and high mobility rate population	Speak Up, Be Safe Program will be used in Health Classess for Grades 1-5.	Stacey Fabrizio (Health Teacher); Administration	Review of referral/suspension data	Skyward 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
PBS Meetings	K-6	Tim King (Assistant Principal)	Teachers in Grades 3-6, Guidance Counselors, Special Area Teachers	Fourth Wednesday of each month	Team members share out information with grade/department	Tim King (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
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

## 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>	The goal is to increase the percentage of parents attending school functions and activities from 85% in 2011-2012 to at least 91% in 2012-2013.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Using data from parent/teacher conferences and sign in sheets for activities, it is estimated that about 91% of parents attended at least one school activity or function during the 2011-2012 school year.	The expected level of parent involvement for the 2012-2013 school year is that at least 96% of parents will attend at least one school function.

### 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	Single parent families and child care as well as low SES	Parent involvement will be encouraged through activities such as Parent/Teacher Conferences, PTO, SAC, Parent Workshop Nights for Math, Reading and Writing.**Child care will be provided for activities, when possible.	Administration; Reading, Math, Writing Committees	Review of number of parents attending school functions and meetings	Agendas and sign in sheets from meetings and workshops
2	Single parent families and child care as well as low SES	Parents will be encouraged to attend school functions with their children. These functions include Fall Festival, Curriculum Night, Open House (separate nights for each grade level), Meet the Teacher, Dr. Seuss Night, 5K Run, Santa Book Give Away (K-3) and Terrific Kids Assemblies.	Administration; Committee members; Teacher groups	Monitor number of parents attending school-wide functions.	Sign in sheets for activities
3	Single parent families and child care as well as low SES	Parents will be kept informed of school events, news, and activities through the use of school newsletter, school and teacher websites, planners, PTO Twitter and Facebook sites, call master and school marquee.	Teachers, Staff, Administration	Monitor number of parents attending school functions; review of parent surveys	Results of parent surveys; sign ins and agendas from events and activities
4	Single parent families and child care as well as low SES	Parents will be kept informed of their children's academic and behavior progress through the use of planners, contact with	Teachers, Staff, Administration	Review of parent climate survey concerning communication	Parent Survey

		teachers and administrators, as needed, as well as with access to Skyward to monitor student grades.			
5	Single parent families and child care as well as low SES	Parent Central Room will be open 5 days per week from 8:30-4:00 to allow parents access to the Skyward system to monitor their children's grades and data.	Administration	Monitor number of parents who use the Parent Portal Room; Review of parent climate survey	Parent Survey; Sign in sheets
6	Single parent families and child care as well as low SES	Parents will have access to the Title I Parent Room to check out materials to work with their children at home.	Administration; Title I	Monitor sign out sheets for materials	Sign out sheets
7	Single parent families and child care as well as low SES	Black History Night in February, 2013	Administration	Monitor number of parents attending	Sign in sheets
8	Single parent families and child care as well as low SES	Parenting with Love and Logic (4 sessions in October, 2012)*Child Care provided	RES Guidance Counselors	Monitor number of parents attending	Sign in sheets
9	Single parent families and child care as well as low SES	Guidance Department will be presenting a Career Day in the Spring of 2013 for students to learn about careers and responsibilities. Parents are invited to participate by sharing information about their jobs.	RES Guidance Counselors	Monitor number of parents attending	Sign in sheets

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Parent Central Room	School/Technology Funds	\$800.00

			Subtotal: \$800.00
<b>Professional Development</b>			
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
Parent Communication	Planners	School Budget	\$5,132.00
Parent Involvement	Title I Parent Resource Room	Title I	\$300.00
Parent Involvement	Parenting with Love and Logic (materials)	Title I	\$525.00
Involvement	Parenting with Love and Logic (stipends for presenters)	Title I	\$450.00
			Subtotal: \$6,407.00
<b>Grand Total: \$7,207.00</b>			

*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:			The goal is to raise the percent of students scoring at or above proficiency in science by at least 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
1	Low SES and high mobility population	Teachers who attended Dr. Chew Science and Math training will incorporate strategies	Administration	Review of lesson plans; classroom walkthroughs	Classroom assessments and progress monitoring
2	Low SES and high mobility population	Teachers in K-6 will focus science instruction on Physical Science and Nature of Science	Administration	Review of lesson plans; classroom walkthroughs	Classroom assessments and progress monitoring
3	Low SES and high mobility population	Spring STEM Night for parents and students	Administration	Sign in sheets to show amount of parent participation; presentations at STEM Night	Classroom assessments and progress monitoring
4	Low SES and high mobility population	One group of 6th grade students will participate in the Science Olympiad	Jose Nunez (District Science Coordinator); Administration; Janie Ruddy (Teacher)	Student participation and activities	Student participation and activities
5	Low SES and high mobility population	Students in Mrs. Ruddy's 6th Grade class will participate in the ARISS (Amateur Radio on the International Space Station) project which connects students with the astronauts/cosmonauts on the International Space Station	Janie Ruddy (6th Grade Teacher)	Student participation and activities	Student participation and activities

6	Low SES and high mobility population	Students in Mrs. Lisowski's 5th Grade class will participate in STEM Legomania activities.	Anna Lisowski (5th Grade Teacher)	Student participation and activities	Student participation and activities
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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
Science/Stem Committee Monthly Meetings	K-6	Paula St. Francis (Principal)	Teachers from Grades K-6	4th Wednesday of each month	Teachers share information with grade level	Paula St. Francis (Principal)

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
Science/Math Strategies	Subs for teachers attending Dr. Chew professional development	Title I Funding	\$8,500.00
			Subtotal: \$8,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,500.00

End of STEM Goal(s)



## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Core Instruction	Harcourt Reading Materials for K-6 (replenish free materials, s&h only)	School Budget	\$2,500.00
Reading	Direct Instruction	Reading Mastery Materials	School Budget	\$9,998.00
Reading	Progress Monitoring	FAIR Materials	State Funded	\$0.00
Reading	Intervention Strategies	REWARDS Program for 4-6	Title I Funding	\$500.00
Reading	Instruction	Social Studies Weekly (incorporating reading skills)	Title I Funding	\$7,421.00
Reading	Instruction/Intervention	Junior Great Books for K-6	Title I Funding	\$5,568.00
Reading	Intervention Strategies	Florida Standards Based Instruction Coach (student/teacher materials)	Title I Funding	\$935.00
Reading	Intervention Strategies	Florida Ready (student/teacher materials)	Title I Funding	\$1,028.00
Reading	Intervention Strategies	Comprehension Toolkit (student/teacher materials)	Title I Funding	\$3,091.00
Reading	Instruction	Common Core Standards Flip Chart for K-6 Teachers	Title I Funding	\$342.00
CELLA	Progress Monitoring	CELLA Testing Materials	District Office	\$0.00
Mathematics	Core Instruction	Pearson Math Texts and Materials	School Budget	\$1,370.00
Mathematics	Intervention Strategies	Math Solutions: Essential K-5 Library	Title I Funding	\$4,451.00
Mathematics	Instructional Strategies	JUMP (student problem solving journals for grade 4 and ESE classes)	Title I Funding	\$3,530.00
Mathematics	Instructional Strategies	Common Core Standards Flip Chart for K-6	Title I Funding (amount shown in Reading Budget)	\$0.00
Mathematics	Instructional Strategies	Registration and Coaches	Title I Funding	\$1,000.00
Science	Instructional Strategies	Science Studies Weekly	Title I Funding	\$7,421.00
Science	Instruction	Discovery Science Materials (replenish workbooks)	School Budget	\$2,675.00
Science	Instruction	Future Problem Solvers	Title I Funding (shown in Math Budget)	\$0.00
Writing	Progress Monitoring	Write Score Testing for Grades 3-4	District Funding	\$2,500.00
				Subtotal: \$54,330.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Instruction and Intervention	iPads for student use	Title I Funding	\$499.00
Reading	Instruction/Intervention/Enrichment	Kid's College	District Funding	\$4,500.00
Reading	Instruction/Intervention/Enrichment	SuccessMaker	School Budget	\$2,450.00
Mathematics	Instructional Strategies	IXL Math Site Licenses (second year of three year license--no charge this year)	Title I Funding	\$0.00
		Online Math		

Mathematics	Assessment	Assessment through Performance Matters for grades 2-6	Race to the Top Grant	\$12,000.00
Mathematics	Instructional Strategies	FASTT Math License	Title I Funding	\$350.00
Mathematics	Instruction/Intervention	Brain Pop/Brain Pop Jr.	Title I Funding	\$1,825.00
Mathematics	Instruction/Intervention/Enrichment	Kids College	District Funding ( amount shown in Reading Budget)	\$0.00
Mathematics	Instruction/Intervention/Enrichment	SuccessMaker	School Budget (amount shown in Reading Budget)	\$0.00
Science	Progress Monitoring	Performance Matters Science Testing for Grades 3-6	Race to the Top Grant	\$9,600.00
Parent Involvement	Parent Involvement	Parent Central Room	School/Technology Funds	\$800.00
				Subtotal: \$32,024.00

**Professional Development**

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Development	Reading Coach Salary	School Budget	\$55,863.00
Reading	Data Review	Subs for Data Days in October, February, and May	Title I Funding	\$10,500.00
Reading	Professional Development	Junior Great Books (Stipend for teachers and presenter)	Title I Funds	\$2,200.00
Reading	Intervention Strategies	Subs for Teachers attending the RtI 101 Training for K-6	Title I Funding	\$3,500.00
Reading	Professional Development Days	Stipends for Teacher Presenters	Title I Funding	\$300.00
CELLA	Test Administration	Training for Teachers to administer CELLA Testing	District Office	\$0.00
Mathematics	Instructional Strategies	Stipends for Teachers attending Math Book Study	Title I Funding	\$2,625.00
Mathematics	Data Review	Subs for teachers attending Data Review Days	Title I Funding (amount shown in Reading Budget)	\$0.00
Mathematics	Instructional Strategies	AIMS Math	Title I Funding	\$7,695.00
Mathematics	Instructional Strategies	Stipends for teachers attending AIMS Math workshop	Title I Funding	\$3,000.00
Mathematics	Instructional Strategies	Math and Technology Workshop Materials	Title I Funding	\$1,000.00
Mathematics	Instructional Strategies	Math and Technology Workshop (stipends for teachers and presenters)	Title I Funding	\$2,400.00
Science	Instructional Strategies	AIMS Science Workshop	Title I	\$7,695.00
Science	Instructional Strategies	Subs for teachers attending AIMS Workshop	Title I Funding	\$3,000.00
STEM	Science/Math Strategies	Subs for teachers attending Dr. Chew professional development	Title I Funding	\$8,500.00
				Subtotal: \$108,278.00

**Other**

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Parent Involvement	Materials for Families Building Better Readers	Title I Funding	\$50.00
		Stipends for		

Reading	Parent Involvement	presenters of Families Building Better Readers	Title I Funding	\$600.00
Reading	Parent Involvement	Books for "Santa Book Give Away"	Title I Funding	\$500.00
Reading	Parent Involvement	Materials for Poetry Slam	Title I Funding	\$200.00
Mathematics	Parent Involvement	Materials for "Math and Parent Partnerships" workshop	Title I Funding	\$50.00
Mathematics	Parent Involvement	Stipends for teachers presenting "Math and Parent Partnerships" workshop	Title I Funding	\$600.00
Writing	Parent Involvement	Materials for Parent Writing Night	Title I Funding	\$50.00
Writing	Parent Involvement	Stipends for teachers presenting at Parent Writing Night	Title I Funding	\$600.00
Attendance	Attendance	Attendance Clerk Salary	School Budget	\$15,052.00
Parent Involvement	Parent Communication	Planners	School Budget	\$5,132.00
Parent Involvement	Parent Involvement	Title I Parent Resource Room	Title I	\$300.00
Parent Involvement	Parent Involvement	Parenting with Love and Logic (materials)	Title I	\$525.00
Parent Involvement	Involvement	Parenting with Love and Logic (stipends for presenters)	Title I	\$450.00
Subtotal:				\$24,109.00
Grand Total:				\$218,741.00

## 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 9/28/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
At this time, there are no available SAC funds.	\$0.00

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

The purpose of SAC is to promote active involvement of parents, staff and community representatives in achieving the vision established for Rymfire Elementary School. The School Advisory Council will meet four times during the 2012-2013 school year. There will also be an additional special meeting to review and approve the School Improvement Plan for 2012-2013. Some of the responsibilities of SAC are:

- a. Review FCAT Data and approve the School Improvement Plan,
- b. Discuss school challenges and plan parent/staff/community approaches to positive change, and
- c. Develop, with faculty and staff, a plan for distribution of A+ money, when applicable.

# 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

Flagler School District RYMFIRE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	66%	96%	52%	295	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	69%	57%			126	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	62% (YES)	55% (YES)			117	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					538	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Flagler School District RYMFIRE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	64%	88%	38%	269	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	52%			118	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	51% (YES)	51% (YES)			102	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					489	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested