

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: WARFIELD ELEMENTARY SCHOOL

District Name: Martin

Principal: Ivy Menken

SAC Chair: Angelina Perez and Rosa Perez

Superintendent: Nancy Kline

Date of School Board Approval: 11/20/12

Last Modified on: 10/31/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ivy Menken	Administration Certification All Levels, BS in Physical Education, MS in Administration and Supervision, Health and Safety; Minor in Biology	13	26	2012 School Grade = A, AYP = No 2011 School Grade = A, AYP = No 2010 School Grade = A, AYP = No 2009 School Grade = A, AYP = No 2008 School Grade = A, AYP = No
Assis Principal	Michael McLeod	Administration Certification All Levels, BA, MS Education Leadership		10	2012 School Grade = A, AYP = No 2011 School Grade = A, AYP = No 2010 School Grade = A, AYP = No 2009 School Grade = A, AYP = No 2008 School Grade = A, AYP = No

### 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)
Math and Writing	TBA	TBA			2011 Writing Proficiency = 94% Math Proficiency = 88% Learning Gains = 73% Lowest 25% = 67% 2010 Writing Proficiency = 90% Math Proficiency = 83% Learning Gains=58% Lowest 25% = 63% 2009 Writing Proficiency = 94% Math Proficiency = 88% Learning Gains = 76% Lowest 25% = 87% 2008 Writing Proficiency = 95% Math Proficiency = 88% Learning Gains = 71% Lowest 25% = 67% 2007 Writing Proficiency = 95% Math Proficiency = 88% Learning Gains = 73% Lowest 25% = 77%
Reading	Jeanne Tubb	BS in Elementary Ed. MS in Curriculum and Supervision, ELL Endorsement, Reading Endorsement	25	13	2011 Reading Proficiency = 73% Learning Gains = 58% Lowest 25% = 53% 2010 Reading Proficiency = 80% Learning Gains = 73% Lowest 25% = 70% 2009 Reading Proficiency = 78% Learning Gains = 79% Lowest 25% = 73% 2008 Reading Proficiency = 77% Learning Gains = 67% Lowest 25% = 67% 2007 Reading Proficiency = 76% Learning Gains = 67% Lowest 25% = 63%

### 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	Determine job openings, if any, and review resumes and applications of applicants who are highly qualified, experienced teachers of Title One students.	Administrators	August 2012 or as needed	
2	Interview applicants who are highly qualified and meet the expectations for curriculum, instructional practices, and building school climate.	Administrators	On-going	
3	Support opportunities for teachers to become ESL endorsed.	Administrators	On-going	

### 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
The percent of instructional staff and paraprofessionals teaching out-of-field is 12% (7). The percent of teachers who are considered less than highly effective is 37% (19).	Continue to provide opportunities to attend course offerings for ESL certification. Continue to build teachers' knowledge of Marzano's Art and Science of Teaching framework to enhance their instructional practices.

## 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
57	3.5%(2)	50.9%(29)	29.8%(17)	17.5%(10)	38.6%(22)	0.0%(0)	7.0%(4)	1.8%(1)	87.7%(50)

## 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
Peggy Dow Elizabeth Feldman Jennifer Bacchiochi Chelsea Brotman Teri Koehler Rebekah Garner Kim Brannon Amy Holley	Ana Thomas Yolanda Edwards Kellie Baker Robin Newman Lilia Salinas Angela Gilbride Elizabeth Jones Ela Chimelis	The mentor is an experienced Warfield teacher with the same grade level assignment as the mentee.	The mentor will assist with curriculum/lesson planning, instructional practices, technology, completion of required forms and plans, grading practices including Pinnacle and Outlook. The mentor will meet regularly with the mentee to address these elements.

## 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

Warfield Elementary School coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by local and federal funds
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant and Title I programs
- School improvement plan objectives reflect the research-based strategies with a focus on achieving state and district priorities
- Input from the Pre K programs is obtained by the school and district and is included in the transition plan
- Parent surveys are conducted annually and developed with input from parents who represent Title I Part A, Migrant and

ESL programs

- Partnerships are established (i.e. with FDLRS) to provide additional training and professional development to staff
- Coordination and scheduling of instructional programs (i.e. DARE)
- Implementation of parent programs that support students at school and home
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school personnel

Title I, Part C- Migrant

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant and Title I programs.

Title I, Part D

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I Part D.

Title II

Professional development is directly tied to the SIP and trainings funded with Title II funds are related to the strategies in the School Improvement Plan.

Title III

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities such as English language acquisition as established for Title III.

Title X- Homeless

Student Services Dept. identifies students and referrals for parent and student support are given to the guidance department, school nurse and other school personnel to provide support and resources to families.

Supplemental Academic Instruction (SAI)

SAI funds are used to fund tutors who work with grades 1 - 4 after school. All are fully certified teachers who work with research-based intervention programs with struggling students.

Violence Prevention Programs

The guidance counselor provides on-going bullying prevention programs and Character Counts lessons to all students throughout the year. The guidance counselor provides more specific and direct programs to individual and/or small groups of students based on teacher recommendation and/or student(s) need. (grief/loss, anger management, social issues, etc.)

Nutrition Programs

Cooperation between the University of Florida Extension Office and The Martin County Health Department provides nutrition education to our primary grades students. Additionally, a US Department of Agriculture grant provides a daily fresh fruits and vegetables program for students in grades K-4.

Housing Programs

N/A

Head Start

Head Start collaborates and coordinates with elementary schools to provide quality services for its students through the transition plan, Head Start Self Assessment, and recruitment of students.

Adult Education

An adult education program is available on the campus adjacent to our campus. GED courses and English courses for ESL adults are offered at the Indiantown Adult Learning Center.

Career and Technical Education

N/A

Job Training

N/A

Other

The Parent Resource Center located adjacent to the school provides parents and students with resources, educational

materials, training and information to more effectively help their students at home.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Ivy Menken- Principal  
Mike McLeod - Assistant Principal/Behavior Specialist  
Jennifer Goddard- Guidance Counselor  
Lyn Geraghty- ESE Teacher  
Peggy Dow - Regular Ed. Teacher  
Joscelyn Benitez - 4th Grade Teacher  
Amanda Leigh - 4th Grade Teacher  
Teri Koehler - 1st Grade Teacher  
Adele Catapano - RTI Coach  
Jeanne Tubb - Reading Coach  
Helen Hanna - S/L Pathologist  
Rengin Pecci - School Psychologist

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

The team meets once each week (or more often as needed) to review student data and provide teachers with information and support to address student needs. The basic function of the team is to ensure that interventions are being implemented with fidelity, for an appropriate length of time and that teachers have the support/resources necessary to implement the interventions, collect accurate data and to meet student needs. Additionally the MTSS team provides support to IEP teams to ensure ESE students' needs are being addressed effectively.

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?

Several members of the MTSS team also assist in developing the School Improvement Plan. Members are given specific components of the SIP that correspond to their expertise and/or level of understanding and interest. The MTSS Leadership Team supports specific strategies of the SIP to ensure the fidelity of implementation and data analysis.

### 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.

An integrated data collection/assessment system is used to summarize tiered data. This includes PMRN/FAIR data, LLI data, Performance Matters data, RtIB behavior data and school-site EXCEL data spreadsheets showing student data, progress monitoring and response to specific interventions.

Describe the plan to train staff on MTSS.

At the beginning of the year the teachers receive a MTSS presentation given by the MTSS Coach and School Psychologist. This presentation reviews the MTSS process for students in need of additional strategies for Tier 1, as well as appropriate interventions for Tier 2 and 3 students. The presentation addresses the process for students with academic concerns as well as for students who have social/emotional/behavioral needs.

Describe the plan to support MTSS.

The school MTSS team will meet weekly (or more often if needed) to review, discuss and collaboratively plan (with the teacher and parent(s)) for the implementation of strategies and interventions deemed appropriate to the student. The team will reconvene cases after 4-6 weeks to review progress monitoring data, fidelity of intervention implementation and to provide additional strategies and interventions as deemed necessary.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Ivy Menken - Principal  
Mike McLeod - Assistant Principal  
Jeanne Tubb - Reading Coach  
Carolyn Brammer -- Media Specialist  
Jennifer Goddard -- Guidance Counselor  
Margaret Dow -- Kindergarten  
Gloria Drayton -- Kindergarten  
Suzette Murphy -- Kindergarten  
Cindi Bocken -- Kindergarten  
Wendy Snyder -- Kindergarten  
Teri Koehler - 1st Grade  
Chelsea Ewer - 1st Grade  
Erin Peduzzi -- 1st Grade  
Debi Banks - 2nd Grade  
Carol Rey -- 2nd Grade  
Alexis Rooney -- 2nd Grade  
Rebekah Garner - 3rd Grade  
Marnie Reed - 4th Grade  
Susan Wardell -- 4th Grade  
Lyn Geraghty -- ESE  
Sandy Dennis -- Interventionist  
Michelle Villock -- Mainstream Consultant

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

The LLT meets monthly to discuss strategies, processes and professional development K-4. They serve to:

- Analyze data
- Identify trends and needs
- Prepare agendas for monthly grade curriculum/data level meetings
- Plan and implement professional development for monthly curriculum/data meetings
- Plan and coordinate for outside professional development opportunities
- Coordinate curriculum calendars and assessments
- Coordinate reading Professional Learning Community (book study)
- Provide cross-curricular and cross-grade level alignment
- Plan and implement Family Reading night

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

Continue to build students' oral language through meaningful reading and writing strategies.  
Analyze student literacy data and align curriculum specific to identified needs  
Provide ongoing, differentiated professional development for teachers K-4

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 11/1/2012)

## \*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.

In the Spring of each school year, school visits are established with the district Headstart and private PreK providers. Students who have no prior affiliation with a Preschool program are also invited to participate in the school visits. The school visit includes a tour of the campus, visit to a kindergarten classroom, snack in the cafeteria and visit to one of the related arts classes. Parents are strongly encouraged to attend this visit with their child. Each student is given a bag of school readiness information to take home.

In March of each year, we collaborate with the district HeadStart program to conduct a PreK to KG Parent Transition Meeting

at our school. Our kindergarten teachers present a PowerPoint slideshow of what a typical day in kindergarten looks like and accept questions from parents. School administrators also review school and district policies and procedures such as attendance, academic requirements, medical, transportation, discipline, field trips, etc. The parents are also invited to take a tour of the campus and receive additional information about the school.

For the past 9 years, we have implemented a PreK Transition Summer Program (Jump Start to Kindergarten) where all registered in-coming PreK students are offered the opportunity to attend a half day summer program during the month of June. This program allows PreK children to become acclimated to the school environment; learn school and classroom procedures and routines; and to work on school readiness skills. This transition program has been extremely effective in preparing our Kindergarten students for life in an elementary school.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

### \*High Schools Only

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

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

N/A

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

N/A

### Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students scoring at Achievement Level 3 will increase by 5% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (37) of the students scored at Achievement Level 3 in reading	38% (47) of the students will score at Achievement Level 3 in reading. Based on 2012-13 student enrollment.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite reading skills	Administer running records to students 3 times a year to align guided reading instruction	Classroom Teachers, Reading Coach	Data analysis	Performance Matters; Fountas and Pinnell Assessment Results
2	Lack of prerequisite reading skills	Provide daily small group guided reading instruction at students instructional F/P level	Classroom Teachers	Data analysis	F/P Assessment, FAIR
3	Lack of prerequisite reading skills	Provide Leveled Literacy Intervention(LLI) to lowest performing readers in Grades 1-3	Classroom Teachers, Reading Coach	Data analysis	LLI data management system, F/P Assessment Results
4	Lack of proficiency with English Language	Provide daily use of Imagine Learning to all NES students in K-4	Classroom Teachers, Technology/Media Specialist	Data analysis	Imagine Learning Management Reports, FAIR, CELLA
5	Lack of understanding of how to respond to higher complexity questions	Provide daily exposure to high complexity questions at students' instructional reading level	Classroom Teachers	Data analysis	F/P Assessment Results, Performance Matters
6	Lack of understanding of non-fiction content in text	Provide Achieve 3000 differentiated reading instruction in non-fiction text	Classroom Teachers	Data analysis	F/P Assessments, Achieve 3000 Reports, Performance Matters
7	Lack of background knowledge and vocabulary	Implement Daily Oral Language Program in grades K-1, Beck's Vocabulary in grades 2-4	Classroom teachers, Administration	Data analysis	Beck's Vocabulary assessments, student responses
8	Lack of background knowledge and vocabulary	Implement Word Study lessons to build students' understanding of words and their meanings	Classroom teachers, Reading Coach, Administration	Data analysis	Bear Spelling 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:

1b. Florida Alternate Assessment:	
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Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	No Subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Subgroup	No Subgroup

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students scoring at or above Achievement Level 4 will increase by 5%(6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(25) of the students scored at or above Achievement Level 4 in reading.	27%(33) of the students will score at or above Achievement Level 4 in reading. Based on 2012-13 student enrollment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for enrichment focused instruction	Proficient students receive enrichment focused instruction daily during guided reading groups	Classroom teachers, Reading Coach, Administration	Data analysis	FAIR, F/P Assessment Results, Benchmark assessments
2	Lack of understanding of non-fiction content in text	Provide Achieve 3000 differentiated reading instruction in non-fiction text	Classroom teachers	Data analysis	F/P Assessments, Achieve 3000 Reports, Performance Matters

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	No Subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Subgroup	No Subgroup

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The percentage of students making learning gains in reading will increase by 5% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (72) of the students made learning gains in reading. Based on 108 students tested.	72% (89) of the students will make Learning Gains in Reading. Based on 2012-13 student enrollment.

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	Reading instruction not at students' instructional level	Daily guided reading instruction at students' instructional level	Classroom Teachers, Reading Coach, Administration	Data analysis	F/P Assessments, PMRN, Benchmark Assessments
2	Reading instruction not at students' instructional level	AYP instructional reading growth goals are set for each student	Classroom Teachers, Reading Coach, Administration	Data analysis	F/P Assessments, Guided Reading Progression spreadsheet
3	Lack of understanding of non-fiction content in text at the students' instructional level	Provide Achieve 3000 differentiated reading instruction in non-fiction text	Classroom teachers	Data analysis	F/P Assessments, Achieve 3000 Reports, Performance Matters

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	No Subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Subgroup	No Subgroup

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The percentage of students scoring in the lowest 25% making learning gains will increase by 10% (22) students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (19) of the students in the lowest 25% made learning gains	73% (22) of the students in the lowest 25% will make learning gains. Based on 2012-13 student enrollment.

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	Insufficient instructional time to adequately address needs of lowest readers	Create LLI groups for low performing Kindergarten-3rd grade readers	Classroom Teachers, Tutorial Teachers, Reading Coach, Administration	Data analysis	F/P Assessment, PMRN, Benchmark assessments
2	Insufficient instructional time to adequately address needs of lowest readers	Build in additional intensive reading time for SWD who are in the lowest 25%,	ESE teachers, Tutorial teachers Reading Coach, Administration	Data analysis	F/P Assessment, PMRN, Benchmark assessments
3	Insufficient instructional time to adequately address needs of lowest readers	Provide 4.5 hours of after-school tutorial for the lowest 25% students weekly	Classroom Teachers, Tutorial teachers Reading Coach, Administration	Data analysis	F/P Assessment, PMRN, Benchmark assessments
4	Insufficient instructional time to adequately address needs of lowest readers	Provide professional development on appropriate interventions and differentiation strategies for kindergarten students	Classroom Teachers, Reading Coach, Administration	Data analysis	F/P Assessment, PMRN, PA and Phonics profiles

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 #					
	In six years school will reduce their achievement gap by 50% (4-5% per year).					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49%	53%	58%	63%	67%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making	
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satisfactory progress in reading. Reading Goal #5B:	The percentage of Hispanic students making satisfactory progress in reading will increase by 5% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (46) of the Hispanic students did not make satisfactory progress in reading.	The percentage of Hispanic students not making satisfactory progress in reading will decrease by 5% (44). Based on 2012-13 student enrollment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite reading skills	Analyze student data from FAIR, Fountas and Pinnell Benchmark Assessment, and District Benchmark Assessments to determine skill deficit areas	Classroom Teachers	Data analysis	Performance Matters; Fountas and Pinnell Assessment Results
2	Lack of prerequisite reading skills	Provide daily small group guided reading instruction at students instructional F/P level	Classroom Teachers	Data analysis	F/P Assessment, FAIR
3	Lack of prerequisite reading skills	Provide Leveled Literacy Intervention(LLI) to lowest performing readers in Grades 1-3	Classroom Teachers, Reading Coach, Intervention Teacher	Data analysis	LLI data management system, F/P Assessment Results
4	Lack of proficiency with English Language	Provide daily use of Imagine Learning to all NES and LES students in K-4	Classroom Teachers, Technology/Media Specialist	Data analysis	Imagine Learning Management Reports, FAIR, CELLA
5	Lack of understanding of how to respond to higher complexity questions	Provide daily exposure to high complexity questions at students' instructional reading level	Classroom Teachers	Data analysis	F/P Assessment Results, Performance Matters
6	Lack of understanding of non-fiction content in text	Provide Achieve 3000 differentiated reading instruction in non-fiction text	Classroom Teachers	Data analysis	F/P Assessments, Achieve 3000 Reports, Performance Matters

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of ELL students making satisfactory progress in reading will increase by 5% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (46) of the ELL students did not make satisfactory progress in reading.	The percentage of ELL students not making satisfactory progress in reading will decrease by 5% (44). Based on 2012-13 student enrollment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of proficiency with	Provide daily use of	Classroom	Data analysis	Imagine Learning

1	English Language	Imagine Learning to all NES students in K-4	Teachers, Technology/Media Specialist		Management Reports, FAIR, CELLA
2	Lack of age appropriate language skills	Determine receptive and expressive language skills for all kindergarten students	Speech/Language Therapist, Reading Coach, Intervention Teacher	Data analysis	Receptive/Expressive Language Screener
3	Lack of age appropriate language skills	Using language screener results, determine best language development program to pilot in kindergarten classes	Speech/Language Therapist, Reading Coach, Intervention Teacher, Administration	Data analysis	Receptive/Expressive Language Screener Post-Test
4	Lack of exposure to higher level English vocabulary	Implement Beck's Vocabulary Program in grades 2-4	Classroom Teachers, Administration	Data analysis	Beck's Assessments, Observation, Student Work Samples
5	Lack of exposure to higher level English vocabulary	Implement receptive and expressive language skills for all kindergarten and 1st grade student	Classroom teachers, Speech/Language Therapist, Reading Coach, Intervention Teacher, Administration	Data analysis	Mondo Oral Language, Observation, Student Work Samples

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:	The percentage of Students with Disabilities making satisfactory progress in reading will increase by 10% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (19) of the Students with Disabilities (SWD) not making satisfactory progress in reading	The percentage of Students with Disabilities not making satisfactory progress in reading will decrease by 10% (2). Based on 2012-13 student enrollment.

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	Insufficient instructional time	Add additional 30 minutes of instruction	ESE Teacher, Administration	Data analysis	F/P assessments, PMRN, Benchmark Assessments
2	Lack of prerequisite skills	Provide LLI for all SWD who are Level M and below	ESE Teacher, Administration, Reading Coach	Data analysis	LLI Assessments
3	Lack of prerequisite reading skills	Provide Visualizing/Verbalizing language program	ESE Teacher, Administration	Data analysis	Visualizing/Verbalizing Post-Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of Economically Disadvantaged students making satisfactory progress in reading will increase by 5% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:

44% (51) of the Economically Disadvantaged students did not make satisfactory progress in reading.

The percentage of Economically Disadvantaged students not making satisfactory progress in reading will decrease by 5% (3). Based on 2012-13 student enrollment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite reading skills	Analyze student data from FAIR, Fountas and Pinnell Benchmark Assessment, and District Benchmark Assessments to determine skill deficit areas	Classroom Teachers, Reading Coach, Administration	Data analysis	Performance Matters; Fountas and Pinnell Assessment Results
2	Lack of prerequisite reading skills	Provide daily small group guided reading instruction at students instructional F/P level	Classroom Teachers	Data analysis	F/P Assessment, FAIR
3	Lack of prerequisite reading skills	Provide Leveled Literacy Intervention(LLI) to lowest performing readers in Grades 1-3	Classroom Teachers, Reading Coach	Data analysis	LLI data management system, F/P Assessment Results
4	Lack of understanding of how to respond to higher complexity questions	Provide daily exposure to high complexity questions at students' instructional reading level	Classroom Teachers, Administration	Data analysis	F/P Assessment Results, Performance Matters
5	Lack of understanding of non-fiction content in text	Provide Achieve 3000 differentiated reading instruction in non-fiction text	Classroom Teachers	Data analysis	F/P Assessments, Achieve 3000 Reports, Performance Matters

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Continuum of Literacy Learning	K-4	Reading Coach	All teachers	13 Days during the 2012-2013 year	Monthly curriculum /data meetings	Admin, Reading Coach
Receptive/Expressive Language Development	K-1	Speech/Language Therapist/ Admin	K-1 Teachers	Monthly Curriculum meetings	Classroom walk-throughs	Admin
Teaching With Poverty In Mind	K-4	Admin	All teachers	Weekly meetings - August 10 - October 8, 2012	Chapter Summary Forms, Teacher participation, Classroom Observation	Admin
Curriculum and Data Meetings	K-4	Admin, Reading Coach	K-4 Teachers, ESE Teachers	Monthly meetings	Monthly curriculum / data meeting	Admin, Reading Coach
Grade Level Team Meetings	K-4	Admin	Teachers K-4, ESE, Related Arts Teachers	Monthly Meetings	Grade Level Team Meeting Notes	Admin
Interrater Reliability for Running/Reading Records	K-4	Admin, Reading Coach	All Teachers	Monthly Meetings	Running Records, Grade Level Meeting Notes	Admin, Reading Coach
						Admin,

Achieve 3000	3-4	Consultant	Teachers 3-4, ESE Teachers	8/28/2012	Achieve 3000 Reports	Classroom teachers, Reading Coach
Literacy Leadership Team	K-4	Reading Coach	Teachers K-4, ESE Teachers	Monthly meetings	Classroom Observations	Admin, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide daily small group guided reading instruction at students' instructional F/P level	Leveled book sets for book room	Title 1	\$4,000.00
Continue and expand language development program in kindergarten and first grade	Language screener Language Development Program	Title 1	\$5,000.00
Continue the implementation of Beck's Vocabulary	Beck's Vocabulary consumables	Title 1	\$4,000.00
Expand Leveled Literacy Intervention into third grade	Leveled Literacy Intervention Red System	Title 1	\$10,000.00
			Subtotal: \$23,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Achieve 3000	Web-based leveled non-fiction reading program	Title 1	\$14,000.00
			Subtotal: \$14,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Study Groups on Teaching With Poverty In Mind	Books	Title 1	\$2,000.00
CAFE/Daily 5 training	Books and DVDs	Title 1	\$1,000.00
Professional Study Groups on Comprehension questioning strategies	Books and DVDs	Title 1	\$1,000.00
Administration professional development through conferences	Workshops, conferences	Title 1	\$2,500.00
			Subtotal: \$6,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide 4.5 hours of after-school tutorial for the lowest 25% students weekly	LLI materials	SAI and Title 1	\$20,000.00
Provide a Reading Coach to work with teachers and students	Reading Coach	Title 1	\$65,000.00
			Subtotal: \$85,000.00
			Grand Total: \$128,500.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.

CELLA Goal #1:

The percentage of students scoring proficient in listening/speaking will increase by 10%(54)

2012 Current Percent of Students Proficient in listening/speaking:

The percentage of students scoring proficient in listening/speaking was 34% (32).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack consistent exposure to English	Implement Daily Oral Language Program in grades K-1, Beck's Vocabulary in grades 2-4	Teachers, administration, ELL paraprofessionals	Data analysis of Imagine Learning reports, student conversations and classwork	Imagine Learning reports, 2013 CELLA Assessment
2	Students lack consistent exposure to English	Implement Kathy Robinson's Year Long Writing Curriculum	Teachers	Student conferences, classwork	Imagine Learning reports, 2013 CELLA Assessment

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 percentage of students scoring proficient in reading will increase by 3% (19).

2012 Current Percent of Students Proficient in reading:

The percentage of students scoring proficient in reading was 57% (54).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack background experiences critical to increase comprehension	Provide on-going variety of field trips to build students' background knowledge	Teachers, reading coach, administration	Data analysis	District reading benchmark assessments, Imagine learning reports, Kid Biz reports, student reading grades, 2013 CELLA Assessment
2	Students lack prerequisite reading skills	Provide daily use of Imagine Learning to all NES students in K-4	Classroom teacher	Data analysis	Imagine learning reports, Kid 2013 CELLA Assessment
3	Students lack prerequisite reading skills	Administer running records to students 3 times a year to align guided reading instruction	Teachers, Reading Coach, Administration	Analyze student data from FAIR, Fountas and Pinnell Benchmark Assessment, and District Benchmark Assessments	Fountas and Pinnell Benchmark Assessment
4	Students lack prerequisite reading skills	Provide daily small group guided reading instruction at students instructional F/P level	Teachers, Reading Coach, Administration	Data analysis	Fountas and Pinnell Benchmark Assessment
5	Students lack prerequisite reading skills	Provide Leveled Literacy Intervention (LLI) to lowest performing readers in	Teachers, Reading Coach, Administration	Data analysis	LLI Data base reports



		Grades 1-3			
6	Lack of understanding of how to respond to higher complexity questions	Provide daily exposure to high complexity questions at students' instructional reading level	Teachers, Reading Coach, Administration	Data analysis	District reading benchmark assessments. Kid Biz reports, student reading grades, CELLA Assessment
7	Lack of understanding of non-fiction content in text	Provide Achieve 3000 differentiated reading instruction in non-fiction text	Teachers, Reading Coach, Administration	Data analysis	Kid Biz reports

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 percentage of students scoring proficient in writing will increase by 5%(3)
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2012 Current Percent of Students Proficient in writing:

The percentage of students scoring proficient in writing was 58% (55).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite writing skills	Use monthly writing prompts to determine strategies and resources to assist teachers in planning instruction for students	Classroom teachers, Administration	Data analysis of scored writing papers	Writing rubric
2	Lack of prerequisite writing skills	Use teacher/student conferencing to share prompt results and plan next step in student's writing progression	Classroom teachers, Administration	Data analysis of scored writing papers	Writing rubric, anecdotal records from teacher/student conferences
3	Lack of prerequisite writing skills	Provide professional development on most effective writing strategies to address student deficiencies	Writing consultant, teachers, Administration	Data analysis of scored writing papers	Class and grade level writing assessments

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Impliment the Daily Oral Language Program in grades Kindergarten - 1st grade	Let's Talk About It -- Daily Oral Language	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase ELL students' language development	Imagine Learning	District	\$0.00

Subtotal: \$0.00

**Professional Development**

Strategy	Description of Resources	Funding Source	Available Amount
Impliment the Daily Oral Language Program in grades Kindergarten - 1st grade	Let's Talk About It -- Daily Oral Language to increase students' receptive language and build their capacity to understand the more complex strutures of oral English	Title 1	\$1,000.00

Subtotal: \$1,000.00

**Other**

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00

**Grand Total: \$2,000.00**

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The percentage of students scoring at Achievement Level 3 will increase by 5% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(33) of the students achieved proficiency in 2012	34%(42) of the students will achieve proficiency in 2013. Based on 2012-13 student enrollment.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of mastery of prerequisite math skills	Use diagnostic assessments to determine areas of weakness	Classroom Teachers, Administration	Data analysis	Diagnostic assessments
2	Lack of mastery of prerequisite math skills	Provide small group focused instruction to remediate found weaknesses	Classroom Teachers, Administration	Data analysis	classroom assessments, benchmark assessments
3	Lack of problem solving strategies	Implement "Making Sense of Problem Solving" in all K-4 classrooms	Classroom Teachers, Administration	Data analysis	problem solving work samples, benchmark 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	No Subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Subgroup	No Subgroup

### Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:		The percentage of students scoring at or above Achievement Level 4 will increase by 5%( 6).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
39% (45) of the students scored at or above Achievement Level 4 in math		44% (51) of the students will score at or above Achievement Level 4 in math. Based on 2012-13 student enrollment.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for enrichment focused instruction	Proficient students receive enrichment focused instruction daily during skill focused mathematics groups	Classroom Teachers, Administration	Data analysis	Benchmark 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:		No Subgroup			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
No Subgroup		No Subgroup			

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:		The percentage of students making learning gains in math will increase by 5% (11).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
76% (83) of the students made learning gains in math. Based on 108 students tested.		81% (94) of the students will make Learning Gains in math. Based on 2012-13 student enrollment.			

Problem-Solving Process to Increase Student Achievement				
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of mastery of prerequisite math skills	Use diagnostic assessments to determine areas of weakness	Classroom Teachers, Administration	Data analysis	Diagnostic assessments, Benchmark assessments
2	Lack of mastery of prerequisite math skills	Provide daily small group focused mathematics skill instruction	Classroom Teachers, Administration	Data analysis	Benchmark assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	No Subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Subgroup	No Subgroup

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The percentage of students scoring in the lowest 25% making learning gains will increase by 10% (3) students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (20) of the students in the lowest 25% made learning gains	76% (23) of the students in the lowest 25% will make learning gains. Based on 2012-13 student enrollment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of mastery of prerequisite math skills	Use diagnostic assessments to determine areas of weakness	Classroom Teachers, Administration	Data analysis	Diagnostic assessments, Benchmark assessments
2	Lack of mastery of prerequisite math skills	Provide daily small group focused mathematics skill instruction	Classroom Teachers, Administration	Data analysis	Benchmark assessments
	Lack of adequate	Provide small group after	Classroom	Data analysis	Benchmark

3	instructional time	school tutorial to address mathematical skill weaknesses	Teachers, Administration	assessments
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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%.		Elementary School Mathematics Goal # In six years school will reduce their achievement gap by 50% (3% per year).				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64%	68%	71%	74%	77%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The percentage of Hispanic students making satisfactory progress in math will increase by 5% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (32) of the Hispanic students did not make satisfactory progress in math.	The percentage of Hispanic students not making satisfactory progress will decrease by 5% (2). Based on 2012-13 student enrollment.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of mastery of prerequisite math skills	Use diagnostic assessments to determine areas of weakness	Classroom Teachers, Math Coach, Administration	Data Analysis	Diagnostic assessments, Benchmark assessments
2	Lack of problem solving strategies	Implement "Making Sense of Problem Solving" in all K-4 classrooms	Classroom Teachers, Math Coach, Administration	Data analysis	Benchmark assessments, student problem solving work samples
3	Lack of adequate instructional time	Provide small group focused instruction during the school day and after school tutorial to address mathematical skill weaknesses	Classroom Teachers, Administration	Data analysis	Benchmark 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The percentage of ELL students making satisfactory progress in math will increase by 5% (2).
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (36) of the ELL students did not make satisfactory progress in math.	The percentage of ELL students not making satisfactory progress in math will decrease by 5% (31). Based on 2012-13 student enrollment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of mastery of prerequisite math skills	Use diagnostic assessments to determine areas of weakness	Classroom teacher, Math Coach, Administration	Data analysis	Diagnostic assessments
2	Lack of mastery of prerequisite math skills	Provide small group focused instruction to remediate found weaknesses	Classroom teacher, Math Coach, Administration	Data analysis	Classroom assessments, Benchmark assessments
3	Lack of problem solving strategies	Implement "Making Sense of Problem Solving" in all K-4 classrooms	Classroom Teachers, Math Coach, Administration	Data analysis	Problem solving work samples, benchmark assessments
4	Lack of adequate instructional time	Provide small group focused instruction during the school day and after school tutorial to address mathematical skill weaknesses	Classroom Teachers, Administration	Data analysis	Benchmark 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	The percentage of Students with Disabilities making satisfactory progress in math will increase by 5% (1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (13) of the Students with Disabilities (SWD) not making satisfactory progress in math	The percentage of Students with Disabilities not making satisfactory progress in math will decrease by 5% (1). Based on 2012-13 student enrollment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of mastery of prerequisite math skills	Use diagnostic assessments to determine areas of weakness	ESE Teachers, Administration	Data analysis	Diagnostic assessments, Benchmark assessments
2	Lack of mastery of prerequisite math skills	Provide daily small group focused mathematics skill instruction	ESE Teachers, Administration	Data analysis	Benchmark assessments
3	Lack of adequate instructional time	Provide small group focused instruction before, during and after school to address mathematical skill weaknesses	ESE Teachers, Administration	Data analysis	Benchmark 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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	The percentage of Economically Disadvantaged students making satisfactory progress will increase by 5% (6).

2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (44) of the Economically Disadvantaged students did not make satisfactory progress.	The percentage of Economically Disadvantaged students not making satisfactory progress will decrease by 5% (6). Based on 2012-13 student enrollment.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of mastery of prerequisite math skills	Use diagnostic assessments to determine areas of weakness	Classroom Teachers, Math Coach, Administration	Data analysis	Diagnostic assessments, Benchmark assessments
2	Lack of problem solving strategies	Implement "Making Sense of Problem Solving" in all K-4 classrooms	Classroom Teachers, Math Coach, Administration	Data analysis	Benchmark assessments, student problem solving work samples
3	Lack of adequate instructional time	Provide small group focused instruction during the school day and after school tutorial to address mathematical skill weaknesses	Classroom Teachers, Administration	Data analysis	Benchmark assessments

*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
Making Sense of Problem Solving	K-4	Administration, Teachers	K-4 teachers	Ongoing throughout the year	Data sharing at monthly curriculum and data meetings as well as at grade level meetings	Administration, teachers
Effective use of math manipulatives	K-4	Administration, teachers	K-4 teachers	Ongoing throughout the year	Classroom observations, discussion at grade level meetings	Administration, teachers

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Making Sense of Problem Solving	Manipulatives to teach problem solving	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement IXL Mathematics Program	IXL is used to differentiate and support mathematics instruction	Title 1	\$1,250.00
			Subtotal: \$1,250.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount



Effective use of math manipulatives in problem solving	Teacher to Teacher Publications -- Math Problem Solving to address more complex thinking	Title 1	\$1,000.00
			Subtotal: \$1,000.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Mathematics Interventionist to work with students	Skilled interventionist to address students' mathmematics deficiencies	Title 1	\$35,000.00
			Subtotal: \$35,000.00
			<b>Grand Total: \$38,250.00</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. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	Warfield does not have a 5th grade so there is no available FCAT science data. Our focus is on building science knowledge and skills in grades K-4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data reported for this school.	No data reported for this school.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of adequate time to implement a comprehensive Science curriculum	Use one related arts position to create a Science Learning Lab to support the teaching of science in basic education classes.	Science Lab Teacher, Basic Ed. Teacher, Administration	Data analysis	Science benchmark tests
2	Lack of adequate time to implement a comprehensive Science curriculum.	Add an additional Related Arts position which is science based to implement a Science lab for all K-4 students	Learning Lab Teacher	Data analysis	Science benchmark tests
3	Lack of background knowledge related to basic science concepts	Provide access to Education City science software	Classroom Teachers, Science Learning Lab Teacher	Data analysis	Science benchmark assessments
4	Funding and time constraints	Implement in-house High Touch High Tech lessons in K-4	High Touch High Tech presenters, teachers	Review post lesson assessment	Post lesson assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	No subgroup
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
No subgroup		No subgroup		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Warfield does not have a 5th grade so there is no available FCAT science data. Our focus is on building science knowledge and skills in grades K-4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No reportable data	No reportable data

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of adequate time to implement a comprehensive Science curriculum.	Provide an after-school young scientists' club for students most proficient in science	Science Lab teacher, Learning lab teacher, Administration	Student projects, data analysis	Rubric for projects, benchmark assessments
2	Lack of adequate time to implement a comprehensive science curriculum.	Analyze data from benchmark exams and focus on areas of curriculum weaknesses in science lab and classroom labs.	Science Lab teacher, Learning Lab teacher, Basic Ed. teachers, Administration	Data analysis	Science benchmark 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	No subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
No subgroup	No subgroup

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Collaboration with other teachers on implementing a comprehensive science curriculum.	K-4/Science	Science Team Grade Level Leaders	Basic Education Teachers	Grade Level Team Meetings	Curriculum/Data meetings	Administration
Collaboration with district science lab teachers on implementing a comprehensive science curriculum.	K-4/Science	District Science Coordinator	Science Lab Teacher, Learning Lab Teacher	Early Release meetings	Classroom visitations	Administration
FUSION Textbook Training	K-4/Science	District Science Coordinator	Basic Education Teachers	September after school meeting	Classroom visitations	Administration
SunSmart E-Shelter Teacher Workshop	K-4/Science	Florida Solar Energy Center	Science Lab Teacher, Teacher	September 25, 2012	Curriculum/Data Meetings, Classroom Visitations	Administration
FPL Energy Encounter Workshop	K-4/Science	Florida Power and Light	Learning Lab Teacher	November 7, 2012	Classroom Visitations	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide access to Education City Science Software	Education City Science Software Schoolwide License	Title I	\$469.00
Provide access to Brain Pop Software	Brain Pop Schoolwide license	Title I	\$1,500.00
			Subtotal: \$1,969.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Attend SunSmart E-Shelter Workshop	Provides an overview of the use of solar panels as an alternative energy resource.	N/A	\$0.00
Attend Florida Power and Light Energy Encounter	Provides an overview of Florida energy sources.	N/A	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Add an additional Related Arts position which is science based to implement a Science Lab for all K-4 students.	Science Lab teacher provides hands-on experiences to all K-4 students to reinforce the scientific method and other required benchmarks.	Title I	\$50,000.00
			Subtotal: \$50,000.00
			<b>Grand Total: \$51,969.00</b>

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 Achievement Level 3 will increase by 5%(6).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
82% (96) of the students scored Achievement Level 3.0 and higher in writing.		87%(106) of the students will score at Achievement Level 3 in reading. Based on 2012-13 student enrollment.			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite writing skills	Use monthly writing prompts to determine strategies and resources to assist teachers in planning instruction for students	Classroom teachers, Administration	Data analysis of scored writing papers	Writing rubric
2	Lack of prerequisite writing skills	Use teacher/student conferencing to share prompt results and plan next step in student's writing progression	Classroom teachers, Administration	Data analysis of scored writing papers	Writing rubric, anecdotal records from teacher/student conferences
3	Lack of prerequisite writing skills	Provide professional development on most effective writing strategies to address student deficiencies	Writing consultant, teachers, Administration	Data analysis of scored writing papers	Class and grade level writing 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:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	No subgroup

2012 Current Level of Performance:		2013 Expected Level of Performance:		
No subgroup		No subgroup		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Monthly curriculum and data meetings	K-4 for writing	Teachers, administration	K-4 Teachers	Monthly throughout the year	Classroom observations of writing lessons, data analysis of writing papers and class assessments	Teachers, administration
Implementation of revised Kathy Robinson writing curriculum	3rd and 4th grade writing	Kathy Robinson, administration	All 3rd and 4th grade teachers	August (full day), October Early Release (full day), December (full day) of 2012	Classroom observations of writing lessons, data analysis of writing papers and class assessments	Teachers, administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Kathy Robinson Narrative and Expository program for 3rd-4th grades	Write Math - Narrative and Expository binder of resources and year-long program	Title 1	\$587.58
			Subtotal: \$587.58
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
Conduct teacher workshops and student modeling lessons to increase teacher knowledge and student achievement	Write Math - Kathy Robinson consultant for teacher workshops and modeling lesson with students	Title 1	\$4,500.00
Establish a mentoring program of 3rd and 4th grade teachers for collaboration with strategies and	Write Math - Kathy Robinson resource binders	n/a	\$0.00

lessons			
			Subtotal: \$4,500.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Develop a school-wide writing committee with representation from KG-4th grade	One or more grade level representatives from KG-4th grade	Title 1	\$500.00
			Subtotal: \$500.00
			<b>Grand Total: \$5,587.58</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		Warfield currently boasts an excellent attendance record.			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95.6% (700)		97% (718)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
7% (50)		6% (45)			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
11% (82)		9% (70)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Gaining parental cooperation and compliance	Utilize the personal phone contact system and home & truancy visits with non-compliant families	Attendance Clerk, Attendance Committee, District Truancy Officer, Parent Liasion	Monthly review of attendance reports targeting unexcused absences and tardies	Attendance reports
2	Gaining parental cooperation and compliance	Review current data and meet with parents to establish an action plan to reduce absences	Attendance Committee, Teachers, Parent Liasion	Monthly review of attendance reports targeting unexcused absences and tardies	Attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Continue implementation of Bring It 180 Action Plan	K-4	Attendance Committee	K-4 Teachers, Administration, Attendance Committee	Pre school planning, Ongoing throughout the year	Analysis of attendance data, monthly meetings with Attendance Committee	Attendance Committee

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Meet with parents/guardians of students who are repeatedly absent or tardy	Conferencing with the Attendance Committee	n/a	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Warfield's suspension rate is 1%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

1	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
22	10
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
18	6

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent cooperation and district support of suggested interventions for school and home.	Provide more specific/specialized information, regarding counseling services, training to parents.	Administration, MTSS team, School Counselors, Teachers	Analysis of RtIB Data	Tykes and Teens Counseling Logs, Parent/Teacher Conference Forms
2	Staff buy-in and cooperation	Continue training staff in Positive Behavioral Supports (PBIS)	PBIS Team	Analysis of Minor and Major Referrals	RtIB Database, Minor and Major Infraction Reports, PBIS Teacher Climate Survey
3	Lack of adequate social skills of students in poverty	Continue to provide training to staff and students to address bullying	Guidance Counselor, Administration	Analysis of behavior data	PBIS Teacher / Student Climate Surveys

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Continue training staff in Positive Behavioral Support (PBIS)	KG - 4th grades	PBIS Committee members	All staff members	October Early Release, November 2012	Review of RtIB data	PBIS Committee members
Continue to provide training to staff and students to address bullying	KG - 4th grade teachers and students	Guidance Counselor, PBIS Committee members	All teachers and students	Early Release Days, November 2012, January/February 2013	Review of RtIB data	Guidance Counselor, PBIS Committee members

Suspension Budget:



Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		The percentage of parental/guardian involvement will remain at 100%.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
100%		100%			
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	Providing effective communication to parents regarding activities and programs	Implement Parent Involvement Plan	Administration, Classroom Teachers, Parent Liaison	Indicators within Parent Involvement Plan	Parent Climate Survey, Parent Involvement Plan
2	Language barriers	Provide translators/tranlations for all communications	Parent Liason, Office staff, Bilingual teachers, ELL paraprofessionals	Conference and event logs	Parent Climate Survey, Parent Involvement Plan
3	Lack of funding and parental attendance for family involvement nights	Promote increased parental involvement through family night programs	Administration, Parent Liaison, Family Night Committees	Review of event attendance logs	Parent Climate Survey, Parent Involvement Plan, Event attendance logs

4	Lack of parental knowledge in content areas for academic support	Promote the Parent Resource Center (PRC) to offer support and materials to families	Administration, Parent Resource Center Director, teachers	Review Parent Resource Center attendance records, materials check in /check out logs	Parent Climate Survey, PRC attendance records, materials check in /check out logs
5	Lack of parental knowledge in content areas for academic support	Write prescriptions to the Parent Resource Center to identify students in need of academic enrichment and/or remediation	Teachers	Review Parent Resource Center attendance records, materials check in /check out logs	Teacher Climate Survey, PRC attendance records, materials check in /check out logs

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
Continued implementation of Parent Contact Folder	K-4	Parent Liasion	K-4 teachers	Ongoing throughout the year	Parent Contact Logs	Parent Liasion

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide materials for Family Nights	Reading/Writing, Mathematics, Science materials and Wellness program	Title 1	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Parent Involvement Plan	Use Parent Liaison to help with parent communication and involvement	Title 1	\$37,000.00
			Subtotal: \$37,000.00
			Grand Total: \$40,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Students will increase their knowledge of science and math concepts as they relate to technology.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of teacher training and knowledge of Promethean Boards	Implement Promethean Board flipcharts, interactive programs/applications to increase student engagement and impact on their learning	K-4 teachers, Administration	Classroom observation, Data analysis	Teacher lesson plans, classroom observation, I Observation
2	Lack of time and available resources	Increase student exposure to Science and technology concepts to increase their knowledge	Science Lab teacher, Learning Lab teacher	Scheduling classes, common planning periods for teachers	Related Arts Schedule
3	Lack of time to implement	Provide IXL program as a supplemental math resource	Teachers	Data analysis	IXL reports
4	Lack of engaging activities for students	Provide High Tech High Touch Program to students	Teachers	Classroom observation, Data Analysis	Classroom Observation
5	Lack of student computer use.	Add an additional Related Arts position which is science based to implement a computer driven Science lab for all K-4 students.	Learning Lab Teacher	Classroom observations.	Teacher lesson plans

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
Promethean Training	K-4	Teddy McMahon	K-4 Teachers	August 2012	Teacher lesson plans, Classroom observations	Administration
Sun-Smart E-Shelter Professional Development Meeting	2, 3, 4	Lisa Knapp Jennifer Lubeno	2nd, 3rd, and 4th Grade Teachers	October Early Release	Teacher lesson plans, Classroom observations	Lisa Knapp
Sun-Smart E-Shelter Workshop	2, 3, 4	SunSmart E-Shelter Company	Lisa Knapp Jennifer Lubeno	September 2012	Teacher lesson plans, Classroom observations	Administration

STEM Budget:

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

End of STEM Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide daily small group guided reading instruction at students' instructional F/P level	Leveled book sets for book room	Title 1	\$4,000.00
Reading	Continue and expand language development program in kindergarten and first grade	Language screener Language Development Program	Title 1	\$5,000.00
Reading	Continue the implementation of Beck's Vocabulary	Beck's Vocabulary consumables	Title 1	\$4,000.00
Reading	Expand Leveled Literacy Intervention into third grade	Leveled Literacy Intervention Red System	Title 1	\$10,000.00
CELLA	Impliment the Daily Oral Language Program in grades Kindergarten - 1st grade	Let's Talk About It -- Daily Oral Language	Title 1	\$1,000.00
Mathematics	Implement Making Sense of Problem Solving	Manipulatives to teach problem solving	Title 1	\$1,000.00
Writing	Implement Kathy Robinson Narrative and Expository program for 3rd-4th grades	Write Math - Narrative and Expository binder of resources and year-long program	Title 1	\$587.58
Parent Involvement	Provide materials for Family Nights	Reading/Writing, Mathematics, Science materials and Wellness program	Title 1	\$3,000.00
				Subtotal: \$28,587.58
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Achieve 3000	Web-based leveled non-fiction reading program	Title 1	\$14,000.00
CELLA	Increase ELL students' language development	Imagine Learning	District	\$0.00
Mathematics	Implement IXL Mathematics Program	IXL is used to differentiate and support mathematics instruction	Title 1	\$1,250.00
Science	Provide access to Education City Science Software	Education City Science Software Schoolwide License	Title 1	\$469.00
Science	Provide access to Brain Pop Software	Brain Pop Schoolwide license	Title 1	\$1,500.00
				Subtotal: \$17,219.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Study Groups on Teaching With Poverty In Mind	Books	Title 1	\$2,000.00
Reading	CAFE/Daily 5 training	Books and DVDs	Title 1	\$1,000.00
Reading	Professional Study Groups on Comprehension questioning strategies	Books and DVDs	Title 1	\$1,000.00
Reading	Administration professional development through conferences	Workshops, conferences	Title 1	\$2,500.00
Let's Talk About It --				

CELLA	Impliment the Daily Oral Language Program in grades Kindergarten - 1st grade	Daily Oral Language to increase students' receptive language and build their capacity to understand the more complex strutures of oral English	Title 1	\$1,000.00
Mathematics	Effective use of math manipulatives in problem solving	Teacher to Teacher Publications -- Math Problem Solving to address more complex thinking	Title 1	\$1,000.00
Science	Attend SunSmart E-Shelter Workshop	Provides an overview of the use of solar panels as an alternative energy resource.	N/A	\$0.00
Science	Attend Florida Power and Light Energy Encounter	Provides an overview of Florida energy sources.	N/A	\$0.00
Writing	Conduct teacher workshops and student modeling lessons to increase teacher knowledge and student achievement	Write Math - Kathy Robinson consultant for teacher workshops and modeling lesson with students	Title 1	\$4,500.00
Writing	Establish a mentoring program of 3rd and 4th grade teachers for collaboration with strategies and lessons	Write Math - Kathy Robinson resource binders	n/a	\$0.00
				Subtotal: \$13,000.00
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide 4.5 hours of after-school tutorial for the lowest 25% students weekly	LLI materials	SAI and Title 1	\$20,000.00
Reading	Provide a Reading Coach to work with teachers and studnets	Reading Coach	Title 1	\$65,000.00
Mathematics	Provide Mathematics Interventionist to work with students	Skilled interventionist to address students' mathmematics deficiencies	Title 1	\$35,000.00
Science	Add an additional Related Arts position which is science based to implement a Science Lab for all K-4 students.	Science Lab teacher provides hands-on experiences to all K-4 students to reinforce the scientific method and other required benchmarks.	Title 1	\$50,000.00
Writing	Develop a school-wide writing committee with representation from KG-4th grade	One or more grade level representatives from KG-4th grade	Title 1	\$500.00
Attendance	Meet with parents/guardians of students who are repeatedly absent or tardy	Conferencing with the Attendance Committee	n/a	\$0.00
Parent Involvement	Implement Parent Involvement Plan	Use Parent Liaison to help with parent communication and involvement	Title 1	\$37,000.00
				Subtotal: \$207,500.00
				Grand Total: \$266,306.58

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/17/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Implementation of Daily Oral Language Program in Grade 1 Professional development for implementation of Comprehension and English Language Learners -25 Oral Strategies	\$8,688.95

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

The School Advisory Committee meets at least five time per year to make recommendations and progress monitor the implementation of the School Improvement Plan, budgeting of funds and to actively promote parent involvement in the school. The School Advisory Council will collaborate with school personnel in the decision-making process for initiatives, programs and special activities and events.



# 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

Martin School District WARFIELD ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	88%	94%	67%	322	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	73%			131	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?	53% (YES)	67% (YES)			120	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					573	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Martin School District WARFIELD ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	83%	90%	61%	314	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	73%	58%			131	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?	70% (YES)	63% (YES)			133	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					578	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested