



School Name: Homosassa Elementary

Principal: Christopher Bosse

SAC Chair: Susan Taylor

District Name: Citrus

Superintendent: Sandra Himmel

Date of School Board Approval: November 13, 2012

## School Information

# 2012 - 2013

## Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

## Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number 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	Christopher Bosse	School Principal, All Levels; Elementary Ed (1-6); Primary (K-3); Educational Leadership (K-12)	2	4	School Grade A for year 2008/2009 (AYP no for ED students) and Grade A for year 2009/2010 (AYP yes) at Central Ridge Elementary. School Grade A for years 2010/2011 (AYP No for SWD students) and Grade A for year 2011/2012 (AYP N/A) at Homosassa Elementary.
Assistant Principal	Jill Young	Elementary Education (1-6); Educational Leadership (K-12); School Principal, All Levels	5	5	School Grade A for years 2007/2008 (AYP no for SWD students) and 2008/2009 (AYP no for White and SWD students), School Grade B for year 2009/2010 (AYP no for ED and SWD students), School Grade A for years 2010/2011 (AYP no for SWD students and 2011/2012 (AYP N/A) at Homosassa Elementary.

## Highly Effective/Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Accept Interns	Christopher Bosse, Principal	May 2013
2. Mentoring of New Teachers	Jill Young, Assistant Principal	May 2013
3. Collaborating with Grade Level Teams	Jean Jaworski, Reading Specialist	May 2013
4.		

## Not-Highly Effective/Not Effective Instructors

Provide the number of instructional staff that are teaching out-of-field and/or who are NOT highly effective/not effective (this would include needs improvement, unsatisfactory teachers overall rating).

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

Number of staff that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	Administrative Classroom Walk Throughs, Collaboration, Faculty Sharing Sessions, Ongoing Professional Development, Mentoring

## 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	% ESOL Endorsed Teachers
30	3% (1)	20% (6)	33% (10)	43% (13)	30% (9)		13% (4)	33% (10)

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Principal, Chris Bosse; Assistant Principal, Jill Young; ESE Specialist, Sheree Preston; Guidance Counselor, Debi Harmon; School Psychologist, Brett Holland; Reading Specialist, Jean Jaworski; classroom teacher and parent of child of interest.
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 purpose of this team is to develop and maintain a system of academic and behavioral interventions designed to help students succeed. The team meets quarterly to engage in the following activities: 1. If a student is not successful in the classroom, the teacher will meet with administration to review assessment data, identify specific concerns, and develop a plan for additional strategies and interventions. 2. If a child is not successful with behavior, the teacher will meet with administration to review classroom management, and develop and implement an individualized behavior plan. 3. If the student continues to struggle, and progress monitoring does not indicate improvement, the teacher will meet with administration to develop an academic and/or behavior monitoring plan. At this time, the child will be placed in Tier 2 with a specific program for intervention 30 min/day at least 4 times per week. 4. If the student continues to struggle and progress monitoring does not indicate success, the teacher will request a meeting with the Program Solving Team. 4. A diagnostic assessment will be administered prior to the Problem Solving Team meeting. The team will determine if the child will be placed in a Tier 3 intervention. If moved to Tier 3, the student will receive interventions for 60 minutes daily. 5. If a student has been at Tier 3 for a length of time, the team may decide to either recommend further interventions or recommend consideration for further testing.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The RTI Leadership Team met with the SIP review team to assist in the development of the SIP. The teams reviewed current school-wide data, including Tier 1, 2, and 3 targets for academic and behavioral needs; conducted a causal analysis to determine the focus areas for the SIP and reviewed the alignment of processes and procedures.

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. Through Skyward, data collection of various research-based intervention strategies are recorded and monitored for each student on Tier 2 and 3.
Describe the plan to train staff on MTSS. Staff development will be conducted for new staff members at the beginning of the school year. Ongoing professional development will take place at monthly staff meetings. The Problem Solving Team will review data throughout the year to discuss the process and effectiveness of the process.
Describe plan to support MTSS. The MTSS Leadership Team will provide support for teachers conducting Tier 2 and 3 interventions by providing research-based intervention strategies and professional development when necessary. The MTSS Leadership Team will monitor the effectiveness of these strategies by analyzing data from various sources. The MTSS Team will meet at least once per quarter to determine the effectiveness of the strategies.

**School Advisory Council (SAC)**

**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 members 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       No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
The SAC takes a lead role in developing and approving the School Improvement Plan. SAC sponsors the Missoula Theater Group, which comes every year to put on an educational play involving our students. The SAC meets at least four times a year to discuss school progress and events.

Describe the projected use of SAC funds.	Amount
Missoula Theater contract to provide a week-long theater experience for students.	\$943.61

## OPTIONAL IMPROVEMENT GOAL AREAS

FCAT 2.0 Reading	Scoring Level 3
FCAT 2.0 Reading	Scoring Levels 4 & 5
FCAT 2.0 Reading	Percent Making Learning Gains
FCAT 2.0 Reading	Percent of Lowest 25% Making Learning Gains
Florida Alternative Assessment Reading	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Reading	Scoring Levels 7, 8 & 9
Florida Alternative Assessment Reading	Percent Making Learning Gains
Florida Alternative Assessment Reading	Percent of Lowest 25% Making Learning Gains
Reading	Subgroups making progress/reducing achievement gap: Economically Disadvantaged, SWD, ELL, White, Black, Hispanic, Asian, American Indian
FCAT 2.0 Math, Algebra I, Geometry	Scoring Level 3
FCAT 2.0 Math, Algebra I, Geometry	Scoring Levels 4 & 5
FCAT 2.0 Math, Algebra I, Geometry	Percent Making Learning Gains
FCAT 2.0 Math, Algebra I, Geometry	Percent of Lowest 25% Making Learning Gains
Florida Alternative Assessment Math	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Math	Scoring Levels 7, 8 & 9
Florida Alternative Assessment Math	Percent Making Learning Gains
Florida Alternative Assessment Math	Percent of Lowest 25% Making Learning Gains
FCAT 2.0 Math, Algebra I, Geometry	Subgroups making progress/reducing achievement gap: Economically Disadvantaged, SWD, ELL, White, Black, Hispanic, Asian, American Indian
FCAT 2.0 Science	Scoring Level 3
FCAT 2.0 Science	Scoring Levels 4 & 5
Florida Alternative Assessment Science	Scoring Levels 4, 5, & 6
Florida Alternative Assessment Science	Scoring Levels 7, 8 & 9
Biology End-of-Course	Scoring Level 3
Biology End-of-Course	Scoring Levels 4 & 5
FCAT Writing	Scoring Level 3 or Higher
FCAT Writing	Scoring Level 4 or Higher
Florida Alternative Assessment Writing	Scoring Levels 4 or Higher
Civics End-of-Course	Scoring Level 3
Civics End-of-Course	Scoring Levels 4 & 5
History End-of-Course	Scoring Level 3
History End-of-Course	Scoring Levels 4 & 5
Attendance	
Suspension	
Dropout Preventions	
Parent Involvement	
Science, Technology, Engineering, & Math (STEM)	
Career & Technical Education	

Please check "yes" on those components that are part of your school plan (those elements that are essential to all plans and required by FLDOE have been checked):

DA/FLDOE Required School Improvement Components	Components Included in School/District School Improvement Template?
Data Analysis	Yes <input checked="" type="checkbox"/>
Lesson Study	Yes <input checked="" type="checkbox"/>
Multi-Tiered System of Support (MTSS)/Response to Intervention (RtI)	Yes <input checked="" type="checkbox"/>
Increasing Student Achievement	Yes <input checked="" type="checkbox"/>
Florida Alternate Assessment (FAA)	Yes <input checked="" type="checkbox"/>
Comprehensive English Learning Assessment (CELLA)	Yes <input checked="" type="checkbox"/>
Annual Measurable Objectives (In six years school will reduce their achievement gap by 50% in reading and mathematics)	Yes
End-of -Course Subject Areas	Yes
Postsecondary Readiness	Yes
Dropout Prevention	Yes
Academic Intervention	Yes <input checked="" type="checkbox"/>
Professional Development	Yes <input checked="" type="checkbox"/>

Improvement Area: Reading

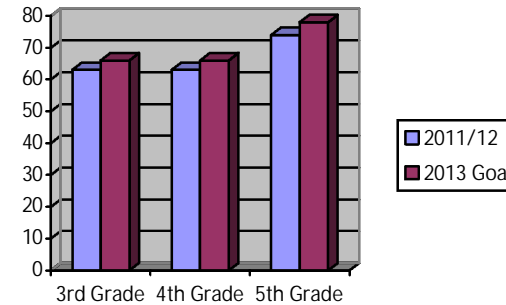
Goal 1: Students will increase their reading performance by 5%.

Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 1: 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades

2011-12 Data:

2011-12 Current Level of Performance	2012 - 2013	
Actual (%)	Expected (%)	Actual (%)
3 <sup>rd</sup> 63% (32); 4 <sup>th</sup> 63% (26); 5 <sup>th</sup> 74% (35)	3 <sup>rd</sup> 66%; 4 <sup>th</sup> 66%; 5 <sup>th</sup> 78%	



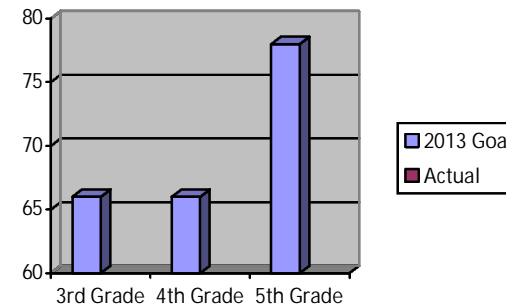
Data Analysis:

**Grade 3 - All Student Achievement Levels** - Level 1- 14% (7), Level 2- 24% (12), Level 3- 25% (13), Level 4- 20% (10), Level 5- 18% (9), Level 3-5- 63% (32). **SWD Achievement Levels** - Level 1 - 67% (4), Level 2 - 0, Level 3 - 33% (2), Level 4 - 0%, Level 5 - 0%. **ED Achievement Levels** - Level 1 - 18% (7), Level 2 - 26% (10), Level 3 - 32% (12), Level 4 - 16% (6), Level 5 - 8% (3).

**Grade 4 - All Student Achievement Levels** - Level 1- 10% (4), Level 2- 27% (11), Level 3- 24% (10), Level 4- 34% (14), Level 5- 5% (2), Level 3-5- 63% (26). **Students Making Gains at Grade Level** - 78% (31). **SWD Achievement Levels** - Level 1 - 43% (3), Level 2 - 57% (4), Level 3 - 0%, Level 4 - 0%, Level 5 - 0%. **ED Achievement Levels** - Level 1 - 11% (3), Level 2 - 30% (8), Level 3 - 30% (8), Level 4 - 22% (6), Level 5 - 7% (2).

**Grade 5 - All Student Achievement Levels** - Level 1- 7% (4) , Level 2- 20% (12) , Level 3- 31%(19) , Level 4- 33%(10) ,Level 5- 10% (6), Level 3-5- 74% (35). **Students Making Gains at Grade Level** - 71% (39). **SWD Achievement Levels** - Level 1- 43% (3), Level 2 - 43% (3), Level 3 - 0%, Level 4 - 14% (1), Level 5 - 0%. **ED Achievement Levels** - Level 1 - 9% (4), Level 2 - 25% (11), Level 3 - 34% (15), Level 4 - 25% (11), Level 5 - 7% (3).

2012-13 Outcome Data: (completed at end of 2012-13 school year)



Goal 1: Strategy/Action Plan 1			Goal 1: Strategy/Action Plan 2		
Strategy/Action Steps	Teachers will incorporate effective Collaboration and Planning using concept maps and curriculum alignment.		Strategy/Action Steps	Students will write in response to lessons and/or EQ, and participate in Pair/Share discussions.	
Anticipated Barrier	Teacher resistance to change; lack of planning and collaboration time		Anticipated Barrier	Teacher resistance to change; lack of teacher knowledge in writing EQs	
Resources (Human, Material)	Time for collaboration and planning with Reading Specialist, Jean Jaworski		Resources (Human, Material)	Shannon Sutton, teacher, will provide Professional Development in Writing to Respond and Writing EQs	
Funds Needed/Allocated	none		Funds Needed/Allocated	none	
Team/Person Responsible for Progress Monitoring	Chris Bosse, Principal Jill Young, Assistant Principal Jean Jaworski, Reading Specialist		Team/Person Responsible for Progress Monitoring	Chris Bosse, Principal Jill Young, Assistant Principal Jean Jaworski, Reading Specialist	
Action Step Progress Monitoring	Classroom Walk Throughs; Documentation from Collaboration Meetings, Student achievement in Successmaker, Study Island, STAR, FAIR, SRI		Action Step Progress Monitoring	Classroom Walk Throughs; Lesson Plans; EQ Journals/notebooks, Student achievement in Successmaker, Study Island, STAR, FAIR, SRI	
Status (HI, MD, SAT, EXC)	Midyear:	Year End:	Status (HI, MD, SAT, EXC)	Midyear:	Year End:
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency					
Measure of Effectiveness	Student achievement in Successmaker, Study Island, STAR, FAIR, SRI		Measure of Effectiveness	Student achievement in Successmaker, Study Island, STAR, FAIR, SRI	
Goal 1: Strategy/Action Plan 3			Goal 1: Strategy/Action Plan 4		
Strategy/Action Steps	Students will learn to use graphic organizers and rubrics to facilitate their learning.		Strategy/Action Steps	Teachers will incorporate extended reading passages in their students' lessons.	
Anticipated Barrier	Teacher resistance to change; lack of teacher knowledge in using graphic organizers/rubrics		Anticipated Barrier	Teacher resistance to change; lack of teacher knowledge in using extended reading passages; lack of appropriate materials with extended passages	
Resources (Human, Material)	Danita Consol, teacher, will provide Professional Development in teaching students to use Graphic Organizers/Rubrics to facilitate their learning.		Resources (Human, Material)	Collection of Extended Reading Passages	
Funds Needed/Allocated	none		Funds Needed/Allocated	none	
Team/Person Responsible for Progress Monitoring	Chris Bosse, Principal Jill Young, Assistant Principal Jean Jaworski, Reading Specialist		Team/Person Responsible for Progress Monitoring	Chris Bosse, Principal Jill Young, Assistant Principal Jean Jaworski, Reading Specialist	
Action Step Progress Monitoring	Student achievement in Successmaker, Study Island, STAR, FAIR, SRI		Action Step Progress Monitoring	Student achievement in Successmaker, Study Island, STAR, FAIR, SRI	
Status (HI, MD, SAT, EXC)	Midyear:	Year End:	Status (HI, MD, SAT, EXC)	Midyear:	Year End:
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency					
Measure of Effectiveness	Student achievement in Successmaker, Study Island, STAR, FAIR, SRI		Measure of Effectiveness	Student achievement in Successmaker, Study Island, STAR, FAIR, SRI	



Improvement Area: Math

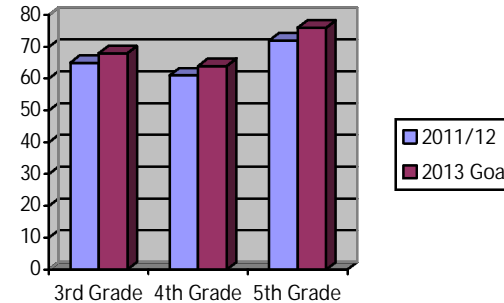
Goal 2: Students will increase their math performance by 5%.

Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 2: 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades

2011-12 Data:

2011 - 2012 Current Level of Performance	2012 - 2013	
Actual % (number of students)	Expected %	Actual %
3 <sup>rd</sup> 65% (33); 4 <sup>th</sup> 61% (25); 5 <sup>th</sup> 72% (44)	3 <sup>rd</sup> 68%; 4 <sup>th</sup> 64%; 5 <sup>th</sup> 76%	



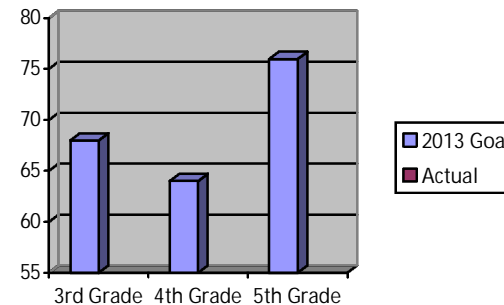
Data Analysis:

**3<sup>rd</sup> Grade:** All Student Achievement Levels - Level 1- 8% (4) , Level 2- 27% (14), Level 3- 37% (19), Level 4- 22% (11), Level 5- 6% (3), Level 3-5- 65% (33). SWD Achievement Levels – Level 1 – 50% (3), Level 2 – 33% (2), Level 3 – 17% (1), Level 4 – 0%, Level 5 – 0%. ED Achievement Levels – Level 1 – 11% (4), Level 2 – 32% (12), Level 3 – 47% (18), Level 4 – 11% (4), Level 5 – 0%.

**4<sup>th</sup> Grade:** All Student Achievement Levels - Level 1 – 15% (6), Level 2 – 24% (10), Level 3 – 34% (14) , Level 4 – 15% (6) , Level 5 – 12% (5), Level 3-5 – 61% (25). Students Making Gains at Grade Level – 68%. SWD Achievement Levels – Level 1 – 71% (5), Level 2 – 14% (1), Level 3 – 0%, Level 4 – 14% (1), Level 5 – 0%. ED Achievement Levels – Level 1 – 19% (5), Level 2 – 26% (7), Level 3 – 33% (9), Level 4 – 11% (3), Level 5 – 11% (3).

**5<sup>th</sup> Grade:** All Student Achievement Levels - Level 1- 7% (4) , Level 2- 21% (13) , Level 3- 30% (18) , Level 4- 16% (10), Level 5- 26% (16), Level 3-5- 72% (44) . Students Making Gains at Grade Level – 84%. SWD Achievement Levels – Level 1 – 43 (3) Level 2 – 43% (3), Level 3 – 14% (1), Level 4 – 0%, Level 5 – 0%. ED Achievement Levels –Level 1 – 9% (4), Level 2 – 27% (12), Level 3 – 30% (13), Level 4 – 16% (7), Level 5 – 18% (8).

2012-13 Outcome Data: (completed at end of 2012-13 school year)



Goal 2: Strategy/Action Plan 1		Goal 2: Strategy/Action Plan 2	
Strategy/Action Steps	Students will Write In Response to Math EQ every day in EQ journals/notebooks.	Strategy/Action Steps	Teachers will incorporate effective Collaboration and Planning using concept maps and curriculum alignment.
Anticipated Barrier	Teacher resistance to change; Teacher lack of knowledge in generating Math EQs	Anticipated Barrier	Lack of planning and collaboration time.
Resources (Human, Material)	Time for planning and generating Math EQs.	Resources (Human, Material)	Time for planning and collaboration for Math
Funds Needed/Allocated	none	Funds Needed/Allocated	none
Team/Person Responsible for Progress Monitoring	Chris Bosse, Principal Jill Young, Assistant Principal	Team/Person Responsible for Progress Monitoring	Chris Bosse, Principal Jill Young, Assistant Principal
Action Step Progress Monitoring	Classroom Walk Throughs; Lesson Plans; Go Math Mid/Year and End of Year data; Successmaker data	Action Step Progress Monitoring	Classroom Walk Throughs; Documentation from Collaboration/Planning Meetings; Go Math Mid/Year and End of Year data; Successmaker data
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____	Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency			
Measure of Effectiveness	Go Math Mid/Year and End of Year data; Successmaker data	Measure of Effectiveness	Go Math Mid/Year and End of Year data; Successmaker data
Goal 2: Strategy/Action Plan 3		Goal 2: Strategy/Action Plan 4	
Strategy/Action Steps	Teachers and Students will use Anchor Charts and Graphic Organizers in Math to facilitate student learning. Charts will be displayed in room and/or students' graphic organizers should be evident in journals/notebooks.	Strategy/Action Steps	
Anticipated Barrier	Teacher resistance to change; teacher lack of knowledge in using Anchor Charts/Graphic Organizers in Math	Anticipated Barrier	
Resources (Human, Material)	Danita Consol, Teacher, will provide Professional Development in using Anchor Charts/ Graphic Organizers in Math to facilitate student learning.	Resources (Human, Material)	
Funds Needed/Allocated	none	Funds Needed/Allocated	
Team/Person Responsible for Progress Monitoring	Chris Bosse, Principal Jill Young, Assistant Principal	Team/Person Responsible for Progress Monitoring	
Action Step Progress Monitoring	Classroom Walk Throughs; Lesson Plans; Go Math Mid/Year and End of Year data; Successmaker data	Action Step Progress Monitoring	
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____	Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency			
Measure of Effectiveness	Go Math Mid/Year and End of Year data; Successmaker data	Measure of Effectiveness	Go Math Mid/Year and End of Year data; Successmaker data

Improvement Area: Writing

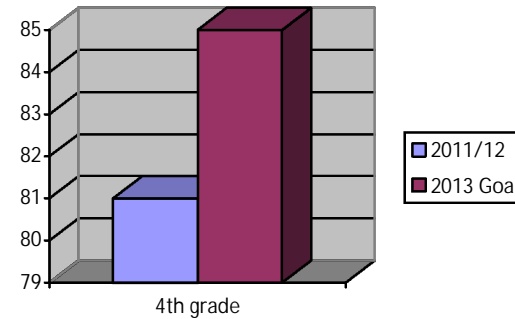
Goal 2: Students will increase their writing performance by 5%.

Graphic/Data/Chart to Support Goal and/or Outcome:

Student Group 2: 4<sup>th</sup> grade

2011-12 Data:

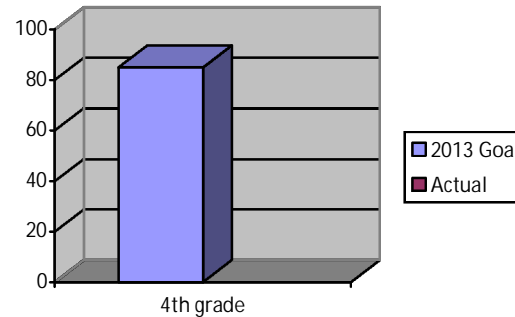
2011 - 2012	2012 - 2013	
Current Level of Performance	Expected %	Actual %
Actual % (number of students)		
81% (35)	85%	



Data Analysis:

**Grade 4: All Student Achievement Levels** - Level 1.0- 2% (1), Level 1.5- 2% (1), Level 2.0- 9% (4), Level 2.5- 7%(3), Level 3.0- 23%(10), Level 3.5- 23%(10), Level 4.0- 20% (9), Level 4.5- 11% (5), Level 5.0- 2% (1), Level 5.5- 0%, Level 6.0- 0%. **Students Scoring On or Above Grade Level** - Level 3-above- 81% (35), Level 3.5-above- 58% (25), Level 4-above- 35%(15).

2012-13 Outcome Data: (completed at end of 2012-13 school year)



Goal 2: Strategy/Action Plan 1			Goal 2: Strategy/Action Plan 2		
Strategy/Action Steps	Daily scheduled Writing time for all grades K-5		Strategy/Action Steps	Students will respond to instruction daily in journal or other medium.	
Anticipated Barrier	Lack of time in daily schedule		Anticipated Barrier	Lack of time	
Resources (Human, Material)	Scheduling team will provide time for writing for all grades K-5		Resources (Human, Material)	Shannon Sutton, teacher, will provide Professional Development in Writing to Respond to Instruction.	
Funds Needed/Allocated	none		Funds Needed/Allocated	none	
Team/Person Responsible for Progress Monitoring	Chris Bosse, Principal Jill Young, Assistant Principal		Team/Person Responsible for Progress Monitoring	Chris Bosse, Principal Jill Young, Assistant Principal	
Action Step Progress Monitoring	Classroom Walk Throughs; Lesson Plans; Student Artifacts; Write Scores		Action Step Progress Monitoring	Classroom Walk Throughs; Lesson Plans; Student Artifacts; Write Scores	
Status (HI, MD, SAT, EXC)	Midyear:	Year End:	Status (HI, MD, SAT, EXC)	Midyear:	Year End:
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency					
Measure of Effectiveness	Write Scores		Measure of Effectiveness	Write Scores	
Goal 2: Strategy/Action Plan 3			Goal 2: Strategy/Action Plan 4		
Strategy/Action Steps	Teachers will receive Professional Development in Writing for 2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> grade teachers		Strategy/Action Steps		
Anticipated Barrier	Time to implement strategies learned in professional development		Anticipated Barrier		
Resources (Human, Material)	Professional Development for 2 <sup>nd</sup> , 3 <sup>rd</sup> and 4 <sup>th</sup> grade teachers. Cheryl King, Program Spec.		Resources (Human, Material)		
Funds Needed/Allocated	Title 1 Staff Development Money		Funds Needed/Allocated		
Team/Person Responsible for Progress Monitoring	Chris Bosse, Principal Jill Young, Assistant Principal		Team/Person Responsible for Progress Monitoring		
Action Step Progress Monitoring	Classroom Walk Throughs; Lesson Plans; Student Artifacts; Write Scores		Action Step Progress Monitoring		
Status (HI, MD, SAT, EXC)	Midyear:	Year End:	Status (HI, MD, SAT, EXC)	Midyear:	Year End:
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency					
Measure of Effectiveness	Write Scores		Measure of Effectiveness		

## Additional Goals Professional Development

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD360 Professional Development in Common Core	4 <sup>th</sup> Grade Reading; 2 <sup>nd</sup> grade Math; 3 <sup>rd</sup> Grade Math	Diane Hart, Shannon Sutton, Jeremy Neff, Shana Florio, and Angela Bennett	School-wide	9/18/12 8:00 am 10/10/12 8:00 am 1/22/13 8:00 am 3/19/13 8:00 am	Participants will begin implementing Common Core Strategies into their lessons. Administrators will observe during Classroom Walk Throughs and checking lesson plans	Chris Bosse, Principal Jill Young, Assistant Principal
Max Thompson training using graphic organizers and rubrics	All grade levels and subjects	Danita Consol	School-wide	8/6/12	Participants will begin implementing using graphic organizers/rubrics into their lessons in all subject areas. Administrators will observe during Classroom Walk Throughs and checking lesson plans.	Chris Bosse, Principal Jill Young, Assistant Principal
Max Thompson Training using Writing to Respond to learning and EQs	All grade levels and subjects	Shannon Sutton	School-wide	8/6/12	Participants will begin incorporating writing to respond to learning and EQs into their lessons in all subject areas. Administrators will observe during Classroom Walk Throughs and checking lesson plans.	Chris Bosse, Principal Jill Young, Assistant Principal
Reading Comprehension Strategies Refresher Course	All grade levels and subjects	Jean Jaworski, Reading Specialist	School-wide	9/12/12 8:00 am 10/10/12 8:00 am 11/7/12 8:00 am 12/12/12 8:00 am	Participants will begin using the reading comprehension strategies in their daily reading lessons in all subject areas. Administrators will observe during Classroom Walk Throughs and checking lesson plans.	Chris Bosse, Principal Jill Young, Assistant Principal

Common Core Lesson Study	Kindergarten and 1 <sup>st</sup> Grade	Jean Jaworski	Kindergarten and 1 <sup>st</sup> Grade Teachers	October 9, 10 and 11, 2012. ½ day release for each day	Participants will begin incorporating Common Core lessons in their classroom. Administrators will observe during Classroom Walk Throughs and checking lesson plans.	Chris Bosse, Principal Jill Young, Assistant Principal
Writing Workshop	2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> Grades	Cheryl King	2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teachers	October, 2012. 1 day release.	Participants will begin incorporating what they learned from this training in their daily writing lessons. Administrators will observe during Classroom Walk Throughs and checking lesson plans.	Chris Bosse, Principal Jill Young, Assistant Principal