Florida Department of Education

Ochwilla Elementary School

School Improvement Plan (SIP)
Form SIP-1

2012-2013

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2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: CURRENT SCHOOL STATUS

School Information

School Name: Ochwilla Elementary School

District Name: Putnam

Principal: Joseph Theobold

Superintendent: Tom Townsend

SAC Chair: Tisha Wilburn

Date of School Board Approval: 10/26/12

Student Achievement Data and Reference Materials:

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)/	Number of Years at Current	Number of	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)

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		Certification(s)	School	Years as an Administrator
Principal	Joseph Theobold	M.Ed., Florida Principalship	2	6
Assistant Principal				

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 ambitious but achievable annual measurable objective (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)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Alice Ryals	MA, Elem. Ed., Reading Endorsed	0	16	Stellar

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date

Interview/hiring process will use a team of instructors as well as the school's leadership team to find and hire high quality teachers through the interview process, reference checks, transcript checks, and other standard hiring practices.	Theobold	8/22/12
We will retain these employees by giving them opportunities to learn and expand their skill sets while offering compensation for performance.	Theobold	6/7/13

1.

1.

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*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
20 teachers are not highly effective, representing 67% of teachers.	Professional development in areas that teachers are lacking: data use in classroom situations, choice of intervention strategies, time management, and vocabulary instruction across the curricula.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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*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
30	10	33	33	33	30	33	30	0	60

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
Chris Tomlinson	Kelsey Cullen	Kindergarten team	Peer observation, team planning, lesson study.
Nancy Wilde	Josie McDaniel	ESE teachers	Peer observation, team planning, lesson study.
Heather Thacker	Erin McKinley	ESE teachers	Peer observation, team planning, lesson study.

Additional Requirements

*Coordination and Integration-***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

Two teachers and three tutors (highly effective, qualified retired teachers) will be hired to instruct and remediate students in a school-wide, need-based approach.
Title I, Part C- Migrant

Coordinated through the district federal programs office.
Title I, Part D

As part of the Part A program, at risk students will be receiving intervention as well as mentoring opportunities. They will be given time in a counseling program to learn social and emotional resiliance through small group and individual intervention time.
Title II

Students with disabilities will be encourage and supported in interaction with their non-disabled peers, taught in regular ed, resource, and separate placement classes based on their needs and the least restrictive environment to meet those needs.
Title III

ESOL students will be given the instructional accommodations and interventions needed to be successful in their grasp of a new language and culture while participating in all programs offered students who are not English Language Learners.
Title X- Homeless

Coordinated through the federal programs office. Ochwilla is a public school and will not only welcome all students in our geographic zone but will help any student, no matter their current living situation, to attend Ochwilla or the school at which they will be most successful.
Supplemental Academic Instruction (SAI)

Coordinated through the federal programs office. Ochwilla will welcome outside tutoring agencies and reach out to help them be more effective than has been the case in past years.
Violence Prevention Programs

Through our bullying policy and our new approach to social and emotional education, Ochwilla will be a school that does not tolerate violence and will give children alternatives to handling conflict with violence.
Nutrition Programs

We will continue our Health and Wellness program. Children will receive Physical Education and healthy snacks through the FFVP Grant that is coordinated in the cafeteria.
Housing Programs

While we cannot offer housing opportunities for our students we will help families coordinate with local non-profits to ensure safe housing and financial supports for our students.

Head Start

We will continue to coordinate with VPK programs including the school-based class and Walker Head Start to create a successful transition to school by our community pre-schoolers.

Adult Education

Career and Technical Education

Job Training

Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Our MTSS Leadership Team is Joe Theobold, Alice Ryals, Karri Hodges, and Kristen Kennedy
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 will meet on Wednesdays to review progress monitoring data and set up systems of support for children in need. Kennedy will coordinate academic services and will work with Ryals to ensure appropriate academic interventions are being offered to the students in need with the outcome focus of closing the achievement gap. Hodges will coordinate the social/emotional interventions both school-wide administered by teachers and staff as well as small group and individual from her office. Theobold will ensure compliance and effective use of strategies by teachers as well as team members to ensure validity to the process.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The team's role in developing the SIP is one of advisor. The team has given thought and advice to the structure of the plan as well as input on hiring, professional development, progress monitoring, and all other facets of school management and leadership.

The RtI process for students has been used to identify our most effective intervention strategies and has informed the decisions of the team when deciding how to approach professional learning communities.

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.

Reading: Our data sources include the Roots assessment and FAIR for K-1, SRI and Fluency data for 2-5 as well as prior year FCAT in 4-5 and FAIR in cases of extreme anomalies in reading 2-5.

Math: District Interim Assessments are used 1-5 to judge performance on individual math standards, classroom assessments and fluency assessments are used informally as progress checks, and FCAT and SAT10 are used annually for formal measurement.

Science: District Interim Assessments and classroom assessments were used.

Writing: Progress monitoring was done through the use of Putnam Writes, a district based assessment identical to the FCAT WRITES.

Behavior: We use several behavior tools. We will use Passport to Peace with all of our students to teach Character Traits, we use a PBS system of rewards that include Hoot Loot tokens for good behavior. We meet weekly in classes to discuss behavior and set goals at class councils, and we track discipline events through referrals to the office. Tier II supports will include behavior plans, small group and individual counseling. Tier III supports will include all other supports plus individual counseling at the school and/or outside referral to medical or behavioral therapy clinics.
Describe the plan to train staff on MTSS.

There will be a brief overview of the switch to MTSS and its use in the RtI framework, an explanation of the resources available to teachers and students, as well as continued support in meetings and PLCs based on the system and the supports on offer.
Describe the plan to support MTSS.

MTSS will be the first priority in planning and implementing any policy, schedule, or activity at the school. Resources will include approximately $50,000 in tutors and materials, and Wednesday meetings will be held as non-negotiables.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Theobold, Ryals, and Karen Johnson, media speicialist.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The team meets once a month to discus ways to improve literacy practices in teaching and enhance the love of reading in our students.
What will be the major initiatives of the LLT this year?

Literacy week in January and the build-up to that, the increase of reading for pleasure as measured by AR points and other token rewards for comprehension, the increase in reading as a part of an investigation process in curricular areas not reading, and the continued support and improvement of our rate of Read and Respond homework.

Public School Choice
  - **Supplemental Educational Services (SES) Notification**
    Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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.
  Our liaise with Walker Head Start and our own PreK classrooms on campus have an open and supported relationship from Ochwilla. We have and will
  continue to offer parents information on helping their children transition, we will be offering parenting classes for all parents but most strongly encouraged for
  our preK and Kindergarten students, and we will continue to offer social and emotional supports through the guidance and counseling office.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement				
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. 49%	1A.1. Students with poor fluency skills. 3rd grade below 130 by the end of the 3rd quarter 4th grade below 140 5th grade below 150 <u>2012 Current Level of Performance:*</u>	1A.1. Fluency intervention in grades 3-5 in the first quarter. Goals: 3rd: 110, 120, 130 4th: 120, 130, 140 5th: 130, 140, 150 <u>2013 Expected Level of Performance:*</u>	1A.1. 3rd and 5th grade teachers, Alice Ryals, Joe Theobold	1A.1. Formal Fluency Timings with an understanding of fluency as accurate, expressive, appropriately paced reading with prosody twice a quarter with a baseline in the first week of school. SRI scores improving.	1A.1. Formal Fluency Timings from the FAIR book.
<u>Reading Goal #1A:</u> *65% of students will read at or above a level 3 on FCAT 2.0 by April 2013* This equates to a 16 point increase in students at 3 or above, a 33% increase from 2012 levels.					
	49%	*71%*			

		1A.2. Students with 3rd Q SRI scores below grade levels: 3rd: 520 4th: 720 5th: 850	1A.2. Instruction on the standards, modeling the performance of the skill, guided practice of the skill, and independent practice of the skill needed to improve comprehension.	1A.2. 3rd-5th grade teachers, Alice Ryals, Joe Theobold	1A.2.SRI scores each quarter, classroom comprehension scores, one item assessments, classroom observation data	1A.2. SRI
		1A.3. Decreasing the percentage of students not on grade level by 1/3.	1A.3. Identifying the target students, specifying the 1/3 of students not on grade level at this time and building a set of goals and a plan to achieve sufficient improvement for a student to become proficient.	1A.3. 3rd-5th grade teachers, Alice Ryals, Joe Theobold, Kristen Kennedy, Karri Hodges	1A.3. Grade Summary form data which will track the percentage of children at or above grade level based on 3rd Q projections	1A.3. SRI, Formal Fluency, and the list of children identified as not proficient but planned to be proficient.
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.** Reading Goal #1B: *Enter narrative for the goal in this box.*	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				

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1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. At this time we have a projection of 17 students at the reading level of 4-5 in grades 3-5 for the coming year. This represents a total of approximately 9% of students.	2A.1. Our highest readers will be placed in advanced reading classes that will offer them more complex reading material which they will interact with guided by a highly effective and qualified teacher.	2A.1. Title I tutor/master teacher.	2A.1. SRI scores, fluency levels, comprehension scores, and writing scores.	2A.1. SRI, SFA rubrics, Putnam Writes!

Reading Goal #2A:	2012 Current Level of Performance :*	2013 Expected Level of Performance :*				
We currently have 17% of students reading at a 4 or better on FCAT 2.0 and will attempt to increase this number by 20% to 20% of students in the coming year.						
	17	*20*				
		2A.2. Students are not exposed to enough non-fiction text and are not required to write explanations of their thought processes.	2A.2. Students will read and write about non-fiction on a more frequent basis.	2A.2. Title I tutor/master teacher	2A.2. SRI scores, fluency, comprehension scores, and writing scores.	2A.2. SRI, SFA rubrics, Putnam Writes!
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**	2B.1. Students have few cognitive skills and are still learning their phonics.	2B.1. Students will be instructed directly in small groups or as individuals on phonics and fluency.	2B.1. Heather Thacker and Josie McDaniel	2B.1. SRA assessments, Lexia assessments	2B.1. SRA and Lexia	

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Reading Goal #2B: We currently have no students enrolled who have received this score.	2012 Current Level of Performance :*	2013 Expected Level of Performance :*			
	2B.2. The students need a high level of individual instruction and intervention.	2B.2. Lexia Reading, a web-based program, will assess and guide instruction.	2B.2. Heather Thakcer and Josie McDaniel	2B.2. Lexia	2B.2. Lexia

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading. 64%	3A.1.Fluency scores at a level which prevents reading on any level of comprehension.	3A.1. Students not on grade level in Fluency will receive intervention in fluency during the school day and opportunities to practice reading fluently during reading class.	3A.1. 3rd-5th grade teachers, Alice Ryals, Joe Theobold	3A.1. Grade summary form and its levels of proficiency based on SRI and Fluency measures.	3A.1. SRI and Formal Fluencies from the FAIR book.

Reading Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
64% of students made learning gains equivalent to a year's worth of progress on FCAT 2.0. In the coming year this will increase to 65%. This will be achieved through interventions in fluency and decoding/clarification skills, depending upon their level of need, and through a greater connection between the reading and writing process for students who do not need remediation.	*64%*	*71%*

3A.2. Students with a lack of incremental growth through the school year	3A.2. Setting goals for SRI and Fluency with the teacher and student so that a student will show a growth of... 3rd: Quarters 1 F: 110 SRI: >400 2 F: 120 SRI: >460 3 F: 130 SRI >520 4th: Levels 1 F: 40, SRI 69 2 F: 7, SRI 130 3 F: 120, SRI 67 4 F: >150, SRI 76 5 F: >150, SRI: 78 5th: Levels 1 F: 20, SRI 75 2 F: 34, SRI: 68 3 F: 18, SRI: 63 4 F: >160, SRI: 37 5 F: >170, SRI: 54 ...over the course of the year.	3A.2. 3rd-5th grade teachers, Alice Ryals, Joe Theobold	3A.2. Grade summary form and its percentages of on grade level measures.	3A.2. SRI and Formal Fluencies from the FAIR book

3B. Florida Alternate Assessment: **Percentage of students making learning gains in reading.**	3B.1. These students have the same cognitive restrictions of many alternatively assessed students and will need individual instruction.	3B.1. Lexia and SRA will be offered to theses students.	3B.1. Heather Thacker and Josie McDaniel	3B.1. SRA and Lexia	3B.1. SRA and Lexia
Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Few students showed appropriate growth in this area and this year the expected growth is much greater as the program for these students has been modified and improved					

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Fluency scores at a level which prevents reading on any level of comprehension.	4A.1. Students not on grade level in Fluency will receive intervention in fluency during the school day and opportunities to practice reading fluently during reading class.	4A.1. 3rd-5th grade teachers, Alice Ryals, Joe Theobold	4A.1. Grade summary form and its levels of proficiency based on SRI and Fluency measures.	4A.1. SRI and Formal Fluencies from the FAIR book.

Reading Goal #4A:	2012 Current Level of Performance :*	2013 Expected Level of Performance :*
We will build upon the success we had in this area next year through a combination of further fluency interventions, more directed instruction in the mechanics of reading for our lowest fourth grade students through the use of SRA materials, and Title I tutoring in reading block. These students will be given time on Lexia.com for intervention and they will receive interventions in the regular ed setting.	***80%***	***80%***

| 4A.2. Students with a lack of incremental growth through the school year | 4A.2. Setting goals for SRI and Fluency with the teacher and student so that a student will show a growth of...

3rd:

Quarters

1 F: 110 SRI: >400

2 F: 120 SRI: >460

3 F: 130 SRI >520

4th:

Levels

1 F: 40, SRI 69

2 F: 7, SRI 130

3 F: 120, SRI 67

4 F: >150, SRI 76

5 F: >150, SRI: 78

5th:

Levels

1 F: 20, SRI 75

2 F: 34, SRI: 68

3 F: 18, SRI: 63

4 F: >160, SRI: 37

5 F: >170, SRI: 54

...over the course of the year. | 4A.2. 3rd-5th grade teachers, Alice Ryals, Joe Theobold | 4A.2. Grade summary form and its levels of proficiency based on SRI and Fluency measures. | 4A.2. SRI and Formal Fluencies from the FAIR book. |
|---|---|---|---|---|

4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in reading.**	3B.1. These students have the same cognitive restrictions of many alternatively assessed students and will need individual instruction.	3B.1. Lexia and SRA will be offered to theses students.	3B.1. Heather Thacker and Josie McDaniel	3B.1. SRA and Lexia	3B.1. SRA and Lexia
<u>Reading Goal #4B:</u> None of these students grew in 2012 but from this point forward we will see a marked improvement.	<u>2012 Current Level of Performance :*</u>	<u>2013 Expected Level of Performance :*</u>			

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data** **2010-2011**					

Reading Goal #5A:

Enter narrative for the goal in this box.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.

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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Enter narrative for the goal in this box.					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*			
		White:			
	White:	Black:			
	Black:	Hispanic:			
	Hispanic:	Asian:			
	Asian:	American Indian:			
	American Indian:				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*			
	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
	5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: *Enter narrative for the goal in this box.*	5D.1. 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	5D.1. 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	5D.1.	5D.1.	5D.1.
	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Reading Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*			
	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

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

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
Teaching fluency inside and outside of the reading block.	2-5	Alice Ryals	2-5 teachers and tutors.	8/17/12, recurring monthly through October	Walk-throughs, formal fluency scores, grade summary form.	Theobold
Linking the reading/ writing process for all students.	2-5	Alice Ryals	2-5 teachers and tutors.	Early Release days in first semester	Walk-throughs, formal fluency scores, grade summary form.	Theobold
Text Complexity and the meaning of Challenging Curricula	2-5	Alice Ryals	2-5 teachers and tutors.	Early Release days in second semester	Walk-throughs, formal fluency scores, grade summary form.	Theobold

Reading Budget (Insert rows as needed)

Include only school funded activities/
materials and exclude district funded
activities/materials.

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

Strategy	Description of Resources	Funding Source	Amount
SRA Materials	Corrective reading program	District	paid
SFA Materials	Reading Comprehension Program	District	paid
	Subtotal: 0		

Technology

Strategy	Description of Resources	Funding Source	Amount
Lexia	Reading intervention based upon student assessments and moment by moment adjustment of activities	Title I	paid
	Subtotal: 0		

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Fluency	Help teachers understand and perform activities designed to increase fluency in below grade level readers	District	paid
Comprehension	Show teachers how to design lessons that incorporate writing and reading strategies to explore their comprehension of a text. Building in an understanding of the idea of and use of text complexity in reading	District	paid
	Subtotal: 0		

Other

Strategy	Description of Resources	Funding Source	Amount
Title I tutors	two teachers with experience and credentials will pull the lowest readers to administer an alternative curriculum in the effort to bring them onto grade level.	Title I	32,500

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Subtotal: 32,000

Total: 32,000

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/ speaking. CELLA Goal #1:	1.1. 2012 Current Percent of Students Proficient in Listening/Speaking:	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.					

	Enter numerical data for current level of performance in this box.								
		1.2.		1.2.		1.2.	1.2.		1.2.
		1.3.		1.3.		1.3.	1.3.		1.3.

Students read grade-level text in English in a manner similar to non-ELL students.

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

2. Students scoring proficient in reading.
CELLA Goal #2:

2012 Current Percent of Students Proficient in Reading:

2.1.	2.1.	2.1.	2.1.	2.1.

Enter narrative for the goal in this box.

Enter numerical data for current level of performance in this box.

2.2.	2.2.	2.2.	2.2.	2.2.
2.3.	2.3.	2.3.	2.3.	2.3.

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

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

3. Students scoring proficient in writing. CELLA Goal #3: *Enter narrative for the goal in this box.*	2.1. 2012 Current Percent of Students Proficient in Writing : *Enter numerical data for current level of performance in this box.*	2.1.	2.1.	2.1.	2.1.
	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3.	2.3.	2.3.	2.3.	2.3.

CELLA Budget (Insert rows as needed)

Include only school-based funded
activities/materials and exclude district
funded activities/materials.

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Technology

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Other

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement				
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.

Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Enter narrative for the goal in this box.					
	46	***71***			
	1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
	1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Enter narrative for the goal in this box.					

Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*			
1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement				
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.

Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Enter narrative for the goal in this box.					
	46	*71*			
	1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
	1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Enter narrative for the goal in this box.					

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*			
	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Limited opportunities for students to put their math skills into practical applications during the school day.	2A.1. More project-based learning opportunities and a focus on application of the standards.	2A.1. 3rd-5th grade teachers	2A.1. DIA, enVisions assessments, FCAT 2.0	2A.1. DIA, enVisions assessments, FCAT 2.0

Mathematics Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
While a very low number of students achieved at this high level we look forward to a 20% increase in this performance area for 2012-13					
	14	*17*			
	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
	2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Enter narrative for the goal in this box.					

2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3A: *Enter narrative for the goal in this box.*	3A.1. 2012 Current Level of Performance:*	3A.1. 2013 Expected Level of Performance:*	3A.1.	3A.1.	3A.1.
	51	*71*			
	3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
	3A.3.	3A.3.	3A.3.	3A.3.	3A.3.

3B. **Florida Alternate Assessment:** **Percentage of students making learning gains in mathematics.** Mathematics Goal #3B: *Enter narrative for the goal in this box.*	3B.1. 2012 Current Level of Performance :* *Enter numerical data for current level of performance in this box.*	3B.1. 2013 Expected Level of Performance :* *Enter numerical data for expected level of performance in this box.*	3B.1.	3B.1.	3B.1.
	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4A:	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Enter narrative for the goal in this box.					
	45	*71*			
	4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
	4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in mathematics.** Mathematics Goal #4B:	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Enter narrative for the goal in this box.					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*			
	4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
	4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**					

Mathematics Goal #5A:

Enter narrative for the goal in this box.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.** Mathematics Goal #5B:	5B.1. White: Black: Hispanic: Asian: American Indian: 2012 Current Level of Performance:*	5B.1. 2013 Expected Level of Performance:*	5B.1.	5B.1.	5B.1.
Enter narrative for the goal in this box.					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:			
	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Enter narrative for the goal in this box.					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*			
	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
	5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*			
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E: *Enter narrative for the goal in this box.*	5E.1. 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	5E.1. 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	5E.1.	5E.1.	5E.1.
	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Mathematics Professional Development

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

<u>Mathematics Budget</u> (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Technology

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Other

Strategy	Description of Resources	Funding Source	Amount
Hire a math tutor	Bob Wright, master teacher	Title I	$15,750
Subtotal:			
Total:			

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]).

Elementary and Middle Science Goals	Prob lem- Solving Process to Incr ease Student Achieve ment				
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.

Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Enter narrative for the goal in this box.					
	28	*35*			
	1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
	1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in science.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Enter narrative for the goal in this box.					

Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*			
1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Students don't read and interact with complex science texts on a regular basis.	2A.1. Reading courses will include more rigorous non-fiction, science focused texts.	2A.1. 4th and 5th grade teams	2A.1. DIA	2A.1. FCAT 2.0
Science Goal #2A: We will show a 20% increase in the number of students scoring 3 or better on Science FCAT 2.0	2012 Current Level of Performance :* *28*	2013Expected Level of Performance :* *34*			
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.

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Science Goal #2B:	2012 Current Level of Performance:*	2013Expected Level of Performance:*			
Enter narrative for the goal in this box.					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*			
	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
	2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Science 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Science Budget (Insert rows as needed)
Include only school-based funded activities/materials and exclude district funded activities/materials.

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Technology

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Other

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement				
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1A. FCAT: **Students scoring at Achievement Level 3.0 and higher in writing.**	1A.1. Students have a limited vocabulary and their writing conventions have been neglected for years.	1A.1. Writing in the content areas will increase and students will be expected to write about their thoughts to a rubric and teachers will give feedback to each student abut their writing.	1A.1. All teachers, Alice Ryals, Joe Theobold	1A.1. Putnam Writes scores	1A.1. Florida Writes
<u>Writing Goal #1A:</u> Had the FLDOE stayed with the achievement requirement of 4.0 in 2012 our score would have been a 12%. This goal will include a proposed improvement both to 90% at 3.0 and 4.0.	<u>2012 Current Level of Performance :*</u>	<u>2013 Expected Level of Performance :*</u>			
	81	*90*			
1B. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*			
	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Writing Budget (Insert rows as needed)

Include only school-based funded

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activities/materials and exclude district
funded activities/materials.
Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Technology

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Other

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1. Attendance	1.1. Students with excessive absences have many home supports that are not in place. By having regular meetings, designed and coordinated by our attendance committee, with the families of these students we will help build these resources for them and enable regular school attendance.	1.1. Committee meetings and RtI meetings with students and families who are in need of them.	1.1. Karri Hodges, Kim Jackson, Monora Blankenship	1.1. Quarterly attendance reviews	1.1. Final year attendance data
Attendance Goal #1:

The big issue with our attendance is with chronic absenteeism in a few students. We will reduce this number by 25%. | 2012 Current Attendance Rate:* | 2013 Expected Attendance Rate:* | | | |
| | *95* | *96* | | | |

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
48	*36*

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
18	*14*

1.2.	1.2.	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.

Attendance Professional Development

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

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district

funded activities /materials.
Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Technology

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Other

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

Suspension 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Technology

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Other

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).
Parent Involvement 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Parent Involvement Budget

Include only school-based funded
activities/materials and exclude district
funded activities /materials.
Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Technology

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Other

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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

STEM 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

STEM Budget (Insert rows as needed)

Include only school-based funded
activities/materials and exclude district
funded activities /materials.
Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Technology

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Other

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget

        Total:

CELLA Budget

        Total:

Mathematics Budget

        Total:

Science Budget

        Total:

Writing Budget

        Total:

Civics Budget

        Total:

U.S. History Budget

        Total:

Attendance Budget

        Total:

Suspension Budget

        Total:

Dropout Prevention Budget

        Total:

Parent Involvement Budget

        Total:

STEM Budget

        Total:

CTE Budget

        Total:

Additional Goals

        Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

**School
Differentiated
Accountability
Status**

Priority	Focus	Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

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.