Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Parkway Elementary School	District Name: St Lucie County
Principal: Ucola Barrett-Baxter	Superintendent: Michael Lannon
SAC Chair: Samantha Piscopo	Date of School Board Approval:

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

Highly Effective Administrators

List your school's highly effective 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	Ucola Barrett-Baxter	Bachelor's Degree Master's Degree/English Grades 6-12 English Grades 5-9 ESOL Endorsement School Principal	7	11	11-12 A 10-11 A 09-10 A 08-09 A 07-08 B 06-07 C 05-06 D

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Assistant Principal	Eric James	Bachelor's Degree Master's Degree/ Elementary Education Grades K-6 ESOL Endorsement Educational Leadership	3	3	11-12 A 10-11 A 11-12 A

Highly Effective Instructional Coaches

List your school's highly effective 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)	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	Monica Irving	Bachelor's Degree Master's Degree/ Reading Grades K-12 Elementary Education Grades 1-6 ESOL Endorsement	16	10	11-12 A 10-11 A 09-10 A 08-09 A 07-08 B 06-07 C 05-06 D
Math	Samantha Piscopo	Bachelor's Degree ESOL Endorsement Master's Degree Instruction and Curriculum	12	3	11-12 A 10-11 A 09-10 A 08-09 A 07-08 B

Highly Effective Teachers

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

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Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher mentoring program (SHINE)	Administration		Yearly induction program to acclimate new teachers to district/school expectations and responsibilities
2. Common Assessments	Administration and Coaches		Continuous development in curriculum mapping, lesson design and data driven instruction
3. Teacher Academies	Administration and Coaches		Continuous professional development based on teacher need as determined by administration/ teacher request
4.			

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
NA			

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
49	16.33% (8)	24.49% (12)	26.53% (13)	32.65% (16)	28.57% (14)	n/a	4.08% (2)	6.12% (3)	61.22% (30)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
John Brookes	James Alexander	Both resource teachers	Monthly SHINE Activities
John Brookes	Ashley McKenzie	Both resource teachers	Monthly SHINE Activities
Jennifer Czajak	Rosanna Oswiecinski	Same Grade	Monthly SHINE Activities
Kimberly Swanson	Brianna Byrne	Creativity and organization	Monthly SHINE Activities
William Godin	Tatiana O'Neal	Same Grade	Monthly SHINE Activities
Laurie Farr	Micheala Kroslak	Same Grade	Monthly SHINE Activities
George Vogeley	David Fender	Same Grade	Monthly SHINE Activities
Vonnie Borenson	Katya Sussman	Same Grade	Monthly SHINE Activities

Additional Requirements

Coordination and Integration-Title I Schools Only

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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 coordinates and integrates with the following programs to provide support in reading, math, science and writing: Title II, Title III, Migrant, Neglected and Delinquent.
Title I, Part C- Migrant Migrant coordinates and integrate with Title I, Part A and Title III, to provide academic support as well as support for individual needs of families and students.
Title I, Part D coordinates and integrates with Homeless, DJJ programs, and Migrant, IDEA to provide academic support as well as support for individual needs of families and students.
Title II coordinates and integrates services for Professional Development and academic support to teachers for Reading and Mathematics with Title I, Part A, Title III, and IDEA.
Title III integrates supplemental services for academic support for students in Reading and Mathematics with Title I, Part A, IDEA and Title II.
Title X- Homeless integrates services with Title I, Part A homeless dollars and Part C for the support of homeless children's academic and individual needs.
Supplemental Academic Instruction (SAI) 21st Century Before and After school program
Violence Prevention Programs PBS and bullying training
Nutrition Programs coordinates with the local programs to provide information on how families can receive services. Such as Mustard Seed, The Harvest
Housing Programs Title I, Part A and C coordinate with local programs that provide support for rent, utilities and other needs of families such as Image of Christ in Fort Pierce.
Head Start Title I, Part A and the Early Learning Coalition
Adult Education Title I, Part A and Part C coordinates with Indian River State College to provide our parents with the opportunity to get their high school diploma.
Career and Technical Education N/A
Job Training N/A
Other N/A

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)
April 2012
Rule 6A-1.099811
Revised April 29, 2011

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School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. ● Administrator(s) Mrs. Barrett-Baxter, Mr. James ● RTI:B Team Liaison/School Psychologist – Dr. Brignoli ● School Counselor- Mrs. Balcer ● Literacy Coach -Mrs. Irving ● Math Coach- Miss Piscopo ● School-Based ESE Specialist- Mrs. DePace ● District RTI Specialist- Miss. Renna ● K-2 Representative- Mrs. Golson ● 3-5 Representative- Ms. Prager

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 the Core PST is to review school wide data for the purpose of strengthening the Core learning environment.

Activities of the Core PST include:
- Determining school-wide learning needs
- Developing PD for areas in need of improvement
- Identifying barriers which have or could prohibit school from meeting improvement goals
- Developing action plans to meet school improvement goals and addressing barriers
- Identifying resources to implement action plans
- Monitoring fidelity and effectiveness of core, tiered support & ESE instruction

RtI Core PST Chair	• Schedules and prepares agenda for Core PST meetings three to four times a school year • Sends invitations and meeting agenda to all members and/or invitees • Confirms that personnel responsible for presentations are prepared prior to the meeting • Facilitates collegial conversation and consensus building while using the *data driven "problem-solving"* model. • Keeps conversation on task and focused
Data Keeper	• Provides school-wide data in specialty area for all members to view • Communicates curriculum, program, procedural or policy concern • Initiates discussion of the interpretation of the data
Time Keeper	• Provides periodic updates to team member regarding the amount of time left to complete a given task
Recorder	• Responsible for taking notes for the purpose of capturing important discussions and outcomes of meetings • Forwards minutes of the meeting, including attendee names, to each member of the Core Team and building principal for approval • Following administrative approval and when appropriate, shares minutes with the school staff

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis as well as regular data meetings with grade groups.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention. This will be done through administrative walk-throughs as well as grade level meetings with instructional coaches.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider the end of year data.

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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.
1. Data will be used to guide instructional decisions and assist teachers to:
 	
    • adjust the delivery of curriculum and instruction to meet the specific needs of students (pacing, delivery, assessment)
    • adjust the delivery of behavior management system
    • adjust the allocation of school-based resources
    • drive decisions regarding targeted professional development
    • create student growth trajectories in order to identify and develop interventions
2. Managed data will include:
Academic
    • Oral Reading Fluency Measures
    • Easy CBM Benchmark Assessments
    • Journeys Benchmark Assessments
    • State/Local Math and Science assessments
    • FCAT
    • Student grades
    • School site specific assessments
 	
Behavior
    • Suspensions/expulsions
    • Referrals by student behavior, staff behavior, and administrative context
    • Office referrals per day per month
    • Team climate surveys
    • Attendance
    • Referrals to special education programs
 	
3. Tiered intervention data will be housed in Performance Matters and progress monitoring data in Easy CBM.

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Describe the plan to train staff on MTSS.
The district professional development and support will include:

1. Training for all administrators along with their Core Team to support the identification of students in need of intervention using data.

2. District RTI Specialists, School based RtI coachs, School Psychologists, and Instructional Coaches will be providing support for school staff to understand basic MTSS principles and procedures;
3. Positive Behavior Support (PBS)
- CHAMPs
- Literacy Routines/Framework
- Math Routines/Framework
- Behavior Framework
- Easy CBM
- Performance Matters
- RtI Database
- USF/FLDOE Problem Solving/Response to Instruction and Intervention Tier 1, 2, and 3
- Progress Monitoring and Graphing

Describe plan to support MTSS.
Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:
1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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Identify the school-based Literacy Leadership Team (LLT). Monica Irving - Literacy Coach Ucola Baxter- Principal Eric James - Assistant Principal Sharon Balcer - Guidance Samantha Piscopo- Math Coach Tammy DePace - ESE Chair
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Monthly meetings to review school wide data and evaluate curriculum
What will be the major initiatives of the LLT this year? Integrate vocabulary instruction throughout the entire curriculum Integrate writing for different purposes throughout the entire curriculum Incorporate more performance based tasks in both instruction as well as assessment Common rubrics for grading performance tasks Specific Learning Goals and goal setting with students Providing timely and effective feedback to students.

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.

We offer VPK at Parkway Elementary Kindergarten Open House 21st Century Program offered in the summer before Kindergarten

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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.

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?

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?

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.

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		

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| 1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading. | 1a.1. Text Complexity has increased. | 1a.1. Expose students to a variety of text through whole group instruction. Emphasis on teacher modeling through the use of think alouds, and read alouds. Also giving students more opportunity to interact with a variety of text by using text based questions, text marking and multiple reading of the same text.

Continue with grade group common planning and common assessments and the unpacking and repacking of standards | 1a.1. Instructional staff, administration and instructional coaches | 1a.1. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences | 1a.1. District assessments, state assessments, common assessments administered by grade groups | | |
|---|---|---|---|---|---|---|---|
| Reading Goal #1a:

By June 2013, 27 % (82 Students) of 3-5th graders will score a level 3 on the Reading FCAT 2.0 | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 20 % (54 students) of our students are currently scoring a level 3 | By June 2013, 27 % (82 Students) of 3-5th graders will score a level 3 on the Reading FCAT 2.0 | | | | | |

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		1a.2. The manner in which students are being assessed is different from what they are accustomed to seeing	1a.2. More performance based assessments across the various content areas. Students will be required to give more than just an answer but also provide specific details and support their thinking with evidence from the text.	1a.2. Instructional staff, administration and instructional coaches	1a.2. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences	1a.2. District assessments, state assessments, common assessments administered by grade groups	
		1a.3. Subjectivity in grading of performance based questions	1a.3 Grade groups working together to develop common rubrics for grading. Grade groups will work together to grade assessments	1a.3. Instructional staff, administration and instructional coaches	1a.3. There should be in increase in the consistency of grading. An increase in the students' ability to answer performance based questions as well as a general increase in student performance on district and state assessments.	1a.3. District assessments, state assessments, common assessments administered by grade groups	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1b.1. Addressing the needs of all of the alternately assessed students based on their varying needs and abilities.	1b.1. Creating a schedule that is conducive to differentiation. Continue to provide push in services to support those students that are in inclusion classes	1b.1 Instructional staff, administration and instructional coaches .	1b.1. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences	1b.1 Individually administered district assessments and state assessments		

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Reading Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
By June 2013 *each individual student would increase their score by at least one performance level on the FAA*						
	66% (2 students) scored a Level 4, 5 or 6	*By June 2013, each individual student would increase their score by at least one performance level on the FAA*				
		1b.2. Access to researched based materials that are appropriate for instructing students that are alternately assessed	1b.2. Utilizing district ESE specialists as a resource	1b.2. Designated instructional staff, administration, ESE support personnel	1b.2. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences	1b.2. Individually administered district assessments and state assessments
		1b.3. Creating time for teachers to come together to examine standards and determine the most effective strategies and resources to teach the various skills	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	

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2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2a.1. Creating the opportunities for enrichment while meeting the existing needs of the population	2a.1. Conferencing with students on a regular basis and helping them to set and achieve individual goals. Differentiated activities at centers. More open ended activities at centers to provide students with opportunities for writing and critical thinking. RtI groups focused on enrichment activities that are real world, engaging and project based	2a.1. Instructional staff, administration and instructional coaches	2a.1. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences. Increase in the amount of level 4 and 5s on state assessments.	2a.1. District assessments, state assessments, common assessments administered by grade groups		
Reading Goal #2a: By June 2013, 39% (118 Students) of 3-5th graders will score a level 4 or 5 on the Reading FCAT 2.0	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	33% (89 Students) of students scored a level 4 or 5 on 2012 FCAT Reading 2.0	By June 2013, 39% (118 Students) of 3-5th graders will score a level 4 or 5 on the Reading FCAT 2.0					

		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 reading.**	2b.1. Addressing the needs of all of the alternately assessed students based on their varying needs and abilities.	2b.1. Creating a schedule that is conducive to differentiation.	2b.1. Instructional staff, administration and instructional coaches	2b.1. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences	2b.1. Individually administered district assessments and state assessments		
Reading Goal #2b: By June 2013 *each individual student would increase their score by at least one performance level on the FAA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	33% (1 Student) scored a level 7 or above	*By June 2013 each individual student would increase their score by at least one performance level on the FAA*				
		2b.2.	2b2.	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 reading.	3a.1. Text Complexity has increased.	3a.1. Expose students to a variety of text through whole group instruction. Emphases on teacher modeling through the use of think alouds, and read alouds. Also giving students more opportunity to interact with a variety of text by using text based questions, text marking and multiple reading of the same text.	3a.1. Instructional staff, administration and instructional coaches	3a.1. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences	3a.1. District assessments, state assessments, common assessments administered by grade groups	

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Reading Goal #3a: *By June 2013 78% (236 students) of students will make learning gains on the Reading FCAT 2.0.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	76%(204 students) of the students in grades 3-5 made learning gains on the Reading FCAT 2.0	*By June 2013 78%(236 students) of students will make learning gains on the Reading FCAT 2.0*				
		3a.2. The manner in which students are being assessed is different from what they are accustomed to seeing .	3a.2. More performance based assessments across the various content areas. In addition to giving an answer, students will be required to give more than just an answer but also provide specific details and support their thinking with evidence from the text.	3a.2. Instructional staff, administration and instructional coaches	3a.2. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences	3a.2. District assessments, state assessments, common assessments administered by grade groups	
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.	

3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in reading.**	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
Reading Goal #3b: *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.*					
		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		

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4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4a.1. Text Complexity has increased.	4a.1. Expose students to a variety of text through whole group instruction. Emphasis on teacher modeling through the use of think alouds, and read alouds. Also giving students more opportunity to interact with a variety of text by using text based questions, text marking and multiple reading of the same text.	4a.1. Instructional staff, administration and instructional coaches	4a.1. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences	4a.1. District assessments, state assessments, common assessments administered by grade groups		
Reading Goal #4a: *80% of the lowest 25% of students in grades 3-5 will make learning gains on the 2012-2013 Reading FCAT 2.0*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	78% of the lowest 25% of students in grades 3-5 made learning gains on the Reading FCAT 2.0	*80% of the lowest 25% of students in grades 3-5 will make learning gains on the 2012-2013 Reading FCAT 2.0*					

		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		The manner in which students are being assessed is different from what they are accustomed to seeing	More performance based assessments across the various content areas. Students will be required to give more than just an answer but also provide specific details and support their thinking with evidence from the text.	Instructional staff, administration and instructional coaches	Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences	District assessments, state assessments, common assessments administered by grade groups	
		4a.3 Available resources that will meet the instructional level of the students and still meet the level and rigor required for success on the FCAT	4a.3. Acquiring more high interest, low readability text that will motivate and provide opportunities for students to interact with more complex text. SRA Corrective Reading	4a.3. Instructional staff, administration and instructional coaches	4a.3 Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences.	4a.3. District assessments, state assessments, common assessments administered by grade groups	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		

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Reading Goal #4b: *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.*				
		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), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 75% of students were proficient on the 2010-2011 FCAT 2.0 Reading	In June 2012 57 % of students were proficient in reading, decreasing from the previous year by 18 % points	By June 2013, 62% of students will be proficient in reading, increasing from the previous year by 5%	By June 2014, 67% of students will be proficient in reading, increasing from the previous year by 5%	By June 2015, 72% of students will be proficient in reading, increasing from the previous year by 5%	By June 2016, 77% of students will be proficient in reading, increasing from the previous year by 5%	By June 2017, 82% of students will be proficient in reading, increasing from the previous year by 5%

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Reading Goal #5A: By June 2017 we will reduce the achievement gap by 50%.							
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		

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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: Common Core Standards present new learning for instructional staff to gain a full understanding of standard to be delivered with fidelity	5B.1. Instructional staff will be provided with professional development on College and Career Readiness Anchor Standards for Reading and Text Complexity. Continue with grade group common planning and common assessments and the unpacking and repacking of standards Grades 4th and 5th will participate in the DBQ Project Pilot to improve student achievement and migrating to CCSS, and as a method for teachers to increase use of close reading and complex informational text.	5B.1. District Professional Development Team, Instructional staff, administration and instructional coaches District Professional Development Team, instructional staff, administration and instructional coaches	5B.1 Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences. Classroom observations, data meetings, formative assessments, increase in the use of student journals, teacher-student conferences.	5B.1 District assessments, state assessments, common assessments administered by grade groups. District assessments, state assessments, common assessments administered by grade groups.		

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Reading Goal #5B: By June 2013, student subgroups will increase proficiency in reading from the previous year by 5%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	White:63 Black:37 Hispanic:68 Asian: n/a American Indian: n/a	White: 68 Black: 42 Hispanic: 73 Asian: n/a American Indian: n/a				
		5B.2. Students are required to go beyond mere comprehension to demonstrate application of skills	5B.2 Students will be required to provide written responses in all subject areas for a variety of text for a variety of reasons	5B.2. Instructional staff, administration and instructional coaches	5B.2. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conference	5B.2. District assessments, state assessments, common assessments administered by grade groups
		5B.3.	5B.3.	5B.3.	5B.3.	5B.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		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5B.1. Common Core Standards present new learning for instructional staff to gain a full understanding of standard to be delivered with fidelity	5B.1. Instructional staff will be provided with professional development on College and Career Readiness Anchor Standards for Reading and Text Complexity. Continue with grade group common planning and common assessments and the unpacking and repacking of standards	5B.1. District Professional Development Team, Instructional staff, administration and instructional coaches	5B.1 Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences..	5B.1 District assessments, state assessments, common assessments administered by grade groups.		
Reading Goal #5C: By June 2013, ELL students will increase proficiency in reading from the previous year by 5%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	22% of students were proficient on the 2011-2012 FCAT 2.0 Reading	By June 2013, 27% of students will be proficient in reading, increasing from the previous year by 5%				
		5B.2. Students are required to go beyond mere comprehension to demonstrate application of skills	5B.2 Students will be required to provide written responses in all subject areas for a variety of text for a variety of reasons	5B.2. Instructional staff, administration and instructional coaches	5B.2. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conference	5B.2. District assessments, state assessments, common assessments administered by grade groups
		5C.3. The amount of technical academic language required for students to know in order to process lessons	5C.3. Incorporate vocabulary strategies in all content areas Implementation of Imagine Learning	5C.3. Instructional staff, administration and instructional coaches	5C.3. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conference	5C.3. District assessments, state assessments, common assessments administered by grade groups
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	

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5B.1. Common Core Standards present new learning for instructional staff to gain a full understanding of standard to be delivered with fidelity	5B.1. Instructional staff will be provided with professional development on College and Career Readiness Anchor Standards for Reading and Text Complexity. Continue with grade group common planning and common assessments and the unpacking and repacking of standards	5B.1. District Professional Development Team, Instructional staff, administration and instructional coaches	5B.1 Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences..	5B.1 District assessments, state assessments, common assessments administered by grade groups.		
Reading Goal #5D: By June 2013, SWD students will increase proficiency in reading from the previous year by 5%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	38% of students were proficient on the 2011-2012 FCAT 2.0 Reading	By June 2013, 43% of students will be proficient in reading, increasing from the previous year by 5%					

		5D.2	5D.2	5D.2	5D.2	5D.2	
		Students are required to go beyond mere comprehension to demonstrate application of skills	Students will be required to provide written responses in all subject areas for a variety of text for a variety of reasons	Instructional staff, administration and instructional coaches	Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conference	District assessments, state assessments, common assessments administered by grade groups	
		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		

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5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Common Core Standards present new learning for instructional staff to gain a full understanding of standard to be delivered with fidelity	5E.1. Instructional staff will be provided with professional development on College and Career Readiness Anchor Standards for Reading and Text Complexity. Continue with grade group common planning and common assessments and the unpacking and repacking of standards	5E.1. District Professional Development Team, Instructional staff, administration and instructional coaches	5E.1. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conference	5E.1. District assessments, state assessments, common assessments administered by grade groups		
Reading Goal #5E: By June 2013, Economically Disadvantaged students will increase proficiency in reading from the previous year by 5%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	53% of students were proficient on the 2011-2012 FCAT 2.0 Reading	By June 2013, 58% of students will be proficient in reading, increasing from the previous year by 5%					
		5E.2. Students are required to go beyond mere comprehension to demonstrate application of skills	5E.2 Students will be required to provide written responses in all subject areas for a variety of text for a variety of reasons	5E.2. Instructional staff, administration and instructional coaches	5E.2. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conference	5E.2. District assessments, state assessments, common assessments administered by grade groups	
		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 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
CCSS	All	District	School Wide	On-going	Classroom Walk-Throughs	Administration
SLC Framework for Quality Instruction	Pre-K-5	Teacher Leader/Admin	School Wide	On-going	Classroom Walk-Throughs	Administration
DBQ Project Pilot	4th and 5th	Tim Norfleet	4th and 5th grade teachers	10/15/12 and On-going	Classroom Walk-Throughs	Leadership Team

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Reading 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
Systematic and explicit instruction in phonics ,phonemic awareness, fluency and comprehension	Imagine Learning	District Funds	TBD
Comprehension, phonics and vocabulary	SRA Corrective Reading	District Funds/Title 1	TBD
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
Common Planning and unpacking and repacking of standards	CCSS, Scope and Sequence, Pacing Guides, Text and print resources	Title 1	2,400

Subtotal:			
Total:			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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.	1.1. ELL students need to learn both English as a core language and social/spoken English in order to communicate effectively	1.1. Train teachers and use a Language Experience Approach were students produce language in response to first-hand, multi-sensorial experiences	1.1. Administration/Instructional Coaches	1.1. Teachers provide on-going formative assessment in both speaking and listening	1.1. CELLA

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CELLA Goal #1: _Based on the 2012 CELLA data, 42.6% (23) students were proficient in Oral Skills. By June 2013 47% of ELL students will score proficient in Oral Skills as measured by CELLA_	2012 Current Percent of Students Proficient in Listening/Speaking:				
	Based on the 2012 CELLA data, 42.6% (23) students were proficient in Oral Skills.				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text 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.	2.1. The number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk.	2.1. Activating and/or building prior knowledge	2.1. Administration/Instructional Coaches	2.1. Formative Assessment	2.1. CELLA	

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CELLA Goal #2: Based on the 2012 CELLA data, 27.8% (15) students were proficient in Reading. By June 2013, 34% of ELL students will score proficient in Reading as measured by CELLA	2012 Current Percent of Students Proficient in Reading :					
	Based on the 2012 CELLA data, 27.8% (15) students were proficient in Reading.					
		2.2.	2.2. Reading aloud to students helps them develop and improve literacy skills	2.2. Administration/ Instructional Coaches	2.2. Timed Student Reading	2.2. CELLA
		2.3	2.3 Vocabulary words with context clues. Vocabulary instruction is infused throughout the day	2.3 Administration/ Instructional Coaches	2.3 Student writing samples	2.3 CELLA
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	

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3. Students scoring proficient in Writing.	2.1. The number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk.	2.1. Train teachers and use a Language Experience Approach were students produce language in response to first-hand, multi-sensorial experiences	2.1. Administration/Instructional Coaches	2.1. Journals	2.1. CELLA	
CELLA Goal #3: *Based on the 2012 CELLA data, 33.3% (18) students were proficient in writing. By June 2013, 39 % of ELL students will score proficient in Writing as measured by CELLA.*	2012 Current Percent of Students Proficient in Writing :					
	Based on the 2012 CELLA data, 33.3% (18) students were proficient in writing.					
		2.2.	2.2. Graphic Organizers/Thinking Maps	2.2. Administration/ Instructional Coaches	2.2 Student Work.	2.2. CELLA
		2.3	2.3 Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality. They are task specific, accompanied by exemplars, and used throughout the instructional process	2.3 Administration/ Instructional Coaches	2.3 Student Writing Samples	2.3 CELLA

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:			

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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	Problem-Solving					

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Goals	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. CCSS present a new learning for instructional staff to gain a full understanding of each standard	1a.1. Instructional staff will be provided professional development on CCSS for Mathematical Practices Continue with grade group common planning and common assessments and the unpacking and repacking of standards	1a.1. District professional development team Instructional coaches Administration Instructional Staff	1a.1. Classroom Observations Lesson Planning	1a.1. Classroom Walkthroughs District, State and School based assessments		
Mathematics Goal #1a: By June 2013, 27%(84) of students in grades 3-5 will score at a level 3 on the FCAT 2.0 math test.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	20% (54) of the students in grades 3-5 were proficient at level 3 on the FCAT 2.0 Math test	By June 2013, 27% (84) of students in grades 3-5 will score at a level 3 on the FCAT 2.0 math test.				
		1a.2 Resources adopted by the county are not aligned to NGSSS	1a.2. Gain a deeper understanding of ICPalmls to utilize the lessons. Implement more PBL into daily classroom instruction	1a.2. Instructional coaches Administration Instructional Staff	1a.2. Classroom Observations Lesson Planning	1a.2. Classroom Walkthroughs District, State and School based assessments
		1a.3. Students will be required to provide written explanations to demonstrate understanding and reflective practice.	1a.3. Teachers will need to incorporate more written responses through the gradual release model of instruction	1a.3. Instructional coaches Administration Instructional Staff	1a.3. Classroom Observations Lesson Planning	1a.3. Classroom Walkthroughs District, State and School based assessments
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1. Addressing the needs of all of the alternately assessed students based on their varying needs and abilities.	1b.1. Creating a schedule that is conducive to differentiation.	1b.1 Instructional staff, administration and instructional coaches.	1b.1. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences	1b.1 Individually administered district assessments and state assessments	

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Mathematics Goal #1b: By June 2013 *each individual student would increase their score by at least one performance level on the FAA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	33% (1) student scored a level 4,5 or 6 on the FAA math test	*By June 2013 each individual student would increase their score by at least one performance level on the FAA*					
		1b.2. Access to researched based materials that are appropriate for instructing students that are alternately assessed	1b.2. Utilizing district ESE specialists as a resource	1b.2. Designated instructional staff, administration, ESE support personnel	1b.2. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences	1b.2. Individually administered district assessments and state assessments	
		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		

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| **2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.** | 2a.1.

CCSS present a new learning for instructional staff to gain a full understanding of each standard | 2a.1.

Instructional staff will be provided professional development on CCSS for Mathematical Practices | 2a.1

District professional development team Instructional coaches Administration Instructional Staff. | 2a.1.

Classroom Observations Lesson Planning | 2a.1.

Classroom Walkthroughs District, State and School based assessments | | |
|---|---|---|---|---|---|---|---|
| Mathematics Goal #2a:

By June 2013, 39% (121) of students in grades 3-5 will score at a level 4 or,5 on the FCAT 2.0 math test. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *33% (89) of the students in grades 3-5 were proficient at a level 4,5 on the FCAT 2.0 Math test* | By June 2013, 39% (121) of students in grades 3-5 will score at a level 4 or,5 on the FCAT 2.0 math test | | | | | |

		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		Resources adopted by the county are aligned to NGSSS	Teachers will incorporate more written responses through the gradual release model of instruction	Instructional coaches Administration Instructional Staff	Classroom Observations Lesson Planning	Classroom Walkthroughs District, State and School based assessments	
		2a.3 Students need to be challenged through daily activities, questioning and differentiation	2a.3 Instructional staff will be provided training on effective higher order thinking questions and differentiation during both whole group math instruction and small group instruction	2a.3 Instructional coaches Administration Instructional Staff	2a.3 Classroom Observations Lesson Planning	2a.3 Classroom Walkthroughs District, State and School based assessments	
		Students need to be challenged mathematically	Create RTI enrichment groups for math	Instructional coaches Administration Instructional Staff	Classroom Observations Lesson Planning	Classroom Walkthroughs District, State and School based assessments	
2b. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2b.1. Addressing the needs of all of the alternately assessed students based on their varying needs and abilities.	2b.1. Creating a schedule that is conducive to differentiation.	2b.1. Instructional staff, administration and instructional coaches	2b.1. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences	2b.1. Individually administered district assessments and state assessments		

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| Mathematics Goal #2b:

By June 2013 *each individual student would increase their score by at least one performance level on the FAA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	33% (1) student scored a level 4,5 or 6 on the FAA math test	*By June 2013 each individual student would increase their score by at least one performance level on the FAA*				
		2b.2.	2b2.	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	

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3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3a.1. CCSS present a new learning for instructional staff to gain a full understanding of each standard	3a.1. Instructional staff will be provided professional development on CCSS for Mathematical Practices	3a.1 District professional development team Instructional coaches Administration Instructional Staff.	3a.1. Classroom Observations Lesson Planning	3a.1. Classroom Walkthroughs District, State and School based assessments		
Mathematics Goal #3a: By June 2013 80% (247 students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Math Assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	78% (211) of students in grades 3-5 made learning gains on the 2011-2012 FCAT 2.0 Math Assessment	By June 2013 80% (247 students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Math Assessment					

		3a.2. Resources adopted by the county are aligned to NGSSS	3a.2. Teachers will need to incorporate more written responses through the gradual release model of instruction	3a.2. Instructional coaches Administration Instructional Staff	3a.2. Classroom Observations Lesson Planning	3a.2. Classroom Walkthroughs District, State and School based assessments	
		3a.3 Students need to be challenged through daily activities, questioning and differentiation	3a.3 Instructional staff need training on effective higher order thinking questions and differentiation during both whole group math instruction and small group instruction	3a.3 Instructional coaches Administration Instructional Staff	3a.3 Classroom Observations Lesson Planning	3a.3 Classroom Walkthroughs District, State and School based assessments	
		Students need to be challenged mathematically	Create RTI enrichment groups for math	Instructional coaches Administration Instructional Staff	Classroom Observations Lesson Planning	Classroom Walkthroughs District, State and School based assessments	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3b.1.						
Mathematics Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		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.	4a.1. CCSS present a new learning for instructional staff to gain a full understanding of each standard	4a.1. Instructional staff will be provided professional development on CCSS for Mathematical Practices	4a.1 District professional development team Instructional coaches Administration Instructional Staff.	4a.1. Classroom Observations Lesson Planning	4a.1. Classroom Walkthroughs District, State and School based assessments		

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Mathematics Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
By June 2013 80% of the lowest 25% students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Math Assessment						
	78% of the lowest 25% students in grades 3-5 made learning gains on the 2011-2012 FCAT 2.0 Math Assessment	By June 2013 80% of the lowest 25% students in grades 3-5 will make learning gains on the 2012-2013 FCAT 2.0 Math Assessment				
		4a.2. Resources adopted by the county are aligned to NGSSS	4a.2. Teachers will need to incorporate more written responses through the gradual release model of instruction	4a.2. Instructional coaches Administration Instructional Staff	4a.2. Classroom Observations Lesson Planning	4a.2. Classroom Walkthroughs District, State and School based assessments
		4a.3 Students need to be challenged through daily activities, questioning and differentiation	4a.3 Instructional staff need training on effective higher order thinking questions and differentiation during both whole group math instruction and small group instruction	4a.3 Instructional coaches Administration Instructional Staff	4a.3 Classroom Observations Lesson Planning	4a.3 Classroom Walkthroughs District, State and School based assessments

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4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4b: _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._					
		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), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

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5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 79% of students were proficient on the 2010-2011 FCAT 2.0 Math Test	67% of students were proficient on the 2011-2012 FCAT 2.0 Math Test. This was a decrease of 12% points from the previous year.	By June 2013 71% of students will be proficient on the FCAT 2.0 Math Test. This is an increase from the year before of 4% points.	By June 2014 75% of students will be proficient on the FCAT 2.0 Math Test. This is an increase from the year before of 4% points.	By June 2015 79% of students will be proficient on the FCAT 2.0 Math Test. This is an increase from the year before of 4% points.	By June 2016 83% of students will be proficient on the FCAT 2.0 Math Test. This is an increase from the year before of 4% points.	By June 2017 87% of students will be proficient on the FCAT 2.0 Math Test. This is an increase from the year before of 4% points.
Mathematics Goal #5A:							
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		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian: Common Core Standards present new learning for instructional staff to gain a full understanding of each standard	5B.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice	5B.1. District Professional Development team Instructional coaches Administration Grade Chairs	5B.1. Classroom Walkthroughs Lesson Design	5B.1 Classroom Observations District, state and school-based assessments		
Mathematics Goal #5B: By June 2013, student subgroups will increase proficiency in reading from the previous year by 4% points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	White: 75 Black: 44 Hispanic: 74 Asian: n/a American Indian: n/a	White: 79 Black: 48 Hispanic: 78 Asian: n/a American Indian: n/a				
		5B.2. Students will be required to show their thinking through written responses that demonstrate a deeper understanding of skills, application as well as reflection	5B.2. Teachers will be provided with pd on how to design questions that promote critical thinking and reasoning. Teachers will also be trained on how to evaluate student answers in order to guide instruction based on student understanding and depth of knowledge.	5B.2. District Professional Development team Instructional coaches Administration Grade Chairs	5B.2. Classroom Walkthroughs Lesson Design	5B.2. Classroom Observations District, state and school-based assessments
		5B.3. The area of deficiency as noted on the 2012 Math FCAT 2.0 was Numbers and Ooperations in base 10	5B.3. Incorporate Numbers and Operations in base 10 into daily math routine through cyclical problem solving. Incorporate the 8 Mathematical practices into daily instruction	5B.3. District Professional Development team Instructional coaches Administration Grade Chairs	5B.3. Classroom Walkthroughs Lesson Design	5B.3. Classroom Observations District, state and school-based 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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Common Core Standards present new learning for instructional staff to gain a full understanding of each standard	5C.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice	5C.1. District Professional Development team Instructional coaches Administration Grade Chairs	5C.1. Classroom Walkthroughs Lesson Design	5C.1 Classroom Observations District, state and school-based assessments		
<u>Mathematics Goal #5C:</u> By June 2013, ELL students will increase proficiency in reading from the previous year by 4%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	61% of students were proficient on the 2011-2012 FCAT 2.0 Reading	By June 2013, 65% of students will be proficient in reading, increasing from the previous year by 4%					

		5C.2. Students are required to go beyond mere comprehension to demonstrate application of skills	5C.2 Students will be required to provide written responses in all subject areas for a variety of text for a variety of reasons	5C.2. Instructional staff, administration and instructional coaches	5C.2. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conference	5C.2. District assessments, state assessments, common assessments administered by grade groups	
		5C.3. The amount of technical academic language required for students to know in order to process lessons	5C.3. Incorporate vocabulary strategies in all content areas	5C.3. Instructional staff, administration and instructional coaches	5C.3. Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conference	5C.3. District assessments, state assessments, common assessments administered by grade groups	
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		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Common Core Standards present new learning for instructional staff to gain a full understanding of standard to be delivered with fidelity	5D.1. Instructional staff will be provided with professional development on College and Career Readiness Anchor Standards for Reading and Text Complexity. Continue with grade group common planning and common assessments and the unpacking and repacking of standards	5D.1. District Professional Development Team, Instructional staff, administration and instructional coaches	5D.1 Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences..	5D.1 District assessments, state assessments, common assessments administered by grade groups.		
Mathematics Goal #5D: By June 2013, SWD students will increase proficiency in reading from the previous year by 4%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	44% of students were proficient on the 2011-2012 FCAT 2.0 Reading	By June 2013, 48% of students will be proficient in reading, increasing from the previous year by 4%					

		5D.2	5D.2	5D.2	5D.2	5D.2	
			Students are required to go beyond mere comprehension to demonstrate application of skills	Students will be required to provide written responses in all subject areas for a variety of text for a variety of reasons	Instructional staff, administration and instructional coaches	Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conference	District assessments, state assessments, common assessments administered by grade groups	
		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.	5E.1. Common Core Standards present new learning for instructional staff to gain a full understanding of standard to be delivered with fidelity	5E.1. Instructional staff will be provided with professional development on College and Career Readiness Anchor Standards for Reading and Text Complexity. Continue with grade group common planning and common assessments and the unpacking and repacking of standards	5E.1. District Professional Development Team, Instructional staff, administration and instructional coaches	5E.1 Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conferences..	5E.1 District assessments, state assessments, common assessments administered by grade groups.		

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Mathematics Goal #5E: By June 2013, Economically Disadvantaged students will increase proficiency in reading from the previous year by 4%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	65% of students were proficient on the 2011-2012 FCAT 2.0 Reading	By June 2013, 69% of students will be proficient in reading, increasing from the previous year by 4%				
		5E.2 Students are required to go beyond mere comprehension to demonstrate application of skills	5E.2 Students will be required to provide written responses in all subject areas for a variety of text for a variety of reasons	5E.2 Instructional staff, administration and instructional coaches	5E.2 Classroom observations, data meetings, formative assessment, increase in the use of student journals, teacher-student conference	5E.2 District assessments, state assessments, common assessments administered by grade groups	
		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 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
CCSS	All	District	School Wide	On-going	Classroom Walk-Throughs	Administration
SLC Framework for Quality Instruction	Pre-K-5	Teacher Leader/Admin	School Wide	On-going	Classroom Walk-Throughs	Administration

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Math Instructional Strategies	K-5	Identified Staff/ Instructional Coach	Identified Staff	October 18-20 Follow up sessions for PD	Tickets to Try	Administration

Mathematics 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
FCTM conference			1,350
Subtotal:			

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Other			
Strategy	Description of Resources	Funding Source	Amount
Common Planning and unpacking and repacking of standards	CCSS, Scope and Sequence, Pacing Guides, Text and print resources	Title 1	2,400
Subtotal:			
Total:			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science 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		

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1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1a.1. Lack of multiple resources to meet the science NGSSS	1a.1. Grade groups to use their common planning time to further evaluate the FCAT Science Specs to develop lessons and explore resources Continue with grade group common planning and common assessments and the unpacking and repacking of standards	1a.1. Administration Instructional Coaches Grade Chairs	1a.1. Lesson Plans Walkthroughs	1a.1. District, state and school wide common assessments.	
Science Goal #1a: By June 2013 51% (52) of students in grade 5 will score at a level 3on the science FCAT	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	46% (42) students scored a level 3 on the 2011-2012 Science FCAT	By June 2013 51% (52) of students in grade 5 will score at a level 3on the science FCAT				
		1a.2. Time and funding for science professional development	1a.2. Implement and train teachers on project based learning.	1a.2. Science Committee/District	1a.2 Professional Development Surveys.	1a.2. Teacher Evaluation Framework

		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
		Opportunities for students to express their learning in regards to science content	Provide activities for students to design and develop science projects that will increase scientific thinking and the development of inquiry-based learning that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design. Ensure that instruction includes both teacher demonstrated and well as student centered laboratory activities that apply, analyze and explain concepts Integrate both literacy and mathematic skills in order to enhance learning as well as show students connections and enhance meaning. Provide students with opportunities to write and reflect on various scientific concepts	Administration Instructional Coaches Instructional Staff	Lesson Plans Walkthroughs	District, state and school wide common assessments.	
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1b.1. Lack of multiple resources to meet the science NGSSS	1b.1. Grade groups to use their common planning time to further evaluate the FCAT Science Specs to develop lessons and explore resources	1b.1. Administration Instructional Coaches Grade Chairs	1b.1. Lesson Plans Walkthroughs	1b.1. District, state and school wide common assessments.		

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Science Goal #1b: *100 % (2) students will score proficient on the 2013 Science FCAT*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	100% (1) student scored at a level 4,5 or 6 on the Science FCAT	*100 % (2) students will score proficient on the 2013 Science FCAT*				
		1b.2. Time and funding for science professional development	1b.2. Implement and train teachers on project based learning.	1b.2. Science Committee/District	1b.2 Professional Development Surveys.	1b.2. Teacher Evaluation Framework
		1b.3. Poor foundational skills in Reading and Math affect the success of students in the science curriculum	1b.3. Analyze reading data to provide appropriate leveled science text and materials for struggling students	1b.3. Instructional Staff ESE Specialist Administration	1b.3 Review and monitoring of classroom assessments, teacher made tests, class work and FAA scores	1b.3. Curriculum based assessments, review of lesson plans, classroom observations
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1. Elementary science teachers do not have a strong depth of knowledge or background in science	2a.1. Develop Professional Learning Communities	2a.1. Individual grade levels Administration Instructional Coaches	2a.1. Classroom Walkthroughs Lesson Plans	2a.1. District, State and School-wide common assessments		
Science Goal #2a: By June 2013 22% (22) of students in grade 5 will score at a Level 4 or 5 on the 2012-2013 FCAT Science Assessment	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	15% (14) students scored a level 4 or 5 on the 2012 Science FCAT	By June 2013 22% (22) of students in grade 5 will score at a Level 4 or 5 on the 2012-2013 FCAT Science Assessment					

		2a.2. Lack of multiple resources to meet the science NGSSS	2a.2. Grade groups to use their common planning time to further evaluate the FCAT Science Specs to develop lessons and explore resources	2a.2. Administration Instructional Coaches Grade Chairs	2a.2. Lesson Plans Walkthroughs	2a..2 District, state and school wide common assessments.	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.						
Science Goal #2b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected 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.*					

		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

End of Elementary and Middle School Science Goals

		2.3	2.3	2.3	2.3	2.3

End of Biology EOC Goals

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS	All	District	School Wide	On-going	Classroom Walk-Throughs	Administration
SLC Framework for Quality Instruction	Pre-K-5	Teacher Leader/Admin	School Wide	On-going	Classroom Walk-Throughs	Administration

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
Common Planning and unpacking and repacking of standards	CCSS, Scope and Sequence, Pacing Guides, Text and print resources	Title 1	2,400
Subtotal:			
Total:			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase					

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	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. Teachers lack of understanding of the new requirements of the writing test. Students will be 'writing to a source' on the PARCC assessments. They will read complex text and then be prompted to present a clear and coherent analysis in writing, demonstrating a command of English Language conventions.	1a.1. Grade level in-service with a consultant Grades 4th and 5th will participate in the DBQ Project Pilot to improve student achievement and migrating to CCSS, and as a method for teachers to increase use of close reading and complex informational text.	1a.1. Administration District Professional Development Team, instructional staff, administration and instructional coaches	1a.1. Monthly prompts, lesson plans, walkthroughs Classroom observations, data meetings, formative assessments, increase in the use of student journals, teacher-student conferences	1a.1. Monthly prompts District assessments, state assessments, common assessments administered by grade groups		
Writing Goal #1a: *74% (91)of students scored a level 3 or higher on the 2012 FCAT Writes*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	74% of students scored a level 3 or higher on the 2012 FCAT Writes	*77% (77) of students will score a level 3 or higher on the 2013 FCAT Writes*				
		1a.2. There is an added focus of grammar on the writing test	1a.2. Daily grammar instruction is infused in all curriculum areas. Mountain Language is used to instruct grammar.	1a.2. Administration	1a.2. Monthly prompts, lesson plans, walkthroughs	1a.2. Monthly prompts
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.	
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
New Scoring Procedures	K-4	Consultant/ leadership team	K-4 Instructional Staff	Early Release days	Writing Benchmarks	Leadership Team
DBQ Project Pilot	4th and 5th	Tim Norfleet	4th and 5th grade teachers	10/15/12 and On-going	Writing Benchmarks/other argumentative essays	Leadership Team

Writing Budget (Insert rows as needed)

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

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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
Scoring and diagnostics	Writing Consultant	Title 1	1,600.00
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 next to the percentage (e.g. 70% (35)).

Attendance Goal(s)	Problem-solving Process to Increase					

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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. Parents not aware of impact tardies have on student achievement	1.1. Regular attendance meetings before students achieve excessive tardy status. Use of school social worker to make contact with parents when necessary	1.1. Teachers/Data specialist and administration Guidance	1.1. The number of students processed as tardy based on Skyward attendance data	1.1. Reviewing Skyward attendance data to determine reduction in student tardies.		
Attendance Goal #1: *The number of absent and tardy students will decrease by 50% by June 2013*	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	Enter numerical data for current attendance rate in this box.	*Enter numerical data for expected attendance rate in this box.*					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	275	*138*					

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	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	154	*77*				
	Parents not aware of impact absences have on student achievement.	1.2. Regular attendance meetings before students achieve excessive absence status.	1.2. Teachers/Data specialist and administration	1.2. The number of students processed as absent based on Skyward attendance data	1.2. Reviewing Skyward attendance data to determine reduction in student absences.	1.2. Attendance Report
		1.3.	1.3.	1.3.	1.3.	1.3.

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

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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 Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension 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. Suspension	1.1. Unidentified students not from Parkway or out of district. Repeat offenders have the least amount of parent involvement. Behaviors are a result of low academic ability.	1.1. Teacher observation of new students included in the "check-In/Check-Out System" for behavior expectations. Place students in a class with additional support Referral to RtI process	1.1. Administration/assigned staff conducting "check-In/Check-out" system	1.1. Parent participation & acceptable student marks from "check-In/Check-Out system	1.1. PBS reports		
Suspension Goal #1: *The 4% (22) of students suspended out of school in 2011-2012 will be decreased by 50% by June 2013.*	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	9	4					

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	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	9	*4*				
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	31	*15*				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	22	*11*				
		1.2. Clear teacher expectations	1.2. Participation in "Positive Behavior Support" (PBS)	1.2. Administration	1.2. Classroom walk-through	1.2. PBS reports	
		1.3. Ensuring school-wide expectations are clear	1.3. Implementation of PBS	1.3. Administration	1.3. Classroom walk-through	1.3. PBS reports	

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.						

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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
PBS	K-5	PBS Core Team	School-wide	August 13, 2012	Classroom walk-through	Administration

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

Dropout Prevention Goal(s)

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 Goal(s)	Problem-solving Process to Parent Involvement					
Based on the analysis of parent involvement 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	

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1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	1.1. Parents are not comfortable in school settings	1.1. Using key parents/PTO to make contact with parents Establish classroom mothers Open House during school day Teachers will be responsible to contact three parents to invite them to school opportunities	1.1.Teachers PTO Administration	1.1. Parent Meeting	1.1. Event Sign In sheets		
The number of parents participating in activities at Parkway will increase by 11% by June 2013.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	13% (80)	*24% (148)*					
	1.2. There are a number of parents that do not speak the English language 1.3. Parents are not sure how to assist their child	1.2. Implement the use of the Talk and Listen Kit every parent meeting	1.2. Administration Facilitator of meeting	1.2. Number of participating ESOL parents	1.2. Sign In Sheet	1.2.	

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		1.3. Provide learning opportunities for parents on Math and Reading skills through Parent Academies	1.3. Instructional Coaches	1.3. Parent Survey and Parent sign in	1.3.Event sign in	1.3.	
		Tracking parent participation in school-wide activities	Develop systematic approach or database to track participation in school-wide activities as well as input of information into database.	Administration, Office staff and/ or volunteer(s)	Sign-In sheet		

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 and Schedules (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
Parent Academic Training	Academic resources	Title 1	1,000.00
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: 1,000.00			

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 next to the percentage (e.g. 70% (35)).

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, 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
STEM Goal #1: Foster and strengthen student scientific literacy.	1.1. Students do not have a strong science background. Teachers do not have extensive training in content instruction.	1.1. Promote participation in common core professional development opportunities. Provide and support student literacy development through research based materials.	1.1. Administration, Instructional coaches, grade team leaders	1.1. Classroom walkthroughs Student content writing	1.1. State, district and school common assessments
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning					

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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

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:			

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, 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

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CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.					
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE 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

CTE 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 CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)	**Problem-Solving Process to Increase Student Achievement**						
Based on the analysis of school data, 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. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		

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Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Additional Goal(s) 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 Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: 2,400.00
Mathematics Budget
Total: 3,750.00
Science Budget
Total:
Writing Budget
Total: 1,600.00
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total: 1,000.00
Additional Goals
Total:
Grand Total: 8,700.00

eva

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.

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Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount