FLORIDA DEPARTMENT OF EDUCATION
&
THE MANATEE COUNTY SCHOOL DISTRICT

School Improvement Plan (SIP)
Form SIP-1
Title I Elementary Schools

2012-2013 TILLMAN ELEMENTARY SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: James Tillman Elementary School	District Name: Manatee
Principal: Dr. Shirin Gibson	Superintendent: Dr. Tim McGonegal
SAC Chair: Mr. Lester Brown, Sr.	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Additional Requirements

*Coordination and Integration-*Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A Services will be provided to ensure students requiring additional remediation will be assisted through after-school programs, Saturday school, and/or summer school. These programs will be provided through Title 1, SES, SAI, and SIP funds. The district will coordinate with Title III in ensuring staff development needs are provided.
Title I, Part C- Migrant Migrant Liaison provides services and support to students and parents. We have the services of a part-time bilingual liaison who coordinates with Title I and other programs to ensure student needs are met. Migrant Liaison and ESOL Specialist are partly funded through T1-Part C.
Title I, Part D N/A
Title II N/A

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Title III
Services are provided through the district for educational materials and ESOL district support services to improve the education of immigrant and English Language Learners. Migrant Liaison and ESOL Specialist are partly funded through T3 as well.
Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide tutoring and materials for the instruction of at-risk students.
Violence Prevention Programs
The school offers a non-violence and anti-drug program to students, which includes an anti-bullying component. The administrators inform parents when their child has been involved in acts of bullying and the student is referred to the Guidance Counselor. This year our Guidance Counselor will be scheduled to meet with students on Tuesdays to debrief on the referrals they receive and/or for specific counseling needs.
Nutrition Programs
Tillman takes part in the federal healthy snack program, in which a snack of fruits and vegetables is provided for students 4 days a week. We will have our business partners participate in educating our students and parents about the sustainability of fruits and vegetables. This will help students and parents make wise nutritional decisions.
Housing Programs
N/A
Head Start
N/A
Adult Education
Adult Education programs are provided on-site by the office of Parent Involvement and Family Literacy and Compliance to inform and educate the Tillman Parents on issues such as how to be a parent leader; helping with homework; student learning styles; FCAT; and how to have an effective parent/teacher conference.
Career and Technical Education
The Tillman Full-Service program offers LIFE programs and on-the job training programs.
Job Training
The Tillman Cafeteria Staff works with Palmetto High School's Vocational Program to allow students "work for credit" hours.
Other
N/A

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team Dr. Shirin Gibson, Principal; Mary Shapiro, MTSS/RtI Coach/Chairperson; Hank Maier, ESE Specialist; Rosemarie Reynolds-Wood, School Psychologist; Phyllis Milton, School Social Worker; Sandy Johnson, Reading Teacher; Cristina Pinheiro, ELL Teacher; Leslie Brown, Guidance Counselor/Behavior/504 Plans; Lisa Fultz, ESE 3-5 Teacher; Georgia Miller, ESE K-3 Teacher; Megan McCurry, Data Coach/Teacher; and Barbara Martin, Speech Language Therapist.
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? MTSS Leadership Team will meet: 1. Quarterly, as a whole team to analyze data (Progress Monitoring) for Tier 1 students receiving Core Instruction. 2. Monthly meetings to discuss Tier 2 and Tier 3 services for students in need and to monitor their progress. 3. Weekly meetings to discuss students receiving Tier 3 interventions in academics and behavior using Functional Behavior Assessments (FBA's). There will be individual teacher meetings to ensure that the FBA's and academic interventions are being implemented with fidelity and are effective. These students will be discussed as part of the weekly Child Study Team agenda. Teachers may request to be on the weekly agenda to revise or intensify academic and behavioral services. Roles: 1. The principal or MTSS/RtI coordinator will facilitate the meetings and create agendas with support of the school guidance counselor for monthly and quarterly meetings. 2. MTSS/RtI Chairperson will facilitate the meetings, which will function as a problem-solving/advisory team for students needing to move into Tier 2 and 3 services and/or receiving Tier 2 and 3 services. Their function will be to help teachers establish individual student goals based on the data, develop or revise FBA/BIP's for behavior, or intensive strategy instruction for academics, monitor their progress, and make recommendations, based on further testing and/or data collection, for program placement as needed.
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? In 2012-2013: The MTSS/RtI Leadership team will be responsible for monitoring the implementation and progress of the academic and behavioral objectives for all students.

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. Tier 1: Data will be summarized for the whole school using graphs to show quarterly student progress, and charts showing comparative percentages. Data will be summarized for classroom teachers using quarterly spreadsheets to show percentages of gains. Tier 2: Data will be collected bi-weekly in a variety of formats: Teacher observation, running records, formative test scores, tally marks by categories, and point sheets for behavior. Data will be summarized monthly using charts or graphs to show progress. Tier 3: Data will be collected weekly or daily as appropriate. Data will be summarized using graphs or charts on a weekly basis.
Describe the plan to train staff on MTSS Staff will be presented with a review during pre-planning at the beginning of the school year. Grade level team meetings and open lab time will also be utilized to allow for training, discussion, and practice of RtI principles. The new faculty members will be offered training opportunities through the district MTSS/RtI coordinator and district Professional Development office before school starts and during the school year.
Describe plan to support MTSS The MTSS/RtI Coach and Problem Solving Team on campus will provide further support and coaching to all teachers on a needs basis.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT) Dr. Shirin Gibson, Mary Shapiro, Sandy Johnson, Megan McCurry, and Sherry Perny
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Meet monthly to make decisions on academic implementations with regards to remediation, acceleration, core curriculum, school wide writing and making AYP. The roles and functions of the team members are as follows: Shirin Gibson, Principal; Mary Shapiro, TOA/Math/RtI/MTSS/Test Coordinator; Sandy Johnson, Reading Teacher (in charge of coordinating Reading Remediation and Acceleration school wide); Megan McCurry, 4th Gr. Teacher (school wide data coach, Professional Development Contact); and Sherry Perny, 2nd Gr. Teacher. All 4 teachers share in decision-making, give input, and provide academic support in order to make School Grade.
What will be the major initiatives of the LLT this year? Implement Common Core K-2 and raise awareness in 3-5. Maintain uniformity in the 90 minute Reading Block, and the 60 min. Intensive Remediation/Acceleration Block: Successmaker (2-5), Waterford (K-2), School Wide Writing Focus (Writing, Note-taking and Summarizing), and Developing Higher Level Vocabulary Skills. LLT will emphasize the importance of teaching Science K-5 to ensure success for 5th grade students

taking Science FCAT. Uniformity in the 60-minute Math Block will ensure that the content focus for Big Ideas are being taught to mastery. Finally, the LLT will also discuss Positive Behavior Support (PBS) K-5 and monitor level of referrals and behavior issues on campus.

Lesson Study

Lesson Study
Identify the Lesson Study Plan for your school:
PLC on Common Core – a deeper understanding of the academics creates lifelong learners; what are the big ideas? ALL students will have the same learning and rigor. Peer chats based on the Rolewski's 3-Point Triangle (What is the teacher doing? What are the students doing? What is the task at hand?)
Describe how the Lesson Study Plan will be implemented:
Use walkthroughs, classroom observations (peer 1 per quarter and administration 1formal +more), peer chats (see Rolewski's 3-Point Triangle), team planning meetings, and team lesson plans to carefully examine instruction compared to traditional teaching practices.
What will be the major initiatives of the Lesson Study Plan this year?
-Reading Pathways to Common Core – Teacher Collaborative Planning (quality planning) – Close Reading - Questioning of students – Complex Multi-Step Tasks – Writing across content areas including summarizing with justification, argument, opinion, and analytical reasoning.

**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.

Tillman has three integrated Pre-school classrooms (VPK, Pre-K, and ESE).
-All incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of instructional/intervention programs.
-All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing using the FLKRS assessment.
-The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development.
-Screening data will be collected and aggregated prior to September 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice, and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction occurs daily for 20 minutes and is reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.
-Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

PART II: EXPECTED IMPROVEMENTS

Goals

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. By the end of the 2012-2013 school year, reading skills of 3rd grade students will increase by 10% of the whole curriculum group scoring a level 3 on the FCAT SSS Reading Test. 2012 Current Level of Performance: 3rd Grade: 18% (14 students) 2013 Expected Level of Performance: 3rd Grade: 21% (16 students)	1. Raising the awareness of Common Core and the impact on Title 1 students.	1. RtI- Tier I Continuous Professional Development including Successmaker, extended thinking, gradual release of responsibility, and higher cognitive complexity questioning and tasks will be provided for the teachers before and after school.	1. Administrator	1. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the administrator. Successmaker reports will be submitted bi-monthly to the administrator.	1. Evaluation Tools could include: Classroom walkthrough data, Successmaker data, FAIR, FCAT 2.0, and lesson plan log to determine compliance.
	2. Teachers are continuing to acclimate themselves with implementing	2. RtI - Tier 2 Cooperative small groups, guided academic groups, peer	2. Administrator	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the administrator for ongoing	2. Evaluation Tools could include: Classroom walkthrough data, Successmaker data, FAIR, FCAT 2.0, and lesson plan log to determine

	specific targeted interventions for multiple learning modalities.	teaching, and centers to incorporate the core curriculum and individual learning paths produced by Successmaker.		progress monitoring.	compliance.

Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

We have 1-3rd grade InD student who will take the FAA based on the NGSS focusing on the 3 levels of access points – independent, supportive and participatory. His goal would be to reach the independent level in reading.

The goal for CELLA students would be to increase the student's levels from beginning level and low intermediate level to high intermediate level and proficiency in reading.

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. By the end of the 2012-2013 school year, reading skills of 4th grade students will increase by 10% of the whole curriculum group scoring a level 3 on the FCAT SSS Reading Test. 2012 Current Level of Performance: 4th Grade: 29% (19 students)	1. Raising the awareness of Common Core and impact on Title 1 students.	1. RtI- Tier I Continuous Professional Development including Successmaker, extended thinking, gradual release of responsibility, and higher	1. Administrator	1. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the administrator. Successmaker reports will be submitted bi-monthly to the administrator.	1. Evaluation Tools could include: Classroom walkthrough data, Successmaker data, FAIR, FCAT 2.0, and lesson plan log to determine compliance.

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2013 Expected Level of Performance: 4th Grade: 33% (21 students)		cognitive complexity questioning and tasks will be provided for the teachers' before and afterschool.			
	2. Teachers are continuing to acclimate themselves with implementing specific targeted interventions for multiple learning modalities.	2. RtI - Tier 2 Cooperative small groups, guided academic groups, peer teaching, and centers to incorporate the core curriculum and individual learning paths produced by Successmaker.	2. Administrator	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the administrator for ongoing progress monitoring.	2. Evaluation Tools could include: Classroom walkthrough data, Successmaker data, FAIR, FCAT 2.0, and lesson plan log to determine compliance.

* *Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

The goal for CELLA students would be to increase the student's levels from beginning level and low intermediate level to high intermediate level and proficiency in reading.

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. By the end of the 2012-2013 school year, reading skills of 5th	1. Raising the awareness of	1. RtI- Tier I Continuous	1. Administrator	1. Lesson plans will be reviewed during	1. Evaluation Tools could include: Classroom

grade students will increase by 10% of the whole curriculum group scoring a level 3 on the FCAT SSS Reading Test. 2012 Current Level of Performance: 5th Grade: 28% (18 students) 2013 Expected Level of Performance: 5th Grade: 33% (20 students)	Common Core and impact on Title 1 students.	Professional Development including Successmaker, extended thinking, gradual release of responsibility, and higher cognitive complexity questioning and tasks will be provided for the teachers before and after school		classroom walkthroughs and will be submitted monthly to the administrator. Successmaker reports will be submitted bi-monthly to the administrator.	walkthrough data, Successmaker data, FAIR, FCAT 2.0, and lesson plan log to determine compliance.
	2. Teachers are continuing to acclimate themselves with implementing specific targeted interventions for multiple learning modalities.	2. RtI - Tier 2 Cooperative small groups, guided academic groups, peer teaching, and centers to incorporate the core curriculum and individual learning paths produced by Successmaker.	2. Administrator	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the administrator for ongoing progress monitoring.	2. Evaluation Tools could include: Classroom walkthrough data, Successmaker data, FAIR, FCAT 2.0, and lesson plan log to determine compliance.

* *Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

We have 1-5th grade InD student who will take the FAA based on the NGSS focusing on the 3 levels of access points – independent, supportive and

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participatory. His goal would be to reach the independent level in reading.

The goal for CELLA students would be to increase the student's levels from beginning level and low intermediate level to high intermediate level and proficiency in reading.

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Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. By the end of the 2012-2013 school year, at least 10% of 3rd grade students will score a level 4 or above on the FCAT SSS Reading Test. 2012 Current Level of Performance: 3rd Grade: 12% (10 students) 2013 Expected Level of Performance: 3rd Grade: 14% (11 students)	1. Students at Level 4 and 5 struggle with multiple step instructions within high complexity tasks to include content specific vocabulary.	1. RtI Tier 1: Using Differentiated Instruction during acceleration explicitly teach students how to analyze multi-step instructions using Gradual Release. Teachers will be given Professional Development opportunities in Common Core instruction and acceleration.	1. Administrator	1. Using data charts and formative assessments to monitor student progress. Quarterly Progress Monitoring of every student with the administrator.	1. Data Wall; Assessment data could be used from classroom, district benchmark tests, FAIR data, FCAT 2.0, and Successmaker.
	2. The teachers will have to	2. RtI- Tier I Continuous Professional	2. Administrator	2. Lesson plans will be reviewed during classroom walkthroughs	2. Evaluation Tools could include: Classroom walkthrough data,

	acclimate themselves to CCSS and the new PARCC assessments.	Development including Successmaker, extended thinking, gradual release of responsibility, and higher cognitive complexity questioning and tasks will be provided for the teachers during before and after school.		and will be submitted monthly to the administrator. Successmaker reports will be submitted bi-monthly to the administrator.	Successmaker data, FAIR, FCAT 2.0, Formative Assessments, and lesson plan log to determine compliance.
	3. Deciphering which students are performing above level and consistently accelerating their learning to mastery.	3. RtI- Tier 2 Reviewing as a faculty - the "Catching Kids Up" portion of the Learning Focused Schools Model to accelerate learning.	3. Administrator	3. Using RtI and Successmaker to monitor students' progress. Quarterly Progress Monitoring of every student with the administrator.	3. Data Wall; Assessment data from classroom, district benchmark tests, FAIR data, FCAT 2.0, and Successmaker.

* *Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

We have 1-3rd grade InD student who will take the FAA based on the NGSS focusing on the 3 levels of access points – independent, supportive and participatory. His goal would be to reach the independent level in reading.

The goal for CELLA students would be to increase the student's levels from beginning level and low intermediate level to high intermediate level

and proficiency in reading.

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5. By the end of the 2012-2013 school year, at least 10% of 4th grade students will score a level 4 or above on the FCAT SSS Reading Test. 2012 Current Level of Performance: 4th Grade: 28% (18 students) 2013 Expected Level of Performance: 4th Grade: 32% (20 students)	1. Students at Level 4 and 5 struggle with multiple step instructions within high complexity tasks to include content specific vocabulary.	1. RtI Tier 1: Using Differentiated Instruction during acceleration explicitly teach students how to analyze multi-step instructions using Gradual Release. Teachers will be given Professional Development opportunities in Common Core instruction and acceleration.	1. Administrator	1. Using data charts and formative assessments to monitor student progress. Quarterly Progress Monitoring of every student with the administrator.	1. Data Wall; Assessment data could be used from classroom, district benchmark tests, FAIR data, FCAT 2.0, and Successmaker.
	2. The teachers will have to acclimate themselves to CCSS and the	2. RtI- Tier I Continuous Professional Development including Successmaker,	2. Administrator	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the administrator.	2. Evaluation Tools could include: Classroom walkthrough data, Successmaker data, FAIR, FCAT 2.0, Formative Assessments, and lesson

	new PARCC assessments.	extended thinking, gradual release of responsibility, and higher cognitive complexity questioning and tasks will be provided for the teachers during before and after school.		Successmaker reports will be submitted bi-monthly to the administrator.	plan log to determine compliance.
	3. Deciphering which students are performing above level and consistently accelerating their learning to mastery.	3. RtI- Tier 2 Reviewing as a faculty - the "Catching Kids Up" portion of the Learning Focused Schools Model to accelerate learning.	3. Administrator	3. Using RtI and Successmaker to monitor students' progress. Quarterly Progress Monitoring of every student with the administrator.	3. Data Wall; Assessment data from classroom, district benchmark tests, FAIR data, FCAT 2.0, and Successmaker.

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

The goal for CELLA students would be to increase the student's levels from beginning level and low intermediate level to high intermediate level and proficiency in reading.

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Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
6. By the end of the 2012-2013 school year, at least 10% of 5th grade students will score a level 4 or above on the FCAT SSS Reading Test. 2012 Current Level of Performance: 5th Grade: 10% (7 students) 2013 Expected Level of Performance: 5th Grade: 13% (8 students)	1. Students at Level 4 and 5 struggle with multiple step instructions within high complexity tasks to include content specific vocabulary.	1. RtI Tier 1: Using Differentiated Instruction during acceleration explicitly teach students how to analyze multi-step instructions using Gradual Release. Teachers will be given Professional Development opportunities in Common Core instruction and acceleration.	1. Administrator	1. Using data charts and formative assessments to monitor student progress. Quarterly Progress Monitoring of every student with the administrator.	1. Data Wall; Assessment data could be used from classroom, district benchmark tests, FAIR data, FCAT 2.0, and Successmaker.
	2. The teachers will have to acclimate themselves to CCSS and the new PARCC assessments.	2. RtI- Tier I Continuous Professional Development including Successmaker, extended thinking, gradual release	2. Administrator	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the administrator. Successmaker reports will be submitted bi-monthly to the	2. Evaluation Tools could include: Classroom walkthrough data, Successmaker data, FAIR, FCAT 2.0, Formative Assessments, and lesson plan log to determine compliance.

				administrator.	
		of responsibility, and higher cognitive complexity questioning and tasks will be provided for the teachers during before and after school.			
	3. Deciphering which students are performing above level and consistently accelerating their learning to mastery.	3. RtI- Tier 2 Reviewing as a faculty - the "Catching Kids Up" portion of the Learning Focused Schools Model to accelerate learning.	3. Administrator	3. Using RtI and Successmaker to monitor students' progress. Quarterly Progress Monitoring of every student with the administrator.	3. Data Wall; Assessment data from classroom, district benchmark tests, FAIR data, FCAT 2.0, and Successmaker.

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

We have 1-5th grade InD student who will take the FAA based on the NGSS focusing on the 3 levels of access points – independent, supportive and participatory. His goal would be to reach the independent level in reading.

The goal for CELLA students would be to increase the student's levels from beginning level and low intermediate level to high intermediate level and proficiency in reading.

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Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
7. Percentage of students making learning gains in Reading: By the end of the 2012-2013 school year, reading skills of all students will improve as evidenced by at least 3% gain of whole curriculum group on the FCAT SSS Reading Test. 2012 Current Level of Performance: 4th and 5th Grade: 74% (92 students) 2013 Expected Level of Performance: 4th and 5th Grade: 77% (96 students)	Lack of uniformity in literacy block.	All Tiers will receive a 90 minute block of reading and students in need of remediation will receive an extension of literacy activities outside the reading block as outlined in the District Core Curriculum to include small groups for instruction (SRA or Reading Street) as well as 20 minutes of remediation using Successmaker.	Administrator and Literacy Leadership Team	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly. Administration will be aware of academic schedule and monitor implementation through walkthroughs.	Quarterly results from FAIR, as well as the core reading assessments as outlined in the reading series will be reviewed by administrators, team leaders and classroom teachers. Data will also be collected through Successmaker and FCAT 2.0.

* *Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

We have 1-5th grade InD student who will take the FAA based on the NGSS focusing on the 3 levels of access points – independent, supportive and participatory. His goal would be to reach the independent level in reading.

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The goal for CELLA students would be to increase the student's levels from beginning level and low intermediate level to high intermediate level and proficiency in reading.

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Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
8. Students in Lowest 25% will show improved skills in Reading either by meeting 2012 - 2013 through the provisions by School Grade. 2012 Current Level of Performance: 3rd, 4th, and 5th Grade: 85% (43 students) 2013 Expected Level of Performance: 3rd, 4th, and 5th Grade: 85% (43 students)	1. Students unable to have transportation after school hours in order to stay for tutoring	1. RtI Tier 2 - Literacy Leadership Team will plan for supplemental instruction/interventions 2x's a week for at least 1 hour during after school tutorials for low SES students not responding to core curriculum. Teachers will provide instruction in addition to the core curriculum.	1. Administrator; Literacy Leadership Team	1. Grade level teams will review results of common assessment data bi-weekly to determine progress toward benchmarks.	1. Common assessments tied to the NG SSS Reading Benchmarks, such as Success maker, FCAT 2.0 and FAIR data.
	2. Evidence-based interventions	2. RtI Tier 2 and 3 plans for targeted	2. Administrator; PST/RtI Coach	2. Grade level teams will review results of common assessment data	2. Common assessments tied to the NG SSS Reading Benchmarks,

	used during supplemental instruction are not intensive interventions matched to individual student needs.	intervention for students not responding to core plus supplemental instruction using the problem solving process. Teacher's match evidence-based interventions, such as Successmaker to individual student needs and provide them in addition to core instruction.		bi-weekly to determine progress toward benchmarks.	such as Success maker, FCAT 2.0, and FAIR data.
	3. Lack of literacy foundation and reading skills impedes the students' progress	3. Continue to train faculty to implement RtI Interventions with documentation. Implement an extension of remediation outside of the reading block (SRA or Reading Street).	3. Administrator RtI Coordinator/ PST Chair; Literacy Leadership Team	3. Collecting on-going Tier 1, 2 and 3 Level Data, Classroom Walk-through's	3. RtI Progress Monitoring Data Tools; Data Wall; Classroom Walk Through Data; FCAT 2.0, Successmaker, and FAIR data.

		4. Core instruction does not consistently provide explicit instruction in reading strategies aligned with tested benchmarks at the appropriate level of cognitive complexity.	4. RtI Tier 1 - Teachers use LFS Model to focus on teaching pre, during, and after reading strategies. Professional development opportunities in Learning Focus provides explicit instruction on identified research reading based strategies within Reading Intervention and Language Arts classrooms. Content area teachers will provide follow-up instruction on how to apply these same strategies to content-specific text.	4. Administration and Literacy Leadership Team	4. Reading Committee and Literacy Leadership Team reviews FAIR data in comprehension to determine the percent of students scoring medium or high within specific cluster areas. Teacher assesses students on the use of specific reading strategies bi-weekly to determine if the students know when and how to apply the strategies.	4. FAIR, FCAT 2.0, and Successmaker data in comprehension focusing in specific area clusters.

* *Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

We have 2 students-3rd grade and 5th grade InD students who will take the FAA based on the NGSS focusing on the 3 levels of access points –

independent, supportive and participatory. His goal would be to reach the independent level in reading.

The goal for CELLA students would be to increase the student's levels from beginning level and low intermediate level to high intermediate level and proficiency in reading.

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
9. By the end of the 2012-2013 school year, math skills of 3rd grade students will increase by 10% of the whole curriculum group scoring a level 3 on the FCAT SSS Mathematics Test. 2012 Current Level of Performance: 3rd Grade: 28% (22 students) 2013 Expected Level of Performance: 3rd Grade: 33% (25 students)	1. Raising the awareness of Common Core and the impact on Title 1 students.	1. RtI- Tier I Continuous Professional Development including Successmaker, extended thinking, gradual release of responsibility, and higher cognitive complexity questioning and tasks will be provided for the teachers before and after school.	1. Administrator	1. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the administrator. Successmaker reports will be submitted bi-monthly to the administrator.	1. Evaluation Tools could include: Classroom walkthrough data, Successmaker data, FCAT 2.0, and lesson plan log to determine compliance.
	2. Teachers are continuing to acclimate	2. RtI - Tier 2 Cooperative small groups,	2. Administrator	2. Lesson plans will be reviewed during classroom walkthroughs	2. Evaluation Tools could include: Classroom walkthrough data,

	themselves with implementing specific targeted interventions for multiple learning modalities.	guided academic groups, peer teaching, and centers to incorporate the core curriculum and individual learning paths produced by Successmaker.		and will be submitted monthly to the administrator for ongoing progress monitoring.	Successmaker data, FCAT 2.0, and lesson plan log to determine compliance.

*Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

We have 1-3rd grade InD student who will take the FAA based on the NGSS focusing on the 3 levels of access points – independent, supportive and participatory. His goal would be to reach the independent level in math.

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
10. By the end of the 2012-2013 school year, math skills of 4th grade students will increase by 10% of the whole curriculum group scoring a level 3 on the FCAT SSS Mathematics Test. 2012 Current Level of Performance: 4th Grade: 33% (21 students) 2013 Expected Level of	1. Raising the awareness of Common Core and the impact on Title 1 students.	1. RtI- Tier I Continuous Professional Development including Successmaker, extended thinking, gradual release of responsibility, and higher	1. Administrator	1. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the administrator. Successmaker reports will be submitted bi-monthly to the administrator.	1. Evaluation Tools could include: Classroom walkthrough data, Successmaker data, FCAT 2.0, and lesson plan log to determine compliance.

Performance: 4th Grade: 38% (24 students)		cognitive complexity questioning and tasks will be provided for the teachers before and after school.			
	2. Teachers are continuing to acclimate themselves with implementing specific targeted interventions for multiple learning modalities.	2. RtI - Tier 2 Cooperative small groups, guided academic groups, peer teaching, and centers to incorporate the core curriculum and individual learning paths produced by Successmaker.	2. Administrator	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the administrator for ongoing progress monitoring.	2. Evaluation Tools could include: Classroom walkthrough data, Successmaker data, FCAT 2.0, and lesson plan log to determine compliance.

*Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

N/A

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
11. By the end of the 2012-2013 school year, math skills of 5th grade	1. Raising the awareness of	1. RtI- Tier I Continuous	1. Administrator	1. Lesson plans will be reviewed during	1. Evaluation Tools could include: Classroom

students will increase by 10% of the whole curriculum group scoring a level 3 on the FCAT SSS Mathematics Test. 2012 Current Level of Performance: 5th Grade: 32% (20 students) 2013 Expected Level of Performance: 5th Grade: 37% (22 students)	Common Core and the impact on Title 1 students.	Professional Development including Successmaker, extended thinking, gradual release of responsibility, and higher cognitive complexity questioning and tasks will be provided for the teachers before and after school.		classroom walkthroughs and will be submitted monthly to the administrator. Successmaker reports will be submitted bi-monthly to the administrator.	walkthrough data, Successmaker data, FCAT 2.0, and lesson plan log to determine compliance.
	2. Teachers are continuing to acclimate themselves with implementing specific targeted interventions for multiple learning modalities.	2. RtI - Tier 2 Cooperative small groups, guided academic groups, peer teaching, and centers to incorporate the core curriculum and individual learning paths produced by Successmaker.	2. Administrator	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the administrator for ongoing progress monitoring.	2. Evaluation Tools could include: Classroom walkthrough data, Successmaker data, FCAT 2.0, and lesson plan log to determine compliance.

Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

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We have 1-5th grade InD student who will take the FAA based on the NGSS focusing on the 3 levels of access points – independent, supportive and participatory. His goal would be to reach the independent level in math.

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
12. By the end of the 2012-2013 school year, at least 10% of 3rd grade students will score a level 4 or above on the FCAT SSS Math Test. 2012 Current Level of Performance: 3rd Grade: 9% (7 students) 2013 Expected Level of Performance: 3rd Grade: 11% (8 students)	1. Students at Level 4 and 5 struggle with multiple step instructions within high complexity tasks to include content specific vocabulary.	1. RtI Tier 1: Using Differentiated Instruction during acceleration explicitly teach students how to analyze multi-step instructions using Gradual Release. Teachers will be given Professional Development opportunities in Common Core instruction and acceleration.	1. Administrator	1. Using data charts and formative assessments to monitor student progress. Quarterly Progress Monitoring of every student with the administrator.	1. Data Wall; Assessment data could be used from classroom, district benchmark tests, FCAT 2.0, and Successmaker.
	2. The teachers will have to acclimate themselves to	2. RtI- Tier I Continuous Professional Development including	2. Administrator	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the	2. Evaluation Tools could include: Classroom walkthrough data, Successmaker data, FCAT 2.0, Formative

	CCSS and the new PARCC assessments.	Successmaker, extended thinking, gradual release of responsibility, and higher cognitive complexity questioning and tasks will be provided for the teachers during before and after school.		administrator. Successmaker reports will be submitted bi-monthly to the administrator.	Assessments, and lesson plan log to determine compliance.
	3. Deciphering which students are performing above level and consistently accelerating their learning to mastery.	3. RtI- Tier 2 Reviewing as a faculty - the "Catching Kids Up" portion of the Learning Focused Schools Model to accelerate learning.	3. Administrator	3. Using RtI and Successmaker to monitor students' progress. Quarterly Progress Monitoring of every student with the administrator.	3. Data Wall; Assessment data from classroom, district benchmark tests, FCAT 2.0, and Successmaker.

*Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

We have 1-3rd grade InD student who will take the FAA based on the NGSS focusing on the 3 levels of access points – independent, supportive and participatory. His goal would be to reach the independent level in math.

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
13. By the end of the 2012-2013 school year, at least 10% of 4th grade students will score a level 4 or above on the FCAT SSS Math Test. 2012 Current Level of Performance: 4th Grade: 20% (13 students) 2013 Expected Level of Performance: 4th Grade: 24% (15 students)	1. Students at Level 4 and 5 struggle with multiple step instructions within high complexity tasks to include content specific vocabulary.	1. RtI Tier 1: Using Differentiated Instruction during acceleration explicitly teach students how to analyze multi-step instructions using Gradual Release. Teachers will be given Professional Development opportunities in Common Core instruction and acceleration.	1. Administrator	1. Using data charts and formative assessments to monitor student progress. Quarterly Progress Monitoring of every student with the administrator.	1. Data Wall; Assessment data could be used from classroom, district benchmark tests, FCAT 2.0, and Successmaker.
	2. The teachers will have to acclimate themselves to CCSS and the new PARCC assessments.	2. RtI- Tier I Continuous Professional Development including Successmaker, extended thinking, gradual release	2. Administrator	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the administrator. Successmaker reports will be submitted bi-monthly to the	2. Evaluation Tools could include: Classroom walkthrough data, Successmaker data, FCAT 2.0, Formative Assessments, and lesson plan log to determine compliance.

		of responsibility, and higher cognitive complexity questioning and tasks will be provided for the teachers before and after school.		administrator.	
	3. Deciphering which students are performing above level and consistently accelerating their learning to mastery.	3. RtI- Tier 2 Reviewing as a faculty - the "Catching Kids Up" portion of the Learning Focused Schools Model to accelerate learning.	3. Administrator	3. Using RtI and Successmaker to monitor students' progress. Quarterly Progress Monitoring of every student with the administrator.	3. Data Wall; Assessment data from classroom, district benchmark tests, FCAT 2.0, and Successmaker.

*Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

N/A

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
14. By the end of the 2012-2013 school year, at least 10% of 5th	1. Students at Level 4 and 5	1. RtI Tier 1: Using	1. Administrator	1. Using data charts and formative assessments to	1. Data Wall; Assessment data could be used from

grade students will score a level 4 or above on the FCAT SSS Math Test. 2012 Current Level of Performance: 5th Grade: 15% (9 students) 2013 Expected Level of Performance: 5th Grade: 17% (10 students)	struggle with multiple step instructions within high complexity tasks to include content specific vocabulary.	Differentiated Instruction during acceleration explicitly teach students how to analyze multi-step instructions using Gradual Release. Teachers will be given Professional Development opportunities in Common Core instruction and acceleration.		monitor student progress. Quarterly Progress Monitoring of every student with the administrator.	classroom, district benchmark tests, FCAT 2.0, and Successmaker.
	2. The teachers will have to acclimate themselves to CCSS and the new PARCC assessments.	2. RtI- Tier I Continuous Professional Development including Successmaker, extended thinking, gradual release of responsibility, and higher cognitive complexity questioning and tasks will be	2. Administrator	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the administrator. Successmaker reports will be submitted bi-monthly to the administrator.	2. Evaluation Tools could include: Classroom walkthrough data, Successmaker data, FCAT 2.0, Formative Assessments, and lesson plan log to determine compliance.

		provided for the teachers during before and after school.			
	3. Deciphering which students are performing above level and consistently accelerating their learning to mastery.	3. RtI- Tier 2 Reviewing as a faculty - the "Catching Kids Up" portion of the Learning Focused Schools Model to accelerate learning.	3. Administrator	3. Using RtI and Successmaker to monitor students' progress. Quarterly Progress Monitoring of every student with the administrator.	3. Data Wall; Assessment data from classroom, district benchmark tests, FAIR data, FCAT 2.0, and Successmaker.

*Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

We have 1-5th grade InD student who will take the FAA based on the NGSS focusing on the 3 levels of access points – independent, supportive and participatory. His goal would be to reach the independent level in math.

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
15. Percentage of students making learning gains in Mathematics: By the end of the 2012-2013 school year, math skills of all students will improve as evidenced by at least 3% gain of whole curriculum group on the FCAT SSS Math Test.	Lack of uniformity in the 60 minute math block	RtI Tier 1 students will receive a 60-minute block of math and Tier 2 and Tier 3 students in need of	Administrator, Literacy Leadership Team	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly. Administration will be aware of academic schedule and monitor implementation	Quarterly results from county benchmark tests, as well as the classroom assessments as outlined in the math series will be reviewed by administrators, team leaders, and classroom

		remediation/acceleration will receive an extra tutoring with math coach/math remediation teachers.		through walkthroughs.	teachers.
2012 Current Level of Performance: 4th and 5th Grade: 81% (100 students) 2013 Expected Level of Performance: 4th and 5th Grade: 83% (103 students)					

Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

We have 1-5th grade InD student who will take the FAA based on the NGSS focusing on the 3 levels of access points – independent, supportive and participatory. His goal would be to reach the independent level in math.

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
16. Students in Lowest 25% will show improved skills in Math by meeting 2012 – 2013 provisions by School Grade. 2012 Current Level of Performance: 3rd, 4th, and 5th Grade: 77% (35 students) 2013 Expected Level of Performance:	1. Students unable to have transportation after school hours in order to stay for tutoring	1. RtI Tier 2 plans for supplemental instruction/intervention twice a week for 30 minutes before school tutoring and 1 hour for after school tutoring for low SES students	1. Administrator	1. Grade level teams will review results of common assessment data every 4 weeks to determine progress toward benchmarks.	1. Common assessments tied to Mathematics Next Generation SSS, as well as Successmaker and FCAT 2.0 data.

3rd, 4th, and 5th Grade: 80% (40 students)		not responding to the core instruction. Teachers provide supplemental instruction in addition to core instruction.			
	2. Evidence-based interventions used during supplemental instruction are not intensive interventions matched to individual student needs.	2. RtI Tier 2 and 3 plans for targeted intervention for students not responding to core plus supplemental instruction using the problem solving process. Teacher's match evidence-based interventions such as Successmaker to individual student needs and provide them in addition to core instruction.	2. Administrator and PST/RtI Coach	2. Grade level teams will review results of common assessment data bi-weekly to determine progress toward benchmarks.	2. Common assessments tied to Mathematics Next Generation SSS, such as Successmaker and FCAT 2.0.
	3. Lack of	3. RtI - Tier 1	3. Administrator,	3. Collecting on-going	3. Data Wall;

	basic math procedures and functions impedes the students' progress.	Continue to train faculty to implement RtI Interventions with documentation. Implement a uniformed 60-minute math block in addition to Successmaker.	RtI Coordinator/ PST Chair	Tier 1, 2 and 3 Level Data, Classroom Walk-through's.	Classroom Walk Through Data, FCAT 2.0 and Successmaker data.
	4. Teachers need to use effective manipulatives, graphing tools and or hands-on activities during core instruction for concepts that students are struggling with.	4. RtI Tier 1 Math Committee will determine core instructional needs by reviewing common assessment data for all students within the bottom quartile. Teachers will be trained to incorporate the use of manipulatives, graphing tools and or hands-on activities within each unit of study.	4. Administrator	4. Grade level teams will review results of common assessment data each quarter to determine progress toward benchmarks.	4. Common assessments tied to Mathematics Next Generation SSS.

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Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

We have 2 students-3rd grade and 5th grade InD students who will take the FAA based on the NGSS focusing on the 3 levels of access points – independent, supportive and participatory. His goal would be to reach the independent level in math.

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
17. At least 3% gain of the 5th grade students will score a Level 3 and higher on the FCAT Science Test in 2013 2012 Current Level of Performance: 5th Grade: 30% (19 students) 2013 Expected Level of Performance: 5th Grade: 31% (20 students)	1. Raising the awareness of Common Core and the impact on Title 1 students.	1. RtI- Tier I Continuous Professional Development including extended thinking, gradual release of responsibility, and higher cognitive complexity questioning and tasks.	1. Administrator	1. Lesson plans will be reviewed during classroom walkthroughs and will be submitted monthly to the administrator.	1. Evaluation Tools could include: Classroom walkthrough data, FCAT 2.0, and lesson plan log to determine compliance.
	2. Lack of uniformity in the Science block.	2. RtI - Tier 1 Mad Scientist Program, all students will have the opportunity to participate in hands-on-	2. Administrator	2. Lesson plan, walkthroughs	2. District Benchmark assessments, assessment data from the classroom

		experiments, plan with the Science teacher.			
	3. Students at Level 4 and 5 struggle with multiple step instructions within high complexity tasks to include content specific vocabulary.	3. RtI Tier 1: Using Differentiated Instruction during acceleration explicitly teach students how to analyze multi-step instructions using Gradual Release. Teachers will be given Professional Development opportunities in vocabulary instruction and acceleration.	3. Administrator	3. Using data charts and formative assessments to monitor student progress. Quarterly Progress Monitoring of every student with the administrator.	3. Data Wall; Assessment data could be used from classroom, district benchmark tests, and FCAT 2.0.
	4. Students at Level 4 and 5 struggle with content specific vocabulary.	4. RtI Tier I: Using Differentiated Instruction during acceleration explicitly teach students how to use context clues to	4. Administrator	4. Using data charts and formative assessments to monitor student progress. Quarterly Progress Monitoring of every student with the administrator.	4. Data Wall; Assessment data from classroom, district benchmark tests, and FCAT 2.0.

		understand vocabulary using Gradual Release.			
	5. Deciphering which students are performing above level and consistently accelerating their learning to mastery.	5. RtI- Tier 2 Reviewing as a faculty - the "Catching Kids Up" portion of the Learning Focused Schools Model to accelerate learning.	5. Administrator	5. Using RtI to monitor students' progress. Quarterly Progress Monitoring of every student with the administrator.	5. Data Wall; Assessment data from classroom, district benchmark tests, and FCAT 2.0.

* *Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

We have 1-5th grade InD student who will take the FAA based on the NGSS focusing on the 3 levels of access points – independent, supportive and participatory. His goal would be to reach the independent level in science.

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

Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
18. By the end of the 2012-2013 school year, writing skills of all students will improve as evidenced by at least 90% of the whole curriculum group scoring a Level 3.5 or above on the FCAT SSS Writing Test	1. Students' lack of writing skills and background knowledge	1. RtI - Tier 1 Write Traits strategies will be continued; flooding will be continued for 4th grade students in	1. Administration and Writing Team	1. Lesson Plans will be reviewed during classroom walkthrough's and will be submitted monthly; administrator and 4th grade teachers will develop a schedule for flooding;	1. Bi-Monthly Tillman Writes scores and district assessments; data collected from quarterly assessments, random samples submitted to administration.

		order to decrease the adult to student ratio and increase direct student assistance during student editing conferences; reflective and content area writing will be continued.		observations.	
2012 Current Level of Performance: 4th Grade: 80% (52 students) 2013 Expected Level of Performance: 4th Grade: 90% (58 students)	2. Teachers learning to acclimate themselves to the changes in writing rubric scoring.	2. Professional Development in writing, specifically conventions and grammar. This applies to third through fifth grade. Teachers will integrate writing across the curriculum.	2. Administration and Writing Team	2. Lesson Plans will be reviewed during classroom walkthrough's and will be submitted monthly; administrator and fourth grade teachers will develop a schedule for flooding; observations.	2. Bi- Monthly Tillman Writes and Florida Writes assessment; data collected from quarterly assessments, random samples submitted to administration.

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

The goal for CELLA students would be to increase the student's levels from beginning level and low intermediate level to high intermediate level and proficiency in writing.

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Goals (Subject)	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.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
19. We will increase parent participation by 5% for a total of (945) individuals attending a parent involvement activity.	1. Parents will not attend activities 2. Language and communication 3. Parents are not understanding student materials 4. Parents are not familiar with standards and benchmarks 5. Parents are not knowledgeable about the new computer based grades and attendance system - FOCUS	1. Offer flexible meeting times where we will provide information about NGSSS. Offer monthly family academic nights. 2. We will offer English classes on site and advertise community GED/English at a local full service center on campus. 3. RtI - Tier 1 - Teachers explanation of materials to use with child at home. 4. RtI- Tier 1-	1. Principal or designee 2. Principal or designee 3. Principal or designee 4. Principal or designee 5. Principal and School Technology Specialist	1. Evaluation forms, sign in sheets 2. Parents able to communicate in English 3. Parental input through parent conferences 4. Parental input through parent conferences 5. Parents using FOCUS to access their child's data.	1. Evaluation form 2. Self-monitoring 3. Parental involvement survey 4. Parental involvement survey 5. Parental involvement survey and Sign-In Sheet

		Teachers can provide the district website to parents informing them of all standards and benchmarks. 5. Offer flexible meeting times for parents to train on FOCUS			

* *Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

N/A

Professional Development at Your School

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
Teaching With Poverty in Mind: What being poor does to kids brains and what schools can do about it. By Eric Jensen	Grades K-5	Administrator and Jensen Trainers (Shirin Gibson, Angie Williams, Sheron Ackerman Maxine Murrell, Jennifer Green and Karen Cobb)	Schoolwide	Fall Review; Spring Refresher	Use walkthrough data to see application to strategies in teaching students of poverty	Adminstrator

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Classroom Instruction that Works: Research-Based Strategies for increasing student achievement by Robert Marzano, Debra Pickering and Jane Pollock	Grades K-5	Administrator and Literacy Leadership Team	Schoolwide	Ongoing 2012-2013	Classroom Walkthrough Data; Teacher Evaluations and Professional Development Plan	Administrator
The Highly Engaged Classroom by Robert Marzano, Debra Pickering and with Tammy Heflebower	Grades K-5	Administrator and Literacy Leadership Team	Schoolwide	Ongoing 2012-2013	Lesson Plans, Classroom Walkthrough Data, and Teacher Evaluations	Administrator
Learning Focused School Model	Grades K-5	Administrator, Learning Focused Trainer Megan McCurry District Title 1 Office	Schoolwide	Ongoing 2011-2012	Lesson Plans, Classroom Walkthrough Data and RtI Data	Administrator
KAGAN Strategies	Grades K-5	Administrator and Faculty who attended the Kagan Training	Schoolwide	Ongoing 2011-2012	Classroom Engagement through Classroom Walkthrough Data	Administrator
RTI	Grades K-5	Administrator and RtI Team	Schoolwide	Ongoing 2011-2012	Fidelity Checklist, Documented Interventions used during instruction in T1, T2 and T3, and Problem Solving Team minutes	Administrator, Mary Shapiro and PST Team
Analyzing Student Data	Grades K-5	Administrator, RTI Team and Literacy Leadership Team	Schoolwide	Ongoing 2011-2012	Data Wall and Progress Monitoring Team Meetings	Administrator
Reading for Information in Elementary School: Content Literacy Strategies to Build Comprehension by Nancy	Grades K-5	Grade Level Cadres	Schoolwide	Ongoing 2012-2013	Lesson Plans and Classroom Walkthrough Data	Administrator and Sandy Johnson

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Frey and Douglas Fisher						
Gradual Release of Responsibility (GRR)	Grades K-5	Administrator and GRR Trainers	Schoolwide	Ongoing 2012-2013	Lesson Plans and Classroom Walkthrough Data	Administrator
National Geographic Science instructional materials and new textbook adoption	Grades K-5	Administrator, Science Teacher and Science Committee	All Teachers K-5	Ongoing 2012-2013	Administrators will review lesson plans and conduct Classroom Walk Throughs	Administrator
Science Speedbag Curriculum	5th Grade	Science Teacher	5th Grade Teachers and Science Flooding Team	October 2011 to April 2012	Administrator will observe the use of the program during science flooding time 2x's per week	Administrator
Mad Scientist	5th Grade	Administrator, Science Teacher and Mad Scientist Crew	5th Grade Teachers	January 2012 to April 2012	Administrators will review lesson plans and conduct Classroom Walk Throughs	Administrator
Process Writing instruction and modeling using the FCAT Writing Rubric and anchor papers	Grades K-5	Administrator and Writing Commitee	Schoolwide	Annual Training by 4th grade team	Administrator will conduct Classroom walkthroughs to monitor process writing instruction and the use of FCAT Rubrics	Administrator
Use of 6+1 Traits of Writing by Ruth Culham	Grades 3-5	Administrator and Writing Committee	3-5 Grade level Teacher and Reading Teacher	Annual Training by 4th grade team	Administrator will conduct Classroom walkthroughs to monitor process writing instruction and the use of FCAT Rubrics	Administrator
Use of Melissa Forney's Writing Toolkits	Grades 3-5	Administrator and Writing Commitee	3-5 Grade level Teacher and Reading Teacher	Annual Training by 4th grade team	Administrator will conduct Classroom walkthroughs to monitor process writing instruction and the use of FCAT Rubrics	Administrator
Identifying and Implementing appropriate	Grades K-5	Reading Teacher	Schoolwide	During Weekly Team Planning	Administrator will review lesson plans monthly to	Administrator

content specific writing and short and extended responses in all classrooms					monitor inclusion of short and extended writing opportunities	

Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Collaborative Planning	Teachers meet to plan, discuss and norm, Standard Based Common Assessments, Text Complexity, Complex Tasks, Questions, etc.	Title 1	$8500.00
Supplemental instruction and intervention for R, W and M	Curriculum Associates and/or Coach for Remediation and Enrichment	Title 1	$5800.00
Differentiated Instruction for independent reading and literacy centers	Classroom Library and Library Set up Supplies	Title 1	$1500.00
Literacy Intervention	LLI Kits	Title 1	$6000.00
Reading for Information	Non-Fiction Texts	Title 1	$5000.00
Making Words, word work, word analysis and vocabulary	Letter Tiles, Student reference materials	Title 1	$500.00
Independent Reading with a variety of books from the media center for students to choose from. Incentives are based on student performance on Accelerated Reader Tests	Renaissance Learning	Title 1	$3028.75
Learning Focus Model – Lesson Planning/Classroom Design and Organization	Bulletin Board Paper, Sentence Strips, Classroom Organization Supplies	Title 1	$5000.00
Common Core Standards Implementation	Name Plates, Text-Rich Environment; Posters and Supplies	Title 1	$2000.00
Classroom and school supplies related to instruction and learning.	Supplemental student materials	Title 1	$5000.00
Activities and Stories to enrich the math curriculum	Marilyn Burns Classroom Libraries	Title 1	$500.00

Creating enthusiasm for science through hands-on experiences.	Mad Scientist	Title 1	$4100.00
Supplemental science instruction and intervention	Science Speed bag Curriculum and Science Coach	Title 1	$2500.00
Implement S.T.E.M.	Interactive modules	Title 1	$2000.00
Enhance writing curriculum and organize resources	Jumbo Journals, Spirals, and Writing Notebooks	Title 1	$800.00
Supplemental instruction and intervention	Writing Packet	Title 1	$300.00
Parent workshops including English classes and parent liaison	Food, transportation, child care, staff, parent materials	T1-Parent Involvement	$4200.00
Parent Communication	Student Planners, Newsletter	T1-Parent involvement -	$5000.00
			Subtotal: $61,928.75

Technology			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Purchase upgrades on Mac Books to upgrade the operating systems	Apple On-line	Title 1	$2500.00
Supplement districts supply of computers to purchase more in order to accommodate Successmaker and Waterford.	Mac Books	Title 1	$5000.00
Manipulative tools and graphic electronic devices to assist with learning	Protractors, calculators, measurement tools, etc	Title 1	$500.00
			Subtotal: $7700

Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Increase knowledge of classroom engagement strategies with Title 1 students	The Highly Engaged Classroom by Marzano, Pickering and Heflebower/Classroom Instruction that works	Title 1	$150.00
Books and Materials for Cadre for Writing	Live Writing; Writer's Notebook and How Writers Work by Ralph Fletcher/School Made process writing materials	Title 1	$350.00

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Enhance small group instruction	Differentiated Instruction Conference and Training; LFS Conference and Training	Title 1	$4000.00
Best practices in Education	ASCD Conference	Title 1	$2900.00
Learn National Title 1 trends	National Title 1 Conference	Title 1	$2000.00
Sustainable improvements in the district's most challenging school.	90-90-90 Summit with Doug Reeves	Title 1	$2000.00
Improve overall Language Arts (all 5 areas) Instruction in the school/Common Core	Send teachers who need strategies in L-Arts to improve or enhance instruction to workshops with experts. For ex: Valerie Ellery's Creating Strategic Readers Workshop; CCSS Conferences	Title 1	$8000.00
KAGAN Strategies	Title 1 Summer PD	Title 1	$500.00
Increase knowledge of Title 1 Students	Teaching With Poverty in Mind: What being poor does to kids brains and what schools can do about it by Eric Jensen Conference	Title 1	$5000.00
Books and Materials for Cadre	Teaching with Poverty in Mind by Eric Jensen	Title 1	$250.00
Increasing knowledge of project - S.T.E.M.	Attend a conference or training related to implementing S.T.E.M.	Title 1	$1500.00
Increasing knowledge and state mandates for ESOL students	TESOL or similar	Title 1	$4500.00
Improving technology and tools used for instruction	FETC	Title 1	$350.00
			Subtotal: $31,500

Other			
Strategy	**Description of Resources**	**Funding Source**	**Amount**
Assist and enhance reading across grade levels and help with remediation, acceleration and targeted supplemental instruction	Reading Teacher	Title 1	$69,361.67
Problem Solving and Response to Intervention for all 3 Tiers	0.5 RtI/PST Coordinator	Title 1	$40,189.37
Assist and enhance math across grade levels and helping with remediation and targeted	0.5 Math Teacher	Title 1	$40,189.37

supplemental instruction			
Assist and enhance science across grade levels and help with remediation, acceleration and targeted supplemental instruction	Science Teacher	Title 1	$53,752.00
For enhancing instruction through hands-on experiences and science fair	Science Lab Supplies	Title 1	$2000.00
Incentives for good attendance	Cubs Club	Title 1	$500.00
Use a phase system behavior management plan.	Phase Forms and Incentives	Title 1	$3000.00
Positive Behavior Support to increase positive behavior	Incentives	Title 1	$2000.00
Involving parents in school	Parent Liaison	Title 1	$31,000.00
		Subtotal: $241,992.41	

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*

Not Applicable!

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.
Support and advise school principal on the running of the school; safety, curriculum needs, teacher requests, parent involvement, fundraising, campus and grounds needs, etc. Sponsor NASA trip with 4th grade.

Describe the projected use of SAC funds.	Amount
Send 4th graders to NASA	$2000.00
Support other field trips	$700.00