

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: WARD-HIGHLANDS ELEMENTARY SCHOOL

District Name: Marion

Principal: Gary Smallridge

SAC Chair: Susan Goebel

Superintendent: Jim Yancey

Date of School Board Approval:

Last Modified on: 9/21/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: 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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		Educational Leadership			Assistant Principal of Curriculum: 2003-2012 WHE: 2011-2012: School Grade B AYP: No 61% of students in the lowest 25% made gains in Reading 66% of students in the lowest 25% made gains in Math 63% of students made a Level 3 or higher as measured on FCAT 2.0 2010-2011: B AYP: NO 49% of students with disabilities made AYP in Math. 60% of economically disadvantaged students made AYP in Reading. 2009-2010: B AYP: No 2009-A AYP: No 48% of students with disabilities made AYP in Reading. 60% of economically

Assis Principal	Traci Crawford	Elementary Education Early Childhood ESOL endorsed	6	10	disadvantaged students made AYP in Reading. 2008-2009-School Grade:A AYP-No 60% of Black students made AYP in Reading, while 51% made AYP in Math. 67% of economically disadvantaged students made AYP in Reading, and 61% made AYP in Math. 51% of students with disabilities made AYP in reading, and 47% of students with disabilities made AYP in Math. 2007-2008:A AYP-No SDE: 2006-A AYP-97% 2005-C AYP-97% 2004-B AYP-83% 2003-B AYP-No
Principal	Gary Smallridge	Elementary Education Educational Leadership	3	7	Principal of Ward-Highlands: 2011-2012: 2010-2011: School Grade: B AYP: NO 48% of students with disabilities made AYP in Reading, 60% of Economically disadvantaged students made AYP in reading in 2010 school year. 2009-2010: School Grade B AYP: No Principal of Maplewood Elementary School grade 2008-2009: A AYP: No 60% of students in the lowest 25% made AYP in Reading, 66% of Students in the lowest 25% made AYP in Math 42% of students with disabilities made AYP in Reading and 48% of students with disabilities made AYP in Math. 2007-2008: A AYP: No 70% economically disadvantaged students made AYP in Reading, and 74% in Math. 57% of students with disabilities made AYP in Reading, 67% of students with disabilities made AYP in Math. 2006-2007: A AYP: No 73% of African American students made AYP in Reading and 74% made AYP in Math. 58 % of Economically disadvantaged students made AYP in Reading and 69% made AYP in Math. 48% of students with disabilities made AYP in Reading and 53% made AYP in Math. 2005-2006: A AYP: Yes All subgroups made Adequate yearly progress.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
					WHE: 2011-2012: School Grade: B 2010-2011: B AYP: NO 49% of students with disabilities made AYP in Math. 60% of economically

Reading Language Arts Math (Academic Coach)	Kathleen Conner	Specialists-Educational Leadership Masters-Reading ESOL Reading Endorsement Bachelors-Elementary Education	20	disadvantaged students made AYP in Reading. 2009-2010: B AYP: No 2009-A AYP: No 48% of students with disabilities made AYP in Reading. 60% of economically disadvantaged students made AYP in Reading. 2008-2009-School Grade: A AYP-No 60% of Black students made AYP in Reading, while 51% made AYP in Math. 67% of economically disadvantaged students made AYP in Reading, and 61% made AYP in Math. 51% of students with disabilities made AYP in reading, and 47% of students with disabilities made AYP in Math.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. District Recruiter 2. On-Line Recruitment 3. District Hiring Process 4. In addition to the above the actions taken by our school to retain teachers once they are hired are as followed -Conduct a school orientation -Teacher Breakfast -Provide new teacher support and assistance -Orientation with curriculum materials -Pair veteran teachers up with teachers with 5 or less years experience	Charlee O' Reilly 2. Charley O'Reilly 3. Employment Services	August- May 2. Ongoing 3. Ongoing 4. Administration	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
We have no teachers that are not currently highly effective.	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
65	3.1%(2)	4.6%(3)	46.2%(30)	46.2%(30)	35.4%(23)	100.0%(65)	7.7%(5)	18.5%(12)	61.5%(40)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Robin Van Wart	Jenny Jones	Ms. Jones is new to PRE-K ESE	Mrs. Van Wart is a seasoned teacher and can offer support to Mrs. Jones during weekly mentoring meetings. During those meetings strategies and ideas will be shared. Behavior management ideas will also be a focus of each meeting.
Joselyn Lee	Melissa Billings	Melissa Billings is new to teaching IND and Ms. Lee is a seasoned ESE teacher with over 30 years successful teaching experience.	Once per week meetings with shared ideas and behavior management techniques. Lesson ideas will be shared and help with the ENCORE program if problems have occurred. Grading and assessment information to be shared.
Susan Jarosh	Samantha Goldstein	Ms. Goldstein is a first year teacher and Mrs. Jarosh is a veteran KIndergarten teacher	Bi weekly meetings for planning of curriculum and strategies for effective classroom mangement.
Susan Goebel	Rosa Avella	Mrs. Goebel is a seasoned First grade teacher and Mrs. Avella is new this year to the grade level	Bi weekly meetings for planning of curriculum and teaching strategies.
Melanie Fotino	Allie Wright	Mrs. Fotino is a veteran special area teacher and Ms. Wright being new to the Marion County Public School System may be able to utilize her experience to gain knowledge to be effective in her new role as an Art teacher.	Weekly special area meetings that will include ideas on how to incorporate Common Core activities in the area of Art. In addition, Mrs. Fotino will assist Ms. Wright as questions may arise throughout the school year.
Julie Tankersley	Constance Miller	Ms. Tankersley is a season veteran First grade teacher and Ms. Miller is new to First grade and to the Marion County Public Schools.	Bi weekly meetings for planning of curriculum and strategies for effective classroom mangement. Ms. Tankersley will assist Ms. Miller with any issues she needs assistance with throughout the school year.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

WHES has several programs that coordinate with other state and federal dollars available and integrate federal and state programs, so the school can meet state and NCLB requirements. Title I funds will be provided to support after-school tutoring.

The Centers, a mental health facility, partners with our school whenever we need specific student mental health services for any of our students. Funds from applicable federal, state, and local programs such as: IDEA-funding para-pros; Title 1-funding staff development, personnel, and materials; Title IV-Red Ribbon Program; and Voluntary Pre-K program through the Learning Coalition are integrated and coordinated to meet all student needs.

Title I, Part C- Migrant

District funds are used to purchase:
School supplies provided after school tutorial programs to improve grades, increase promotion, improve attendance and reduce dropout rates. District funded migrant liason that works with schools and families to identify students and provide needed assistance for families.
Families must meet the federal eligibility to participate in the program.

Title I, Part D

Title II

IDEA funding will be used in conjunction with Title II funds to train teachers in the MTSS strategies that are proven to work with students with disabilities and students with behavior problems.

Title III

Title III-funding for ELL personnel. We currently have one ELL paraprofessional on campus.

Title X- Homeless

District homeless social worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate public education.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

DARE - Ocala Police Department teaches our 5th grade students strategies and coping mechanisms to deal with a variety of pressures children are faced with today including peer pressure, alcohol, drugs, etc.

Social Skills Training - the dean and guidance counselors provide selected students with training on how to effectively handle real life scenarios related to behavioral decisions.

The Ocala Civic show will perform for the entire student body to helped educate students on bullying and self-esteem.

Nutrition Programs

Our Marion County Health Department is coordinating efforts to complete our Wellness student screenings and provide our school clinic nurse.

Housing Programs

Head Start

Pre Kindergarten programs are offered at selected school sites throughout the district.

Adult Education

Career and Technical Education

Ward-Highlands has a yearly Career Day for career education coordinated by the Guidance Department. Through this Career Day students will be exposed to six or more careers to help facilitate career awareness.

Job Training

N/A at the elementary level.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based MTSS Leadership Team is comprised of the members of the Problem Solving Team, the SAT (Student Assistance Team). Members include administration-Gary Smallridge, Tracy Crawford, two guidance counselors-Kay Fleischaker and Karen Altobello who along with the Assistant Principal will run SAT meetings and monitor progress. Teachers and school level support (Heather Lipira-Dean-for behavior interventions, Kathleen Connor to assist teachers in intensive reading strategies, and will give TIER II and TIER III remediation, etc) and district level support personnel (Psychologist-Dr. Mike Mishkin, Social Worker-Regina Bradford, and Behavior Specialist-Deanna Bonell depending on the need of the student being assisted.

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 MTSS initiatives are already included in our basic school initiatives such as Continuous Improvement and PBS. The MTSS initiatives are integrated in our district Reading Plan, our district Student Progression Plan, our district Code of Student Conduct, our district Special Programs and Procedures manual, and our School Improvement Plan/Title I Plan. MTSS is a process used for the purpose of revealing what works best for individual students, regardless of placement. When students go to other schools, the school has a check out sheet which must go through the hands of Assistant Principal, and Guidance Counselors so that graphs, PMP folder, and SAT paperwork goes to the receiving schools. When getting students from other schools, the IPA clerk must check the cums for PMP information on students, and if no information is there, the Assistant Principal will call and verify that the student does not have a PMP folder and is not in the MTSS process.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team provides support in the following ways: (1) strong administrative support to ensure commitment and resources (2) strong teacher support to share in the common goal of improving instruction and/or behavior and (3) leadership team to build staff support, internal capacity, and ensure goals are sustainable over time. The MTSS Leadership team will assist the faculty and help train the teachers, as well as be the ones responsible for the plan. Trainings will occur on the half days in September and October by counselors and any paraprofessionals working with students on Progress Monitoring Plans.

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.

Core: Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices, and supports designed for all students in the general education.
Supplemental: Tier 2 consists of supplemental instruction and interventions that are provided to groups of targeted students who need additional instructional and/or behavioral support.
Intensive: Tier 3 consists of intensive instructional or behavioral interventions provided with the goal of increasing an individual student's rate of progress. Tier 3 interventions are developed for the individual student. Students receiving Tier 3 level supports may or may not be eligible for specially designed instruction and related services in accordance with IDEA.
Data management systems assist in decision rules:
Positive Response: The gap is closing. The SAT is able to extrapolate the point at which target student(s) will "come in range" of target – even if this is long range. The level of "risk" lowers over time.
Questionable Response: The rate at which gap is widening slows considerably, but gap is still widening. The gap stops widening but closure does not occur.
Poor Response: The gap continues with no change in rate.
Examples of data management systems: Graphs (chart, log, teacher created, etc.) Performance Matters, PMRN, FAIR

Describe the plan to train staff on MTSS.

The faculty and staff will be trained on the MTSS throughout the 2012-2013 school year(First meeting was held August 15th).

We will utilize the knowledge of the Counselors, Behavior Support Team, School Psychologist, and Assistant Principal in order to make sure the faculty and staff members are following the guidelines and principles associated with the MTSS model. The staff will be trained during district inservice day(October) and school inservice days. They will also be trained in conjunction with the SAT process in order to see the relationship between how the MTSS model and SAT work together to help all students succeed. Training will also happen and be grade level specific with the Academic coach and the MTSS paraprofessional meeting with all grade levels after school for the first 6 weeks of school until all areas are trained for their specific area.

Describe the plan to support MTSS.

Support for MTSS will come from the ESE department(behavior interventions) as well as the from the Marion County Elementary Curriculum department for academic interventions.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Gary Smallridge-Principal, Traci Crawford-Assistant Principal, Heather Lipira-Dean, Kay Fleischaker-Guidance Counselor, Kristen Altobello-Guidance Counselor, Kathleen Connor-Reading/Academic Coach, Beverly Rovelli- Media Specialist

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

The school based Literacy Leadership Team will have bi-monthly meetings on the first Tuesday of each month to discuss the progress of students in the area of Reading and Writing. The team will look at all data collected in Performance Matters (reading, math, writing, science, FAIR on th PMRN, Successmaker reading and math data. These meetings will determine what areas are in need of improvement, students who have weaknesses and in what areas, and through these meetings the administration and the LLT team will come up with a prescription of how to improve. Mr. Smallridge and Ms. Crawford will facilitate these meetings, and the needs assessment will be determined and progress monitored.

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

The initiatives for the school based Literacy Leadership team will be to increase the usage of the Accelerated Reading program at the school by monitoring each grade levels reading data and creating a data board to show progress and having incentives for meeting goals. The LLT will also make Differentiated Instruction in the area or writing and reading a focus by utilizing our Reading Coach to model differentiated instruction for teachers. The Reading Coach will also do fidelity walk throughs along with the school administration team and provide feedback to teachers. The focus will also encompass our students in the lowest quartile having targeted reading practice with our teachers and paraprofessionals, and mentors set up for those students for motivation and support in the Language Arts area.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Our ESE Pre-K teachers host parent meetings for parents of ESE children for whom we serve. Each spring, our Guidance Dept. is contacted by preschools that serve our school concerning registration information, transportation, tours, and school hours. In addition, anytime a parent registers a child for kindergarten, a readiness handout is distributed. Each fall, the administration and Kindergarten teachers conduct an orientation for incoming Kindergarten families prior to the start of school. This gives parents an overview of the school, SIP, and an opportunity to ask questions. In addition, VPK is offered in the county to assist with preschool transitions. The Elementary Director from the district office evaluates the quality and effectiveness of these transition programs. During the first month of school, FLKRS is used to assess student readiness rates and to determine individual student needs to be addressed by the kindergarten.

***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)).

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	80%(230) of all students in grades 3-5 will earn an achievement level of a 3 or higher as measured on FCAT reading. 15% of students who earned a Level 3 on the 2011-12 FCAT 2.0 will increase to a Level 4 or 5 on the 2012-2013.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(88) of students earned a Level 3 on 3rd grade reading FCAT. 63%(80) of students earned a Level 3 on 4th Grade FCAT 2.0 reading. 56%(79) students a Level 3 on 5th Grade Reading 2.0 FCAT.	85%(286) of all students in grades 3-5 will earn a Level 3 on Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students working below grade level with the lack of experience with vocabulary	Instruct students on the appropriate method of responding to extended responses and identifying correct information in the text, teaching key words and phrases in passages and vocabulary.	Teachers, Assistant Principal of Curriculum	Evaluations and observations, Fidelity Walk-Throughs	FCAT, Focus Calendar assessments, Benchmark Assessments
2	Students with disabilities	Continue to improve students reading fluency practice through the use of FAIR, Read Naturally, MacMillan/McGraw Hill, and Great Leaps on an ongoing basis to get students on grade level.	Teachers, Paras, Reading Coach, Assistant Principal	FAIR assessment 2, Focus Calendar assessments, and Reading Coach tracking data in performance matters	FAIR, Great Leaps, Read Naturally, FCAT 2.0 results
3	Students with disabilities	Continue to improve student reading fluency through the use of FAIR, Read Naturally, MacMillan/McGraw Hill, and Great Leaps on an ongoing basis to get students Reading on grade level.	Teachers, Paraprofessionals, Academic Coach	FAIR assessment 2, Focus Calendar assessments, and Reading Coach tracking data in performance matters	FAIR, Great Leaps, Read Naturally, and basal assessments
4	Lack of student participation because of lack of transportation.	Provide remediation to K-5th grade students through a tutorial program within class, pull out program, or after school tutoring	Teachers, Academic Coach, Leadership Team	Monthly assessments,	FCAT, FAIR
5	Student organization	ESE students will be provided with all resources that the regular education classrooms are provided. Planners are given to each 2-5 grade student and taught how to use the planner to stay organized.	Teachers, ESE and Regular Education teacher	Weekly assessments	Planner Checks, Homework Completion Rates

6	Scheduling conflicts	Inservice will be held throughout the year to provide expertise in the area of reading and how to implement Common Core Standards effectively in the K-5 classroom.	Administration, Reading Coach, and Common Core Lead Teachers	Data related to the topic during the inservice	Inservice Evaluations
7	Students reading below grade level and lack of vocabulary exposure	Incorporate science and social studies basals in the instruction of reading.	Teachers	Evaluations and observations	DBMA, FCAT, Focus Calendar Assessments
8	Lack of support personnel because of cuts	Small group remediation in the classroom setting	Teachers and Paraprofessionals	Evaluations and Observations	FCAT, DBMA, FAIR, Focus Calendar assessments
9	Non parental permission to participate in the program.	Academic student mentor program where a mentor meets with student(s) (as assigned) and read with and monitor Accelerated Reader points and %. Mentor will offer awards and incentives for student(s) meeting goals set.	Teachers, Paras, Dean, Administrators	Evaluations and Observations, Accelerated Reader data, Weekly assessments	FCAT, DBMA
10	Time constraints of the teachers and other staff involved.	Conduct data meetings regularly after FCA's and DBMA to review progress and realign strategies either during common grade level planning or after school.	Administration and teachers	Ongoing progress monitoring and analyzing data	Data meeting results from FCAs, DBMA, FAIR, as well as weekly assessments.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	25%(1) of students this school year will earn a level 4-6 on F.A.A.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3) Students out of 6 students who alternatively assessed earned a Level 4-6 on the F.A.A.	The 3 students from last year will increase their level by 1.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lacking background knowledge	Teachers will enrich the ESE classroom environment by providing background knowledge of stories with complex story lines. They will utilize pictures from the internet programs that are available to the district.	Teacher, ESE, Guidance Counselors, Administration	Classroom Assessments showing mastery	Florida Alternative Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.	Teachers will provide enrichment time built into their daily reading time to challenge students who have scored a Level 4-5 on the 2011-2012 Reading FCAT 2.0. Through this,
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Reading Goal #2a:	students will 2 earn more points as compared to last year in Words, Phrases, and Context Clues.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (52) students earned a 4-5 on 3rd Grade Reading FCAT. 44% (42) students earned a Level 4-5 on th Grade FCAT Reading. 48% (56) students in earned a Level 4-5 on 5th grade FCAT Reading.	50% of students in 3rd grade will earn an acheivement level of 4-5 on Reading FCAT. 50% of all students in Grade 4 will earn a level 4-5 on the Reading portion of FCAT. 50% of all students will earn an acheivement level of a 4-5 on the Reading portion of FCAT.

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Class Size reduction-possible loss of units.	Teachers homogenously group students based on ability levels in the area of reading.	Teachers, Administration, Reading Coach	FAIR, DBMA,	FAIR, District Benchmark Scores and % of students earning a 80% or higher FCAT
2	Class Size reduction-possible loss of units	Teachers will differentiated instruction in Guided Reading to challenge our students reading above grade level by utilizing all subject area guided reading books	Teachers, Administration, Reading Coach	FAIR, DBMA	FAIR, District Benchmark Scores and % of students earning a 80% or higher FCAT
3	Lack of Resources	Teachers will differentiated instruction in Guided Reading to challenge our students reading above grade level by utilizing all subject area guided reading books.	Academic Coach, Administration	FAIR, DBMA	FCAT 2.0
4	Class Size reduction-possible loss of units.	Teachers homogenously group students based on ability levels in the area of reading.	Teachers, Administration, Reading Coach	FAIR, DBMA,	FCAT
5					

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students will use Learned Focused Vocabulary Strategies in increase vocabulary knowledge to increase their reading scores through a better undertstanding of the meaning of text.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(3) students out of 6 earned a level 7 or higher based on the F.A.A. in the 2011-2012 school year.	75% of Alternate assessed students will earn at a Level 7, 8, or 9 on the Florida Alternative Assessment.

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of parental involvement and	Teachers and the administration will hold a	Administration	Feedback from parent survey	Increase in scores on Florida

1	knowledge of ways to help their children with academics.	parent night to teach parents techniques to help their child increase their knowledge,		Alternative Assessment
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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 group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making Learning Gains in Reading will increase by 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(175) students made learning gains in the area of reading based on 2011 FCAT Reading.	85% of students will show learning gains in the area of reading(249).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge of text styles	Teachers will use both non-fiction and fiction texts in conjunction with one another to teach students how to differentiate the authors purpose between non-fiction and fiction texts.	Teachers, Reading Coach, Administration	Focus Calendar Assessments, Weekly reading assessments	FCAT, District Benchmark Assessment
2	Students reading below grade level	Teachers will instruct students on key words for understanding the Authors Purpose of the texts utilizing real world readings such as newspapers and magazines.	Teachers, Reading Coach, Administration	Focus Calendar Assessments, Weekly Reading Assessments	FCAT, District Benchmark Assessment
3	Students with disabilities	Teachers will use both non-fiction and fiction texts in conjunction with one another to teach students how to differentiate the authors purpose between non-fiction and fiction texts.	Teachers, Reading Coach	Focus Calendar Assessments, Weekly reading assessments	FCAT, DBMA
4	Students reading below grade level	Teachers will instruct students on key words for understanding the authors purpose of the texts utilizing the Main Dish reading program.	Teachers, Reading Coach	Focus Calendar Assessments, Weekly Reading Assessments	FCAT, DBMA

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Students will increase their reading level by one grade level from where they began the school year through the use of the Accelerated Reading Program.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(2) students made learning gains in the area of Reading	75% of students will make learning gains in the area of

based on the Florida Alternative Assessment in 2012.	Reading based on the FAA given in 2012-2013.
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Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lacking the knowledge of the relevance of academics and how it relates to their future.	Teachers will incorporate a career study into their curriculum so students can get an understanding of the relationship to school and future job.	Teacher, Administration, Guidance Counselor	Feedback from students, participation	Successful completion of Career project

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	79%(47) students of the lowest quartile will correctly answer 7/10 Main Idea questions. All 4th grade students will consistently earn 80% or more of the available FCAT assessment points in the area of vocabulary.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (33) students identified as being in the lowest quartile in 4th grade made learning gains in reading. 61%(28) identified as the lowest quartile	Students in the lowest quartile will increase performance to 86%(59) of students will show learning gains in the area of reading as measured on the FCAT reading assessment.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students reading below grade level	Students will receive additional support with paraprofessionals and teachers during Triple III time utilizing Read Naturally, one on one guided reading times, and the use of vocabulary notebooks to acquire more grade level vocabulary	Teachers, Academic Coach, Administration	FAIR, Progress Monitoring, Focus Calendar Assessments	FCAT 2.0, Benchmark Assessment
2	Students with learning disabilities that are still struggling with learning to read basic words	Teachers and Reading Coach will focus on phonics instruction in the Mcmillan-Mcgraw Hill as well as the REWARDS program with a focus on multisyllabic words.	Teachers, Academic coach, Administration	Focus Calendar Assessments, Weekly assessments	FCAT, District Benchmark Assessment
3	Students reading below grade level	Students will receive additional support with paraprofessionals and teachers during Triple III time utilizing Read Naturally, one on one guided reading times, and the use of vocabulary notebooks to acquire more grade level vocabulary.	Teachers	FAIR, Progress Monitoring, Focus Calendar Assessments	FCAT
4	Students with learning disabilities	Teachers and Reading Coach will focus on phonics instruction in the Mcmillan-Mcgraw Hill reading series with a focus on	Teachers, Academic Coach, Administration	FAIR, Weekly assessments	FCAT

		multisyllabic words			
5	Time Constraints	Teachers will use the REWARDS program to assist students in improving their fluency, word attack skills, and prefix/suffix word meanings.	Teachers and Reading Coach.	FAIR, Fluency assessments	FCAT

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # N/A				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	75% of minority students will earn Level 3-5 on the reading portion of FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81%(207) of white students made AYP in Reading. 42%(26) of black students made AYP in Reading. Their are not enough hispanic, asian, and American Indian students to qualify for AYP.	85% of white students will make AYP in Reading. Black students will increase from 42% at or above grade level to 75% making adequate yearly progress in reading therefore the school will make safe harbor in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation may be a barrier for our minority students that live a distance from the school.	We sent an interest survey to learn if there was a need to provide transportation for after school tutoring.	Administration	The Interest Survey will provided results for us to analyze.	Benchmark, FCA, and FCAT 2.0
2	Students lack of knowledge of the past ethnic groups and the ways they influenced others.	Teachers will incorporate minority students into their curriculum by utilizing resources available during Black History Month and Hispanic Heritage month. Students will research historic figures within the Hispanic as well as African American groups and present their findings in a project.	Teachers, Administration	Completion of Final Project	Grade on Final Project
3	Lack of Parental support or permission	Dean and Reading Coach along with teachers will provide a academic mentor for all black students that are in the lowest quartile. Through this mentor program, students will read with	Administration, Reading Coach	Accelerated reader points summary, Focus Calendar Assessments, FAIR, Powerteacher	FCAT, Student receiving passing grades on Progress Reports and Report cards

		their mentor, the mentor will check grades, accelerated reader reports and the points the students earned, and how students are scoring on assessments.			
4	Lack of time	Teachers will use Science Guided Reading books to expose students to more high level vocabulary to better enable students to read higher level reading material they may be exposed to on FCAT.	Reading Coach, Teachers	Focus Calendar Assessments, DBMA	FCAT
5	Time	Teachers will use Learned Focus Strategies to preview material with students and assist them with background knowledge and exposure to new subject matter.	Teachers and Paras	Focus Calendar Assessments, DBMA	FCAT

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A-Not enough students to count in this subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Our ELL students may have a barrier with their home language being a language other than English.	Our ELL students receive ESOL support throughout the day with the help of an ESOL Paraprofessional helping them to complete in-class assignments.	ESOL Paraprofessionals, Teachers, Administration	Paraprofessionals share student progress with teachers on a routine basis.	Benchmark, FCA, and FCAT
2	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	75% of students with disabilities who achieved an achievement Level 1 will increase their level to a Level 2. 75% of students with disabilities who achieved a Level 2 will increase to a Level 3. Overall, 61% of students with disabilities will make Adequate Yearly Progress as measured on the 2012-2013 Reading portion of FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(40 students) showed growth as measured by the Florida	65% of students with disabilities will show growth on FCAT

Comprehensive Assessment Test.			2.0.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students reading below grade level and lacking basic grade level vocabulary.	ESE teachers, regular education teachers, paraprofessionals, and Academic coach will work in small groups and one on one to give students Tier II interventions with Great Leaps, REWARDS, and use Learned Focus Vocabulary instruction to increase the students with disabilities comprehension on grade level passages.	Teachers, Administration	Focus Calendar Assessments, FAIR	FCAT 2.0 and District Benchmark Assessment
2	Students lack of attention span and effort put forth on study.	Students with disabilities will have 15 additional minutes on Successmaker reading and/or FCAT Explorer three days per week.	Teachers, Administrators,	SME Reports, FCAT Explorer Reports, Improved FAIR scores	FCAT 2.0, District Benchmark Assessments
3	Students reading below grade level	ESE teachers, regular education teachers, paraprofessionals, and reading coach will work in small groups and one on one to give students Tier II interventions with Great Leaps, REWARDS, and Vocabulary instruction to increase the students with disabilities comprehension on grade level passages.	Academic Coach, Teachers, Administration	Focus Calendar Assessments, FAIR	FCAT 2.0
4	Time	Students with disabilities will have 15 more additional minutes on Successmaker reading and/or FCAT Explorer three days per week.	Teachers	SME Reports, FCAT Explorer Reports, Improved FAIR scores	FCAT 2.0, FAIR

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	75% of economically disadvantaged students will increase their score in the Words and Phrases in Context to 5/7 correct on the 4th grade Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(165) economically disadvantaged students made learning gains in the area of Reading.	Economically disadvantaged students will increase to 75% (180).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of additional time needed to effectively	Teachers will teach strategies to students	Academic Coach, Teachers,	FAIR Scores, Focus Calendar Assessments,	FCAT 2.0, District Benchmark

1	deliver the program	from the researched based REWARDS program to increase their word attack skills.	Administration	Successmaker Reports, Performance Matters	
2	Getting all students who need the program scheduled without taking away from core academic subject areas.	Academic Coach will teach strategies to students from the researched based REWARDS program.	Academic Coach, Assistant Principal	DBMA, FAIR	FCAT 2.0
3	Scheduling and time from other academic subjects will be a challenge.	Tutoring will be offered for students in the Successmaker Lab in additional 15 minutes 3 days per week.	Lab Manager, Teachers	SME Reports, FAIR, FCA, DBMA	FCAT 2.0

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	K-2	Margaret Howell, Carol Cameron, Ingrid Hanley (Common Core Trainers)	Grades K-2 and ESE	Grade Level Meetings Monthly	Walk-Throughs to observe Common Core being implemented	Administration
Fluency and Vocabulary	K-5	Kathleen Conner	School-Wide	Early Release Days September and October	Fidelity Walk-Throughs	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students reading will be enriched by the use of technology based programs	Wireless Cart and Netbooks	Title I	\$633.00
			Subtotal: \$633.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Academic Coach will be hired Part time to give teachers professional development in the area of reading.	Kathleen Conner	Title I	\$29,837.00
			Subtotal: \$29,837.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
K-2 Tier II intervention teacher will work with students in K-2 identified as students who are in	Juliet Rohrbacher-Teacher	Title I	\$59,637.00

need of additional interventions.

Lower class size in 4th grade to be able to accomodate students in smaller groups	JD Byard- Teacher	Title I	\$49,114.00
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Subtotal: \$108,751.00

Grand Total: \$139,221.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		80%(20) students will be proficient in listening and speaking based on CELLA results at the end of the 2012-2013 school year.			
2012 Current Percent of Students Proficient in listening/speaking:					
67%(16) of ELL students were profient in listening and speaking on the 2012 CELLA.					
Problem-Solving Process to I ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of the English Language spoken in the home	Have ELL paraprofessional as well as the teacher meet with the parents and give them ideas and strategies to increase their use of the English language in the home.	Teacher, parent	Oral communication assessments	CELLA results
2					

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		60%(18)of students identified as English Language Learners will be proficient in Reading based on the end of the year CELLA test.			
2012 Current Percent of Students Proficient in reading:					
41%(12) ELL students were proficient in Reading according to the CELLA test given in May.					
Problem-Solving Process to I ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to devote to the program.	Students in the ELL program will get on the Successmaker(initial) phonics program to	ESOL Paraprofessional	Sucessmaker Reports	CELLA results, Benchmark Assessment, FCAT 2.0(if

	acquire sight words and sounds.		applicable)
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	60%(18) of ELL students will be proficient in writing based on the end of the year CELLA results.
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2012 Current Percent of Students Proficient in writing:

39%(8) ELL students were proficient in the area of writing based on the CELLA results from the 2011-2012 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time/Scheduling	The teacher as well as the ELL paraprofessional will work on structured vocabulary lessons to increase the students knowledge of the English Language with the use of vocabulary graphic organizers.	Assistant Principal and Guidance Counselor	Monthly Demand Writings	End of the year CELLA assessment
2	Lack of exposure	The teacher will expose students daily to real world pictures with labels to increase word recognition.	Assistant Principal as well as classroom teachers.	Weekly writing assessments.	1. End of Grammar Unit assessments from Scott Foresman reading. 2. End of the year CELLA results
3	Lack of knowledge of the English language	ELL students will create a vocabulary notebook to be added to daily with new words to increase their written and spoken vocabulary. This notebook will be created with guidance by the teacher and the ELL paraprofessional. In addition, each new word learned will be followed by using it in a complete sentence and orally stated to the teacher. This will then be written in the notebook next to the word for the student to refer to.	Classroom Teacher, Assistant Principal	Weekly writing assessments, journal writing increasing in length	1. County Demand Writings 2. CELLA results

CELLA Budget:

Strategy	Description of Resources	Funding Source	Available Amount
ESOL Paraprofessionals will support our ESOL population by working with the students within their classroom setting and providing assistance with the core curriculum.	Common Core Curriculum for grades K - 2 and Core Curriculum for grades 3 - 5 which consists of District supported materials and resources.	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	80% of all students will earn an achievement level of a 3 or higher on FCAT math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72(90) students in 3rd grade earned a Level 3 on FCAT Math. 60%(77) students in 4th grade earned a Level 3 on FCAT Math. 56%(78) of 5th grade students received a Level 3 on FCAT 2.0 Math.	85% of students in 3rd grade will receive a Level 3 in Math. 80% of students in 4th grade will achieve a Level 3 in Math. 80% of the 5th grade students will achieve a Level 3 in Math. 15% of all students in 4th and 5th grade will increase their achievement level from a Level 3 to a Level 4.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students working below grade level with the lack of experience with vocabulary	Instruct students on the appropriate method of responding to extended responses and identifying correct information in the text, teaching key words and phrases in passages and vocabulary.	Teachers, Assistant Principal of Curriculum	Evaluations and observations, Fidelity Walk-Throughs	FCAT, Focus Calendar assessments, Benchmark Assessments
2	Lack of additional instructional time in the schedules.	Teachers will teach 30 minutes of Acaletics Math Club exposing students to all five strands of Math daily.	Teachers, Principal	District Benchmark Assessments, Focus Calendar Assessments	FCAT 2.0, Acaletics Post Test
3	Lack of number sense	Students will use FastMath 15 minutes daily focusing on Multiplication and Division Math facts.	Teachers, Assistant Principal	FastMath reports, Focus Calendar Assessments, Fast Facts Assessments	FCAT 2.0
4	Lack of Math Vocabulary	Teachers will teach Math vocabulary in context and assess their knowledge of the vocabulary during Math Club.	Teachers	Focus Calendar Assessments, District Benchmark Assessments	FCAT 2.0, Acaletics Post test
5	Students lack of past hands on experiences and the management of the activities.	Teachers will design lessons that require students to do more performance based activities that require students to construct graphs, show their work, and explain how they reach their answers through writing.	Teachers and Administration	Fidelity Walk-Throughs by administration, Data collected from Focus Calendar Assessments.	FCAT 2.0

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Students will earn a one level higher than the previous year.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(1) student earned a Level 4,5, or 6 on the math portion of the F.A.A in the 2011-2012 school year.	0%(0) students will earn a 4,5, or 6.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lacking basic math facts and/or number recognition.	Teachers will work on basic math facts daily with Great Leaps math to increase math fact knowledge of students.	ESE teachers, Administration	Fast Facts Timings	Florida Alternative Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students scoring a Level 4 or 5 on the Math FCAT will earn 5/7 points on Algebraic Thinking.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (140)students earned a 4-5 on FCAT Math in the 2011-2012 school year.	50% of students in 3rd grade will earn an acheive a Level 4-5 on FCAT Math. 50% of students in Grade 4 will earn a Level 4-5 on FCAT Math. 50% of 5th grade students will acheive a Level 4-5 on 5th grade Math FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of higher order thinking in the area of math.	Teachers will differentiate instruction in math to challenge those students that are above grade level through the implementation of Math centers.	Teachers, Principal	Math Focus Calendar Assessments, DBMA	FCAT 2.0
2	Groups that may be to large to group effectively.	Students are homogenously group according to ability to allow for students beyond level to be challenged during Acaletics Math Club.	Teachers, Principal	Math Focus Calendar Assessments, DBMA	FCAT 2.0
3	Lack of vocabulary understanding in the area of Math.	Teachers will focus in the vocabulary students will need to understand to do algebraic thinking questions.	Teachers, administration	Data from Focus Calendar Assessment on Algebraic thinking, and DBMA	FCAT 2.0

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	All alternative assessed students will earn a Level 7 or above.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
80%(5) students who took the F.A.A. earned a Level 7 or higher.	100%(6) students will earn a Level 7 or higher on the F.A.A.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement and knowledge of ways to help their children with academics.	Teachers and the administration will hold a parent night to teach parents techniques to help their child increase their knowledge,	Administration	Feedback from parent survey	Increase in scores on Florida Alternative Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	80% of students will make learning gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(60) of 4th grade students made learning gains in Math. 52%(79)5th grade students made learning gains in Math.	80% of 4th and 5th grade students will make learning gains on FCAT 2.0 Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of understanding explaining math the process of how they got an answer to a math problem.	Students will do more performance math items during class instruction time and Math Club. Teachers will model the steps to students daily in their teacher led Math center.	Teachers and Administration	Focus Calendar Assessments, DBMA	FCAT 2.0, Acaletics post test
2	Students lacking basic math facts.	Students will get more time to do FastMath to work on basic facts.	Teachers	Timed facts quizzes from Go Math series.	Fast facts Aseessments. FCAT 2.0

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Students will increase their basic math facts knowledge and be able to demonstrate this increase of knowledge on the math prtion of the F.A.A.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(3) students made Learning Gains based on the F.A.A in the 2012 school year.	80%(5) of students will show Learning Gains based on the results of the F.A.A in the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lacking the knowledge of the relevance of academics and how it relates to their future.	Teachers will incorporate a career study into their curriculum so students can get an understanding of the relationship to school and future job.	Teacher, Administration, Guidance Counselor	Feedback from students, participation	Successful completion of Career project
2	Students lack of knowledge of basic math facts.	Teachers will utilize the Great Leaps Math program to assist students in improving their math facts recognition.	Teachers, Administration	FastMath reports	Fast facts timings, F.A.A. end of year math increases

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in the lowest quartile will increase their points on the measurement section of 4th and 5th grade Math FCAT 2.0 to earn 6/8 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(18) 4th grade students in the lowest quartile made learning gains as measured on the 2012 FCAT. 55%(19) 5th grade students in the lowest quartile made learning gains in math as measured on the FCAT.	60% of students in the lowest quartile will make learning gains in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students that still do not know their basic math facts.	Teachers will emphasize learning basic math facts through Fast Facts assessments as well as the FastMath computer based program students will utilize in the classroom each morning as well as having them have access at home.	Teachers, Administration	Focus Calendar Assessments, Fast Facts Assessments	FCAT 2.0, Acaletics Post Test
2	Time	School Wide vocabulary with an emphasis on measurement and geometry. Instruction in the special areas coorelating with classroom instruction as well as small group triple I times built into every grade levels schedule.	Teachers, Administration.	Focus Calendar Assessment, Acaletics Assessments, Benchmark testing.	FCAT 2.0
3	Resources	Teachers will do hands-on measurement problems with real world situations.	Teachers and administration	Focus Calendar Assessment on Measurement	FCAT 2.0
4	Time	During Math Club time teachers will do more problems in the measurement strand with a focus on perimeter, area, volume, and conversions.	Administration will monitor lesson plans and Math club lessons.	Data Collected from Performance Matters on DBMA and FCA.	FCAT 2.0
5	Resources and scheduling	School wide measurement day with stations set up for real	Teachers, Administrators	Focus Calendar Assessments	FCAT 2.0

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	N/A					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Our students with disabilities will increase learning gains in the area of Math by 10% to 65% by increase the number of minutes students are on Successmaker Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81%(206) white students made adequate yearly progress in Math. 46%(28) of black students made adequate yearly progress in Math. We do not have enough students in other subgroups that count.	White students will increase by 4% to 85% in Math. Black students will increase 10%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation may be a barrier for our minority students that live a distance from the school.	We sent an interest survey to learn if there was a need to provide transportation for after school tutoring.	Administration	The Interest Survey will provided results for us to analyze.	Benchmark, FCA, and FCAT 2.0
2	Students getting interrupted during their sessions.	All students will go to Successmaker Math for 15 minutes per day.	Teachers, Assistant Principal, Lab Manager	Reports showing students make an 80% or better and hitting the target level by February.	FCAT 2.0
3	Scheduling	Teachers will do Acaletics Math Club and model problems from all 5 strands in Math.	Principal, Teachers	DBMA, FCA Data	FCAT 2.0, Acaletics Post Test
4	Time of the program and students lack of focus.	Students will do FastMath 15 minutes per day 5 days per week to improve the computation and number concepts.	Teachers, Administration	FastMath Reports, 80% on Timed Facts Assessments	Timed Facts Assessments
5	Transportation	Students will have tutoring sessions available to them before and after school for additional math instruction. These sessions will focus on the math skills being taught in the Focus Calendar at the respective grade level. A review will be done weekly on all skills.	Teachers, Administration	Focus Calendar Assessments, Acaletics Post Test	FCAT

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

of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Not enough enough ELL students to count for our school grade.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Our ELL students may have a barrier with their home language being a language other than English.	Our ELL students receive ESOL support throughout the day with the help of an ESOL Paraprofessional helping them to complete in-class assignments.	ESOL Paraprofessionals, Teachers, Administration	Paraprofessionals share student progress with teachers on a routine basis.	Benchmark, FCA, and FCAT
2	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students with disabilities will improve in the area of computation on FCAT by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(46) students scored at or above grade level in Math.	65%(54) of students will score at or above grade level in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of attention span and effort put forth on study.	Students with disabilities will have 15 additional minutes on Successmaker reading and/or FCAT Explorer three days per week.	Teachers, Administrators,	SME Reports, FCAT Explorer Reports, Improved FAIR scores	FCAT 2.0, District Benchmark Assessments
2	Time	Increase instructional emphasis of problem solving strategies across mathematics strands using materials provided in the basal series and teacher resource materials.	Administration	DBMA, Focus Assessments	FCAT
3	Time and Scheduling conflicts	Use SSS item specifications to identify and define the appropriate problem solving skills tested at each grade level.	Administration, Teachers	Monitor lesson plans to ensure teachers are teaching, reteaching, and providing enrichment	Lesson Plans and results of DBMA, FCAT

4	Lack of transportation	Offer after school tutoring opportunities for grades 3-5.	Title I tutoring coordinator	Administration monitoring program for effectiveness	After School tutoring program Pre/post tests
5	Transporation	Successmaker tutoring in Successmaker lab for students in the lowest quartile and students with disabilities 3 days per week, 15 minutes per session.	Tutoring Coordinator	Administration, tutoring coordinator, Lab manager	Students making gains on Math Successmaker reports
6	Time to utilize program	Use Fastt Math computer program to work on basic addition, subtraction, multiplication and division for student mastery in each area 15 minutes 3 days per week.	Teachers	Administration	FastMath Reports showing mastery of facts
7	Scheduling time for meetings when all involved can be in attendance.	Data meetings will be held to review data and make adjustments to classroom instruction Teachers will share best practices as a team to make sure students' learning needs are met.	Teachers and Leadership Team	Data pulled from Performance Matters on Math Focus Assessments and DBMA	Passing grades on assessments and remediation assessments
8	Management of Materials	Teachers will do hands-on activities with manipulatives provided by with the Math series GoMath to assist students in understanding concepts.	Teachers paras, Administration	Administration doing weekly fidelity walk throughs, Focus Calendar Assessments	DBMA,FCAT 2.0

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Economically disadvantaged students will improve their scores on number sense, concepts, and operations by answering 8/13 questions correctly.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(157) economically disadvantaged students scored at or above grade level in math.	76% of economically disadvantaged students will score at or above grade level in math on FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students getting allotted time due to instruction.	Teachers will make sure students will be able to do an additional 15 minutes 3 times per week on FastMath to improve Math facts.	Teachers and administration	FastMath reports, DBMA	FCAT 2.0, FastMath reports
2	Transportation of students that live further from the school.	All economically disadvantaged students are eligible for after school tutoring through SES tutoring companies. In addition, Triple I times is built into teachers schedules for remediation in math.	Teachers and Administration	Focus Calendar Assessments, Acaletics post test, Successmaker reports	FCAT 2.0
	Students participation due to parent(s) not	Teachers will work in small groups during	Teachers, Administration	Focus Calendar Assessments, Acaletics	FCAT 2.0

3	signing permission.	special are time remediating students with an emphasis on math skills.		post test data, Successmaker Reports	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Centers	K-2	Academic Coach- Kathleen Connor	Teacher in grades K-2	After School Training- November	Walk Throughs during Math blocks	Principal, Academic Coach
Math Word Problems	2-5	Beth Slaski	Teachers and Paraprofessionals Grades 2-5 including an ESE self-contained teachers and paraprofessional	November Training	Fidelity Walk-Throughs during Math Club (Acaletics Time)	Principal

Mathematics Budget:

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

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement

Level 3 in science. Science Goal #1a:	70% of all students will earn a Level 3 or higher on the 2012 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(68) students earned a Level 3 on Science FCAT.	70% students will earn an Level 3 on Science FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students working below grade level with the lack of experience with vocabulary	Instruct students on the appropriate method of responding to extended responses and identifying correct information in the text, teaching key words and phrases in passages and vocabulary.	Teachers, Assistant Principal of Curriculum	Evaluations and observations, Fidelity Walk-Throughs	FCAT, Focus Calendar assessments, Benchmark Assessments
2	Students reading below grade level	Continue implementation of Harcourt Science Series with the focus on phonics instruction in the upper grades as well as the primary grades.	Administration	Classroom observations that reflect focused instruction, differentiated groupings, and active student engagement. Lesson plans reviewed to determine differentiated instruction. Students grade monitored to determine appropriate student growth.	Science FCA Data, and Chapter Assessments, FCAT Science
3	Time for study	Use SSS item specifications to identify and define the appropriate problem solving skills tested at each grade level.	Teachers	Classroom observations that reflect focused instruction, differentiated groupings, and active student engagement. Lesson plans reviewed to determine differentiated instruction. Students grade monitored to determine appropriate student growth.	FCA Assessments, Chapter Assessments
4	Lack of background knowledge	K-3rd grade teachers will incorporate science instruction within the core curriculum of reading, language arts, and math to introduce needed science vocabulary. Teachers will use the "Preview" technique from Learned Focused Strategies to assist students who may not have the background knowledge.	Teachers	Classroom observations that reflect focused instruction, differentiated groupings, and active student engagement. Lesson plans reviewed to determine differentiated instruction. Students grade monitored to determine appropriate student growth.	FCA Assessments, FCAT
	Lack of Students Participation	Science Fair experiment will be modeled at every	Administration/ Leadership Team/ Science Comm	Students will follow a rubric while completing the projects.	Science Fair Results

5		grade level. Individual/group project will be completed in 3rd-5th grades.			
6	Time	Data meetings will be held on a monthly basis by teachers and admin to review progress and realign strategies	Administration	Student progress reports and report cards	Data meetings
7	Time	Earth and Space and Scientific Thinking will be the areas emphasized in all grades.	Teachers	Classroom observations that reflect focused instruction, differentiated groupings, and active student engagement. Lesson plans reviewed to to determine differentiated instruction. Students grade monitored to determine appropriate student growth.	Data Meetings

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students will earn 11/14 points in the Content Area of Scientific Thinking on the 5th grade Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(25) students earned a Level 4-5 on Science.	30% of students will earn a Level 4-5 on FCAT Science.

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling	Teachers will homogenously group students based on their ability level and do higher order scientific thinking activities with students.	Teachers	Science FCA Data	Data meetings,FCAT
2	Time	Utilize district's Science Simplified Support Program	Administration	Classroom observations that reflect focused instruction, differentiated groupings, and active student engagement	Data Meetings
3	Scheduling	School wide science committee to meet once a month to discuss what is being done at each grade level and strategies/best practices to improve science instruction.	Administration/ Leadership Team	Data collection to show best practices are being used	Agenda Minutes
4	Participation	Each teacher will require students to complete a Science Experiment to be submitted in the science fair. Teachers will teach students step by step the scientific process and require specific data to be collected.	Teacher, Administration	Science Fair project following the guidelines and rubrics being met adequately.	Passing grade on Science Fair Project 80% or better, FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	100% of students taking F.A.A. will earn a Level 7 or above in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%(1) student earned a Level 7 or higher on the F.A.A. in 2012.	100% of students will earn a 7 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of experience with Science related materials.	Teachers will incorporate science text in Reading centers and teach science vocabulary across all content areas.	Teachers, Administration	Mastery of Science Assessments in the classroom	Florida Alternative Assessment results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Scientific Process	Science Boards	Title I	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	2) 94% of the 4th grade students will score a 4.0 or higher on the FCAT Writes! Essay exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(78) students earned a 4.0 or higher on FCAT Writing.	85% of students will score a 4.0 on FCAT Writes.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Constraints	Teachers in grades K-5 will continue the implementation of the Write Reflections program. The school departmentalizes for Writing therefore the time constraint gets addressed through this avenue.	Administration	Weekly monitoring of lesson plans to ensure reteaching when necessary	Weekly monitoring of lesson plans to ensure reteaching when necessary
2	Scheduling	Admin and teachers will arrange 4th grade instructional units into teams which will allow more time and focus on the process of writing.	Administration	Classroom observations by administration and teacher evaluations	FCAT results
3	Lack of Transportation	Offer 6 weeks of after-school tutoring opportunities for qualified grade 4 students prior to Feb.	Administration/ Leadership Team	Pre and post writing assignment to be scored with the writing rubric	Agendas Minutes Post Writing Assessments
4	Time	The Principal's Writing Club will continue for all students who show proficiency in grades K-5 for each monthly Demand Writing.	Teachers, Principal	Classroom observations by administration and teacher evaluations	FCAT Writing Test
5	Time	Data meetings will be held on a monthly basis by teachers and admin to review progress and realign strategies.	Administration	Classroom observations	Lesson plans Data meetings

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Improve the depth students writing	3-5	Heather Lipira and Gary Smallridge	3-5 and paraprofessionals	Early Release Days September and October	Demand Writing scores	Administration

Writing Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writes Reflections	Copy Paper-Writes Reflection	Title I	\$300.00
			Subtotal: \$300.00
			Grand Total: \$300.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Students being absent from school will be reduced by 1% from the 2011-2012 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%(698) were present on average in the 2011-2012 school year.	96% students will be present regularly on average for the 2012-2013 school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
30% (212) Students had more that 10 days that they were absent from school.	100 students or less will be absent more than 10 days in the 2013 school year.
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Tardies (10 or more)		Tardies (10 or more)			
10% (72) students had excessive tardies last school year.		10 or less students will have excessive tardies this school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support	Guidance Counselor may do small groups with students with excessive absences and parents will be involved by signing a weekly log of the "topic" that their child discussed in their small group.	Guidance Counselors Social Workers	Monthly Attendance Reports	Attendance Reports from SMS.
2	Lack of participation	Guidance Counselors along with our School Social Worker will have attendance meetings with parents and students who have obititual absences and tardies to inform parents of consequences and see if there are ways we can help them at the school level to improve.	Guidance and Social Worker	Monthly Attendance reports with a reduced number of absentism with targetted students.	Quarterly SMS Data
3	Funding	Guidance Counselors will offer incentives to students who improve their attendance each month.	Guidance Counselers	Attendance reports showing improvement.	SMS Monthly Report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension					
Suspension Goal # 1:		The number of students receiving ISS and OSS will decrease by 10% from the prior school year.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
5%(58) In-School Suspensions were given in the 2011-2012 school year.		In School Suspensions will be reduced by 20% in the 2012-2013 school year.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
4%(43) students were given In-School Suspension in 2012-2013.		The total number of students having ISS will decrease by 10 students or a total of 33 students.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
9%(87) Out of School suspensions were given in the 2011-2012 school year.		The number of out of school suspensions will decrease by 20%.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
7%(64) students were suspended out of school in the 2011-2012 school year.		The total number of students suspended out of school will decrease by 20%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of parental support and follow up with teachers.	Dean will start a Positive Behavior Mentor program where students check in and	Dean and Administration	Reduced number of discipline referrals	Data collected from SMS

1		check out daily targetting students with behavior problems. Parents must sign and return form daily, so school and home or in direct communication. If a parent does not follow through someone on the administration team will make phone contact to address with the parent.			
2	Time constraints and pulling out of instruction time will be difficult.	Guidance Counselors will have small groups with the theme of "antibullying".	Guidance Counselors	Bullying incidents reduced by 10%.	Data collected in SMS.
3	Lack of consistency of expectations throughout the school in transitional areas on campus.	Teachers will teach school-wide expectations by location at the beginning of the year, parents will sign the sheet in the planner that they have went over these with their child, and the dean will reiterate these school-wide expectations on the morning show weekly.	Dean, teachers, and administration	The number of incidents in the hallway and cafeteria will decrease by 10% from the 2011-12 school year.	Data collected in SMS.
4	Lack of Transportation to the location of campus for students that ride a bus and live farther away.	Positive Alternative to School Suspension will be utilized again this school year with the students not want to attend and be used as a deterrent for negative behavior.	Dean, Teachers, Administration	Reduced number of P.A.S.S. (Positive Alternative to School Suspension) referrals.	Data Collected quarterly in SMS.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Wide Expectations and Management of behaviors	K-5	Dean and Principal	School Wide	Faculty Meetings One per Month for Behavior	SMS data to see if discipline data has decreased	Dean

Suspension Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$0.00			

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement Parent Involvement Goal # 1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Parent involvement will increase overall by 10%. Parent involvement of students in the lowest quartile will improve by 20%. Parent participation of Black students will increase by 15%. Parent involvement of students with disabilities will increase by 20% as measured by sign in sheets at parent nights, open house, and parent conferences.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Parental involvement is 50% of the total student population as recorded at parent nights in the 2011-2012 school year and conference forms turned in by teachers.		Parent involvement will increase by 10% overall, to 60% of parents being involved in parent involvement nights and parent conferences.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of transportation for our families that live further from the school.	WHE will involve parents in the review, planning and improvement of the school's programs including the review, planning and improvement of the school's Parent Plan.	SAC committee, Administration, Teachers/staff, and District Title 1	Follow up with parents through surveys, meetings and conferences when necessary	Each meeting SAC will review and plan for one component of the school improvement plan for 2011-2012.
2	Lack of access to technology	WHE will provide opportunities for school meetings at a variety of times for parents to provide them opportunities to formulate suggestions and to participate in decisions relating to the education of their child	SAC committee, Administration, Teachers/staff, and District Title 1	Follow up with parents through surveys, meetings and conferences when necessary	Communication will transpire via: Newsletters, parent meetings, PTO parent meetings, FDLRS parent meeting, building better families workshops, Open House, school web site, parent conferences, parent AIP

					meetings, District Title 1 meetings, progress reports, and report cards as well as the Parent Portal
3	Parent work schedules and lack of transportation	Conferences offered at 7:15AM-7:35AM, 2:30PM-3:00PM or phone conferences upon request for different times, as well as Parent Conference Day on the Early Release day, and Open House October	Teachers, Administration	Follow up with parents through surveys, meetings and conferences when necessary	Communication will transpire via: Newsletters, parent meetings, PTO parent meetings, FDLRS parent meeting, building better families workshops, Open House, school web site, parent conferences, parent meetings, District Title 1 meetings, progress reports, report cards, Parent Portal and District Website
4	Time conflicts	WHE will provide parents with timely information about the school's curriculum, academic assessments that will be used to measure their child's progress and the proficiency levels their child is expected to meet.	Administration, Teachers/staff	Follow up with parents through surveys, meetings and conferences when necessary.	Communication will transpire via: Newsletters, parent meetings, PTO parent meetings, FDLRS parent meeting, Building Better Reading and Math Family Nights, Open House, school web site, parent conferences, parent PMP meetings, District Title 1 meetings, progress reports, report cards, Parent Portal and District Website

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Night-Building Better Readers	Presenter and paraprofessionals	Title I	\$854.00
			Subtotal: \$854.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Communication with Parents	Stamps for Mailouts	Title I	\$585.00
Student/Parent Communication	Planners	Title I	\$1,700.00
Communication	Parent/Student/Teacher Compacts	Title I	\$70.00
Parent Calendars with school events	School Calendar for every parent	Title I	\$800.00
Parent Night Presenters	Presenters	Title I	\$702.00
			Subtotal: \$3,857.00
			Grand Total: \$4,711.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM					
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

n/a Goal:

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
SME Paraprofessional to assist teachers with SME K-2 Intervention Teacher	Paraprofessional-Gary Pennington Paraprofessional-Karen Pennington	Title I	\$44,796.00
			Subtotal: \$44,796.00
			Grand Total: \$44,796.00

End of n/a Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	ESOL Paraprofessionals will support our ESOL population by working with the students within their classroom setting and providing assistance with the core curriculum.	Common Core Curriculum for grades K - 2 and Core Curriculum for grades 3 - 5 which consists of District supported materials and resources.	N/A	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Students reading will be enriched by the use of technology based programs	Wireless Cart and Netbooks	Title I	\$633.00
				Subtotal: \$633.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Academic Coach will be hired Part time to give teachers professional development in the area of reading.	Kathleen Conner	Title I	\$29,837.00
Parent Involvement	Parent Night-Building Better Readers	Presenter and paraprofessionals	Title I	\$854.00
				Subtotal: \$30,691.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	K-2 Tier II intervention teacher will work with students in K-2 indentified as students who are in need of additional interventions.	Juliet Rohrbacher-Teacher	Title I	\$59,637.00
Reading	Lower class size in 4th grade to be able to accomodate students in smaller groups	JD Byard- Teacher	Title I	\$49,114.00
CELLA				\$0.00
Science	Scientific Process	Science Boards	Title I	\$200.00
Writing	Writes Reflections	Copy Paper-Writes Reflection	Title I	\$300.00
Parent Involvement	Communication with Parents	Stamps for Mailouts	Title I	\$585.00
Parent Involvement	Student/Parent Communication	Planners	Title I	\$1,700.00
Parent Involvement	Communication	Parent/Student/Teacher Compacts	Title I	\$70.00
Parent Involvement	Parent Calendars with school events	School Calendar for every parent	Title I	\$800.00
Parent Involvement	Parent Night Presenters	Presenters	Title I	\$702.00
n/a	SME Paraprofessional to assist teachers with SME K-2 Intervention Teacher	Paraprofessional-Gary Pennington Paraprofessional-Karen Pennington	Title I	\$44,796.00
				Subtotal: \$157,904.00
				Grand Total: \$189,228.00

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/21/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Members of SAC are considered "active members" when they have been in attendance for at least 50% of the SAC meetings, including a SAC meeting in session. Membership changes monthly.

Projected use of SAC Funds	Amount
	\$0.00

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

SAC will meet monthly to discuss school needs, assessment data, tutoring efforts, and parent involvement strategies.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Marion School District WARD-HIGHLANDS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	81%	76%	58%	295	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	60%			128	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	44% (NO)			109	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					532	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Marion School District WARD-HIGHLANDS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	81%	78%	57%	294	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	63%			126	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	54% (YES)			102	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					522	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested