FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: RIVERSIDE ELEMENTARY SCHOOL

District Name: Jackson

Principal: John Ellerbee

SAC Chair: Hope Commander

Superintendent: Lee Miller

Date of School Board Approval: October 16, 2012

Last Modified on: 12/7/2012

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)
Principal	John Ellerbee	Masters Degree in Educational Leadership General Science (grades 5-9), Physical Education (grades 6-12), Physical Education (grades K-8 , School Principal (all levels), Middle School Grades Endorsement,	7	11	2011-2012: @ Riverside School Grade: A ACH Levels: Mastery Reading: 72%, Math: 74%, Writing: 79%, Science: 57% 2010-2011: @ Riverside School Grade: A ACH Levels: Mastery Reading: 80%, Math: 84%, Writing: 85%, Science: 62% 2009-2010: @ Riverside School Grade: A ACH Levels: Mastery Reading: 79%, Math: 84%, Writing: 80%, Science: 59%
		Bachelors in Middle School/Junior High Mathematics Education and			2011-2012: @ Riverside School Grade: A ACH Levels: Mastery Reading: 72%, Math: 74%, Writing: 79%, Science: 57%

	Masters in Educational Leadership, General Science (5-9), Mathematics (6-12), Middle Grades, Endorsement			8	2010-2011: @ Marianna Middle Grade: A, Reading Mastery: 73%, Math Mastery: 75%, Science Mastery: 51%, Writing Mastery: 84% 2009-2010: @ Marianna Middle Grade: B, Reading Mastery: 69%, Math Mastery: 69%, Science Mastery: 50%, Writing Mastery: 82%
Assis Principal	Sue Ann Tharp				

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.

	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)
No data submitted					

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. Recruit- Jackson County works with Chipola College to recruit newly graduated teachers. Jackson County is also a partner with the Panhandle Area Education Consortium that advertises job openings for the district that is accessible on the World Wide Web.	Deputy Superintendent- Larry Moore; Director of Elementary and Early Education- Cheryl McDaniel; Principal- John Ellerbee	August 2012- June 2013	
2	2. Retain- Newly hired teachers are provided a mentor and district support through the beginning teacher program.	Director of Elementary and Early Education- Cheryl McDaniel; Principal- John Ellerbee	July 2012-June 2013	
3	3. Retain- Professional development opportunities through the coordination of local, state, and federal funds sources to increase teacher effectiveness and retain qualified teachers by providing a conducive environment for improving professional knowledge	Director of Elementary and Early Education- Cheryl McDaniel; Principal- John Ellerbee; Michael Kilts- Supervisor of Federal Programs	July 2012-June 2013	
4	4. Retain- provide resources (tutoring for subject area exams, reimbursement for reading endorsement, reimbursement for college courses, etc.) for teachers to obtain their professional teaching certificate; become highly-qualified in subject areas taught; and renewal of professional certificates for veteran teachers	Director of Elementary and Early Education- Cheryl McDaniel; Principal- John Ellerbee; Michael Kilts- Supervisor of Federal Programs	July 2012-June 2013	
5	5. Retain- Support teachers to improve instructional practices through the evaluation process developed through Race to the Top using the Marzano Frameworks.	Director of Elementary Education- Cheryl McDaniel; Teacher Evaluation Manager- Don Wilson; Principal- John Ellerbee	September 2012- June 2013	

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
	Professional Development in Common Core, Consultant Assistance, Professional Development offered by District/School Administration, Implementation of Teacher Evaluation

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
46	0.0%(0)	17.4%(8)	41.3%(19)	41.3%(19)	34.8%(16)	100.0%(46)	28.3%(13)	4.3%(2)	28.3%(13)

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
No data submitted			

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

Riverside Elementary implements a schoolwide program through Title I. The program works to coordinate with every service provided by state and local funds to improve the entire instructional program of the school. Instructional services are enhanced through the coordinated efforts of professional development activities to ensure all instructional staff and school leadership are prepared to provide effective and meaningful instruction. All activities provided through Title I are supplementary and are geared towards improving the overall school program to ensure every child is well prepared to master state content standards.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. Contact is maintained with Maria Pouncey, Migrant Program Coordinator. Established collaboration includes but is not limited to: a) assistance with interpretation for migrant

parents at IEP meetings, parent meetings, teacher conferences, etc., b) Summer school or in-home tutorials for migrant students, and c) supplementary educational materials for teachers serving migrant students. Migrant staff will monitor grades, attendance and confer, as needed, with teachers and parents regarding academic progress. Supplementary tutorials are offered to Priority for Services students on a regular basis during the school year, all other migrant students will receive tutorial services as needed. Home visits are conducted as needed based on grades and attendance, and to offer health education and assistance to meet social service needs.

In-home tutorials with highly qualified personnel are offered during the summer for migrant eligible students. The curriculum is designed to improve reading comprehension, language expression, and writing.

Title I, Part D

Title I, Part D is geared towards assisting secondary students. Our school serves K-5.

Title II

The professional development provided through Title II, Part A serves to supplement and enhance current professional development activities in the school. These professional development activities are also coordinated with Title I, Part A to ensure non-duplication of services.

Title III

Title III is not awarded to Jackson County.

Title X- Homeless

Homeless District Liaison works with schools to provide resources for students who are identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Guidance Counselors are refreshed on the reporting requirement annually to ensure homelessness is reported for services to be provided. Activities are implemented based on individual student need and priority is given to identified students when other supplemental activities under Title I, Part A are provided.

Supplemental Academic Instruction (SAI)

Funds are provided to enrich the remediation/intervention opportunities for students in coordination with Title I, Part A to ensure that activities are not duplicated and services needed are provided. SAI funds are used for activities that meet the goals of the School Improvement Plan.

Violence Prevention Programs

Nutrition Programs

Our District and Riverside supports the Jackson County Wellness Policy.

Housing Programs

Head Start

The School District of Jackson County provides various early childhood programs serving children birth to 5 years old. These programs consist of Early Head Start, Head Start, Voluntary PreK and Exceptional Student Education.
Early Head Start serves children from birth to 3 years old who meet eligibility requirements mandated by federal regulations. Early Head Start in Jackson County grants priority and ensures services to children of mothers who participate in the district's Teenage Parenting Program.
The Jackson County School District's prekindergarten program serves children who meet eligibility requirements for Head Start, Voluntary PreK and Exceptional Student Education programs at six different sites. Although funded separately, all preschool programs complement one another in many ways and are integrated to provide the most developmentally appropriate environment for three and four year old children. These programs share staff, implement a common curriculum and follow the same daily schedule of activities both indoors and outdoors within their individual school sites. Comprehensive health and family services are provided to all families, although only required for Head Start. This collaboration makes available many inclusion opportunities for children with disabilities simultaneously meeting Head Start federal regulations for enrollment opportunities.

Adult Education

Adult Education offers programs in: Adult Basic Education, High School Credit Completion, and GED (General Educational

Development) Study..

Career and Technical Education programs integrate essential skills in an applied setting, thus strengthening and supporting a rigorous and relevant curriculum. Jackson County School District further utilizes form JC-346(Vocational Component of an ESE student's IEP) to coordinate teaching methods between the individual school's ESE departments and the Career and Technical Education departments.

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Roles/Responsibilities of the SST
(One person may serve more than one function)

• Instructional Leader/Resource Allocation---(John Ellerbee)—Ensures fidelity of the RtI process. Makes decisions on how T2 and T3 services will be delivered to struggling students.

• RtI Team Leader(Kelly Parmer)---The team leader directs the activities of the team. He/She receives referrals to the RtI team from staff or parents, sets meeting times and ensures that the proper documentation and data collection (including progress monitoring information) are maintained, and sets dates/times for timely follow-ups.

• Data Mentor (Hope Commander)---The data mentor is the person with expertise in collecting, organizing, displaying, analyzing and interpreting data. This person should not be the sole person who works with the data, but rather should assist all in understanding and using data. The data mentor should have the necessary skills to present data in easily understandable visual displays/graphs.

• Content Specialist (Grade Level Chair)---This person is assists in making key decisions such as: What does our assessment data tell us about students' instruction needs? What elements need to be included in an effective core instructional program? Which instructional interventions are most effective to address the area of concern? This person also assists in training the interventionist in using curricular materials/interventions when necessary.

• Staff Liaison (Melody Pender)---This person is the key communicator with staff who are not members of the RtI school based team. This person should be able to establish procedures to gain staff input and communicate with staff members.

• Record Keeper (Tracy Stevens)---This person documents and completes all paperwork required in the meetings. The record keeper also serves as timekeeper. He/She announces agreed-upon time periods for discussion and other activities, and informs team when time is running short.

• Behavior Specialist(Kelly Parmer/Brent Martin) ---This person provides assistance in identifying function of inappropriate behaviors and in designing Behavior Intervention Plans when necessary. This person may also assists in training the interventionist on behavioral strategies when necessary.

In addition to the core SST team, the following individuals should also be invited to meetings and participate as Team members:

• Teacher--- of the student whose needs are being addressed

• Parent/Guardian--- of the student whose needs are being addressed

• Speech/Language Pathologist (as needed)

• ESE teacher – (as needed, if not already included in the "core" team)

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?

Jackson County schools utilize a multi-tiered system of supports (MTSS) for implementing problem-solving response to intervention. Each school has identified a school-based Student Support Team (SST), which meets regularly and engages in a 4-step, data- based problem solving method to:
• Identify Problems in (Tier 1 ALL, Tier 2 SOME, Tier 3 FEW)
• Analyze Problems in (Tier1 ALL, Tier 2 SOME, Tier 3 FEW)
• Design Intervention Plans for (Tier 1 Core, Tier 2 supplemental, Tier 3 intensive)
• Evaluate student(s) response to intervention in (Tier 1 Core, Tier 2 supplemental, Tier 3 intensive)

SST Roles/functions
• Instruction Leader – (Administrator) - Ensures fidelity of the process, sets regularly scheduled times for the SST to convene, makes decisions on how T2 and T3 services will be delivered
• Team Leader – Directs team activities, receives referrals for the SST, informs staff/parents, sets mtg times, ensures the proper documentation is maintained, and sets dates/times for follow-up meetings
• Data Mentor – Assists in collecting, organizing, visually displaying, analyzing and interpreting data
• Staff Liaison – Key communicator with staff, establishes procedures to gain staff input
• Content Specialist – Assists in making key decisions about instructional needs of struggling students, identifies evidenced-based interventions most likely to be effective in addressing the area of concern, collaborates and provides training as needed
• Record Keeper – Documents/completes required paperwork in the meetings, serves as timekeeper, announces agreed-upon time periods for discussion and other activities, informs team when time is running short.
• Behavior Specialist – Assists in identifying function of problem behaviors and developing Behavior Intervention Plans, collaborates and provides training when needed
• Teacher – of the student whose needs are being addressed
• Parent/Guardian – of the student whose needs are being addressed
• Speech/Language Pathologist – as needed –assists in developing interventions for speech/language concerns—provides training as needed to interventionists

The SST collaborates with other school-based teams such as SAC, literacy leadership teams, grade group teams, positive behavior support teams, and professional learning teams to analyze areas of need in academic/behavioral domains, and initiates instructional modifications as needed to increase student achievement for all students.

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?

Members of the SST meet three times a year after universal screenings to engage in data-based problem solving to evaluate the goals of the SIP and target core, supplemental and individual student needs. The results are shared with the SAC.

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.

T1, T2, T3
PMRN/FAIR reports (reading), JCPA(reading & math K-2), ThinkLinklink (math), Performance Matters (reading, math, science, writing, discipline) Pinnacle (reading, math, science), District Writing, Office Discipline Referrals/TERMS

Describe the plan to train staff on MTSS.

The Staff Liaison on the SST will continue to collaborate with grade groups on the PS/RtI process.
District PS/RtI Coordinator will continue to provide training and consultation with the school-based SST throughout the school year. New teachers will receive training on the PS/RtI process as needed.

Describe the plan to support MTSS.

MTSS will be supported through district wide trainings, as well as onsite trainings and consultation, and through collaboration with all other school-based teams focusing to improve student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> Kim Nance is the Chair of this team. Reading/Media Specialist, Elementary Education, Early Childhood and Library Science certifications; 20+ years experience as a teacher and media specialist.

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

> Quarterly meetings, held a book study on Vocabulary (weakness on test scores contributing factor), discussed programs to improve instruction (AR program)

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

> Next Year: continue services for the next school year, inservice and activities will be based on data from assessments and follow the K-12 Comprehensive Research-Based Reading Plan.
>
> Comprehension
> Strategies: Kathy Oropallo training in DI, Author's purpose, Plot structure, Modeling structure, graphic organizer's. Look for additional resources in this area. Consumable Materials available to teach specific strand under the standard to attach to Curriculum Mapping to provide additional resources if there is an issue with teaching a specific benchmark.

Public School Choice

> Supplemental Educational Services (SES) Notification
> View uploaded file (Uploaded on 10/2/2012)

*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.

> N/A

*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.

> N/A

*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?

> N/A

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?
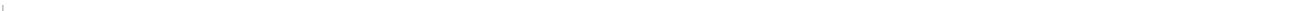
> N/A

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

> N/A

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:	30% of the students at Riverside will score Level 3 2012-2013 administration of the FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (182)	30% (187)

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	Reading Application	Instruction in comprehension using Crosswalk Coach. Differentiated Instruction in Classroom Level 1 & @ student will be administered FAIR throughtout the year.	Guidance/Classroom Teacher/Principal	1. Crosswalk Coach 2. FCAT Testmaker	FCAT Administration 2012-2013 ThinkLink 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading 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 reading. Reading Goal #2a:	31% percent of students at Riverside will score a Level 4 or 5 on the 2012-2013 administration of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (189)	31% (193)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for Enrichment/Resources for Enrichment	1. Resource Packets for students 2. Differentiated instruction small group in classroom for enrichment 3. Accelerated Reader 4. ThinkLink Probes	Classroom Teacher	1. ThinkLink Probes and Assessment 2. STAR and Accelerated Reader	1. FCAT 2. ThinkLink 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the end of the 2012-2013 school year, at least 70% of our students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (459)	70% (466)

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	Vocabulary Development	Implicit Vocabulary Instruction using Elements of Reading Vocabulary. Differentiated instruction as per Reading Consultant	John Ellerbee, Principal	ThinkLink progress monitoring, Classroom Walkthroughs, Education City, Study island, Brain Pop,Kathy Oropallo site visitation for strategy implementation Curriculum tests; AR Vocabulary Testing	ThinkLink and Education City progress monitoring, FCAT administration 2012

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By the end of the 2012-2013 school year, at least 60% of our lowest 25% will make AYP in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (385)	60% (399)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Vocabulary Development	Implicit Vocabulary Instruction using Elements of Reading Vocabulary	John Ellerbee, Principal	ThinkLink progress monitoring, Classroom Walkthroughs, Education City, Kathy Oropallo site	ThinkLink and Education City progress monitoring, FCAT

1		Lexia Differentiated Instruction as per Reading Consultant		visitation for strategy implementation oversight Curriculum tests; AR Vocabulary Tests	administration 2012

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 # By the end of the 2012-2013 school year, RES will decrease non-proficient students by 50% 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63	67	70	73	77	

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:	By the end of the 2012-2013 school year, RES will decrease non-proficient students by 50%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 28%(97) Black: 58%(139)	White: 25%(86) Black: 52%(129)

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	White: Capacity to remediate this number of students Black: Capacity to remediate this number of students	1. Differentiated Instruction in classroom/small group 2. Remediation Teacher 3. Lexia in computer lab 4. Renaissance Learning Star Testing every nine weeks	Classroom Teacher Remediation Teacher	ThinkLink	FCAT ThinkLink
2	Computer based testing taking away from computer lab time for all students (4-6 weeks out of the year)	Maximize Scheduling	Principal	Increase number of students using lab/decrease number of days for lab use in testing	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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By 2016-2017, RES will decrease non-proficent students by 50%
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(50)	64%(45)

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	Capacity to remediate this number of students	1. Differentiated Instruction in classroom/small groups 2. Remediation Teacher 3. Lexia in computer lab 4. Renaissance Learning Star testing every nine weeks.	Classroom Teacher Remediation Teacher	ThinkLink	FCAT ThinkLink
2	Computer based testing taking away from computer lab time for all students (4-6 weeks out of the year)	Maximize Scheduling	Principal	Increase number of students using lab/decrease number of days for lab use in testing	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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By 2016-2017, RES will decrease non-profiecnt students by 50%
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (194)	45% (174)

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	Capacity to remediate this number of students	1. Differentiated Instruction in classroom/small groups 2. Remediation Teacher	Classroom Teacher Remediation Teacher	ThinkLink	FCAT ThinkLink
2	Computer based testing taking away from computer lab time for all students (4-6 weeks out of the year)	Maximize Scheduling	Principal	Increase number of students using lab/decrease number of days for lab use in testing	N/A

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 Institute	3-5	Mrs. McDaniel	Literacy Team	4 day Summer Training	ThinkLink Assessment	Mr. Ellerbee, Principal
Kathy Orapallo	3-5	Mr Ellerbee, Principal	School-wide	at least three times a year	ThinkLink Assessment	Mr. Ellerbee, Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lexia	Computer Based Reading Program	Title 1a	$0.00
Renaissance Learning	Accelerated Reading Program		$0.00
NewsBank	Computer based Program	Title 1a	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Computers	better technology for teachers to teach with	1/2 Cent Sales Tax	$9,750.00
			Subtotal: $9,750.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Reading Consultant, Kathy Orapallo for 3 days	District	$4,500.00
Common Core Institute	To Train Teachers in Common Core	Race to the Top	$3,000.00
			Subtotal: $7,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Grand Total: $18,250.00			

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:				
2012 Current Percent of Students Proficient in listening/speaking:				
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				

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:				
2012 Current Percent of Students Proficient 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
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				

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				

CELLA 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 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:	31% of students at RES will make Level 3 on FCAT Math 2012-2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (185)	31% (193)

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	Geometry and Measurement	Math Consultant, Linda Walker, will visit periodically to meet with teachers regarding the Next Generation Sunshine State Standards. We will follow Linda Walker's Curriculum Map.	Classroom Teacher	1. ThinkLink Assessment 2. Crosswalk 3. FCAT Testmaker	1. FCAT 2. ThinkLink 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics 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 mathematics. Mathematics Goal #2a:	32% of students at RES will make Level 4-5 in FCAT Math 2012-2013

2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (193)	32% (199)

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	Geometry and Measurement	Math Consultant, Linda Walker, will visit periodically to meet with teachers regarding the Next Generation Sunshine State Standards. We will follow Linda Walker's Curriculum Map.	Classroom Teacher	1. ThinkLink Assessment 2. Crosswalk 3. FCAT Testmaker	1. FCAT 2. ThinkLink 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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
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:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By the end of the 2011-2012 school year, at least 74% of our students will make learning gains in math .
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (479)	74% (492)

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	Faculty's exposure to NGSSS in Math	Differentiated Instruction as per Math Consultant	John Ellerbee, Principal	ThinkLink progress monitoring, Classroom Walkthroughs, curriculum prescriptive, Linda Walker site visitation for strategy implementation oversight	ThinkLink progress monitoring, FCAT administration 2012

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By the end of the 2012-2013 school year, at least 60% of our lower 25% of students will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (379)	60% (399)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Faculty's exposure to NGSSS in Math	Differentiated Instruction as per Math Consultant Think Through Math	John Ellerbee, Principal	ThinkLink progress monitoring, Classroom Walkthroughs, curriculum prescriptive, Linda Walker site visitation for strategy implementation oversight	ThinkLink progress monitoring, FCAT administration 2012-2013

| 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 #
	By 2016-2017, RES will decrease non-proficient students by 50%
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	70	73	76	79	

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:	By 2016-2017, RES will decrease non-proficient students by 50%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 24% (82) Black: 62%(147)	White: 21%(72) Black: 56%(133)

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	White: Geometry and Measurement Black: Geometry and Measurement	Math Consultant, Linda Walker, will visit periodically to meet with teachers regarding the Next Generation Sunshine State Standards. We will follow Linda Walker's Curriculum Map. Think Through Math	Classroom Teacher	1. ThinkLink Assessment 2. Crosswalk 3. FCAT Testmaker	1. FCAT 2. ThinkLink 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
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

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:	By 2016-2017, RES will decrease non-proficient students by 50%
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(47)	60%(42)

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	Geometry and Measurement	Math Consultant, Linda Walker, will visit periodically to meet with teachers regarding the Next Generation Sunshine State Standards. We will follow Linda Walker's Curriculum Map. Think Through Math	Classroom Teacher	1. ThinkLink Assessment 2. Crosswalk 3. FCAT Testmaker	1. FCAT 2. ThinkLink 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 subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	By 2016-2017, RES will decrease non-proficient students by 50%
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (194)	45% (174)

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	Geometry and Measurement	Math Consultant, Linda Walker, will visit periodically to meet with teachers regarding the Next Generation Sunshine State Standards. We will follow Linda Walker's Curriculum Map. Think Through Math	Classroom Teacher	1. ThinkLink Assessment 2. Crosswalk 3. FCAT Testmaker	1. FCAT 2. ThinkLink Assessment

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
Linda Walker, Math Consultant	3-5	Mrs. McDanile	School-wide	3 days for year	ThinkLink	Mr. Ellerbee

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Think Thru Math	Computer Based Math Program	Title 1a	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Computers	See Reading		$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NGSSS Consultation	Linda Walker, Math Consultant	Title 1	$3,300.00
			Subtotal: $3,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,300.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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:	33% of RES Fifth Graders will score level 3 on FCAT Science 2012-2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (65)	33% (67)
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	Life Science	Vertical Alignment using Science Resource Teacher from the District	Classroom Teacher	ThinkLink	FCAT ThinkLink 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:

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:	24% of RES Fifth Graders will score level 4-5 on FCAT Science 2012-2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (47)	24% (49)

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	Life Science	Vertical Alignment using Science Resource Teacher from the District	Classroom Teacher	ThinkLink	FCAT ThinkLink 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7	

in science.

Science Goal #2b:

2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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.

<table>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC,subject, grade level, or school-wide)</td><td>Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
<tr><td colspan="7" align="center">No Data Submitted</td></tr>
</table>

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
Science Resource Teacher	District Support	Title 1	$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

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:	32% (63) of RES 4th Graders will score Level 4 or higher on FCAT Writing 2012-2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (63) of RES 4th graders scored level 4 or higher	32% (65) of RES 4th graders level 4 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	Time amount given to take the writing test. Direction of DOE. At this time they give 60 min.	Timed Assessment in classroom. Instructions on planning and writing in classroom.	Classroom Teacher	Jackson County Writes	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:	
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				

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						

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
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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:	By the end of 2012-2013, RES will have an attendance rate of 98%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97%	98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
121	80

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
4	3

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	Parent support	Increase student attendance rate	John Ellerbee, principal	Parent letters, phone calls	Attendance report for 2012-2013.

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:	By the end of 2012-2013, RES will have 108 or less in OSS
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
109	50
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
46	23

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	Behavior Management	PBS use of RA's; classroom management strategies	Robin Calloway, PBS chair John Ellerbee, principal	Quarterly monitoring of PBS data	Suspension rate data

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						

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parent involvement will increase to 35% this year at RES, as indicated by the number of parents that participate in climate surveys, attend SAC meetings, after-school activities and PTO meetings.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
30% (210)	35% (245)

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 communication from parents	Student planners	John Ellerbee, principal	Sign-in sheets from SAC, parent nights, number of conferences	Climate survey participation at end of school year
2	Communication	Newsletters	John Ellerbee, principal	Responses from parents	Participation in parent events
	Communication	Districtwide Parental	Michael Kilts,	Sign-In sheets from	Climate Survey

			and Community Advisory Council	District Office	RES Open House. Parents signed in as they met the teachers.	meeting minutes
3						

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (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
Student Planners	Planners for communication between teacher and parent	Title 1	$2,500.00
			Subtotal: $2,500.00
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: $2,500.00

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)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Lexia	Computer Based Reading Program	Title 1a	$0.00
Reading	Renaissance Learning	Accelerated Reading Program		$0.00
Reading	NewsBank	Computer based Program	Title 1a	$1,000.00
Mathematics	Think Thru Math	Computer Based Math Program	Title 1a	$0.00
Parent Involvement	Student Planners	Planners for communication between teacher and parent	Title 1	$2,500.00
				Subtotal: $3,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teacher Computers	better technology for teachers to teach with	1/2 Cent Sales Tax	$9,750.00
Mathematics	Teacher Computers	See Reading		$0.00
				Subtotal: $9,750.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Instruction	Reading Consultant, Kathy Orapallo for 3 days	District	$4,500.00
Reading	Common Core Institute	To Train Teachers in Common Core	Race to the Top	$3,000.00
Mathematics	NGSSS Consultation	Linda Walker, Math Consultant	Title 1	$3,300.00
Science	Science Resource Teacher	District Support	Title 1	$0.00
				Subtotal: $10,800.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $24,050.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌢ Priority	⌢ Focus	⌢ Prevent	⌢ NA

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 10/4/2012)

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.

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Jackson School District RIVERSIDE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	84%	85%	62%	311	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	69%	72%			141	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?	58% (YES)	57% (YES)			115	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					567	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Jackson School District RIVERSIDE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	84%	80%	59%	302	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	66%	65%			131	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?	50% (YES)	60% (YES)			110	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					543	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested