

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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School Name: CENTRAL HAMILTON ELEMENTARY SCHOOL

District Name: Hamilton

Principal: Lee Wetherington-Zamora

SAC Chair: Sarah Higginbotham

Superintendent: Thomas Moffses

Date of School Board Approval: Pending

Last Modified on: 11/7/2012

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	Lee Wetherington- Zamora	School Principal (All Levels); MA: Educational Leadership (All Levels); BA: Elementary Education (K-6); ESOL (K-12)	1	4	<p>2011-2012: School Grade C Reading: 35% Math: 35% Science: 26% Writing: 47% Read LG: 65% Math LG: 81% Lowest 25% Read: 79% Lowest 25% Math: 69%</p> <p>AMO: Read 3rd: 7 4th: 8 5th: 8 Math 3rd: 6 4th: 8 5th: 9 Writing: 7 Science: 9</p> <p>2010-2011: School Grade A AYP: 100% of criteria met. All subgroups met AYP requirements</p> <p>2009-2010: School Grade C AYP: 72% of criteria met. No subgroup achieved AYP requirements.</p> <p>2008-2009: School Grade B AYP: 92% of criteria met. AYP was not met in the Hispanic subgroup for Reading and Math and in the Black subgroup for Math.</p>

Assis Principal	Charles Claridy	BA: Elementary Ed. (K-6) MA: Education Leadership (All Levels) ESOL Endorsed (K-12)	13	2011-2012: School Grade C Reading: 35% Math: 35% Science: 26% Writing: 47% Read LG: 65% Math LG: 81% Lowest 25% Read: 79% Lowest 25% Math: 69% AMO: Read 3rd: 7 4th: 8 5th: 8 Math 3rd: 6 4th: 8 5th: 9 Writing: 7 Science: 9
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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)
Reading	Tammy Moffses	BA: Primary Ed. (K-3) ESOL Certified SAE (K-12)	1	1	2011-2012: School Grade C Reading: 35% Math: 35% Science: 26% Writing: 47% Read LG: 65% Math LG: 81% Lowest 25% Read: 79% Lowest 25% Math: 69% AMO: Read 3rd: 7 4th: 8 5th: 8 Math 3rd: 6 4th: 8 5th: 9 Writing: 7 Science: 9 2010-2011: School Grade A AYP: 100% of criteria met. All subgroups met AYP requirements 2009-2010: School Grade C AYP: 72% of criteria met. No subgroup achieved AYP requirements. 2008-2009: School Grade B AYP: 92% of criteria met. AYP was not met in the Hispanic subgroup for Reading and Math and in the Black subgroup for Math.
Mathematics	Meneica Kennedy	BA: Primary Ed. (K-3) ESOL Endorsed	1	1	2011-2012: School Grade C Reading: 35% Math: 35% Science: 26% Writing: 47% Read LG: 65% Math LG: 81% Lowest 25% Read: 79% Lowest 25% Math: 69% AMO: Read 3rd: 7 4th: 8 5th: 8 Math 3rd: 6 4th: 8 5th: 9 Writing: 7 Science: 9 2010-2011: School Grade A AYP: 100% of criteria met. All subgroups met AYP requirements 2009-2010: School Grade C AYP: 72% of criteria met. No subgroup achieved AYP requirements. 2008-2009: School Grade B AYP: 92% of criteria met. AYP was not met in the Hispanic subgroup for Reading and Math and in the Black subgroup for 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	On-going professional development	Principal District Reading Specialist District Transformation Officer District PD Coordinator Reading Coach Math Coach	June 2013	
2	Individual Professional Developmental Plans	Teachers, Principal	Goal setting meeting by October, 2012. Follow-up meeting by	

			September 2013.	
3	Recruitment and Retention pay	District transformation Officer; District Personnel Coordinator	August 2012 for recruitment. October 2013 for retention.	

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
<p>a) 3.6% (1) teacher is teaching out-of-field for ESOL and received a Needs Improvement/Developing Rating.</p> <p>b) 3.6% (1) teacher received a Needs Improvement/Developing Rating.</p>	<p>a) The teacher has completed the course work for ESOL Endorsement yet needs to add to her certification. For the Needs Improvement/Developing Rating of the teacher performance, a Professional Development Assistance Plan has been implemented.</p> <p>b) The teacher's course code assignment will be updated to reflect the correct course for her position assignment.</p>

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
27	3.7%(1)	37.0%(10)	44.4%(12)	14.8%(4)	14.8%(4)	11.1%(3)	18.5%(5)	0.0%(0)	55.6%(15)

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
Sharon Williams	Geadon Smith	Certification in Elem. Ed. and performance history of success with student learning gains	Grade level meetings on weekly basis to discuss/plan instruction and student data. Scheduled observation and debrief conferences.

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

Title I, Part A funds provide for additional personnel to support student achievement as well as for services to ensure students requiring remediation are assisted through after-school programs or summer school.

Title I, Part C- Migrant

Title I, Part C- Migrant funds provide assistance to students who are academically challenged due to frequent mobility and lifestyle. The families of these students are also eligible for services.

Title I, Part D

N/A

Title II

Title II funds assist in the recruitment, training, and retaining high quality teachers and school based administrators. Title II A- Staff Development Funds are used to provide leadership training for school principals and leadership teams. Funds are also used in collaboration with professional development dollars through the district and other Title grants to provide training for teachers and support staff in the district in areas identified through the needs assessment process. Funds are also targeted to assist educators in becoming highly qualified.

Title II D. Technology (i.e. online lesson plans, NEFEC, Technology PD, etc.)

Title III

Migrant funds provide assistance to students and families who require assistance due to a transient lifestyle.

Title X- Homeless

Title X-Homeless students are referred to our district office for services which will be provided as specified: school supplies, tutors, and referrals to needed resources/services.

Supplemental Academic Instruction (SAI)

SAI funds are used for teacher salaries and class size reduction. This program also provides funds for summer school activities such as the 3rd Grade Reading camp as well as the provision of supplemental Reading materials.

Violence Prevention Programs

The district offers a non-violence, anti-bullying, and anti-drug programs (i. e., Red Ribbon Week). The programs offered also incorporate counseling for students.

Nutrition Programs

The percentage of students on free and reduced lunch is 94% resulting in 100% of the students being eligible for free breakfast. The Food Service department provides all students with nutritionally balanced meals.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Lee W-Zamora
 Assistant Principal: Charles Claridy
 Guidance Counselor: Allison Scott
 Exceptional Student Education (ESE) teacher: Amy Bailey
 Reading Instructional Coach: Tammy Moffses
 Math Instructional Coach: Meneica Kennedy
 MTSS/RtI Resource Teacher: Jerri Mitchell
 Grade level teachers for applicable students

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 Leadership Team will meet monthly to monitor the progress of each identified student and to complete required paperwork. The team will also meet with classroom teachers of potential students whose performance data from FAIR, ThinkGate, STAR Reading/Math, RtI-B, and/or classroom performance indicates abnormal progression. The team will identify specific areas of concern on individual students, gather information and analyze specific data, map objectives, develop an educational monitoring plan for each student in need of intervention. MTSS meetings will be every 3rd Thursday of each month except December 2012 and April 2013.

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 assisted in the development of strategies for improving Reading, Mathematics, Writing, and Science achievement as well as in the development of the strategies to increase positive parental involvement. Through structured brainstorming, barriers were analyzed with discussions on the potential strategies to overcome the identified barriers. Selected strategies and interventions are evidence-based and include a plan of action with personnel responsible assigned and progress monitoring scheduled. An evaluation of the action plan and the progress monitoring data will be used to determine effectiveness of intervention(s).

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.

The school will utilize reading data from FAIR assessments to progress monitor comprehension, word analysis, and word maze. The interim assessment THINKGATE will be used to progress monitor AMO subgroups on FCAT tested benchmarks in Mathematics 3rd-6th grades and Science 5th grade. STAR Reading assessment data will be used to set ZPD for individual students for independent reading. STAR Math assessment data will be used to identify developmental areas for specific content skills. WriteScore will be used to set the baseline writing data for 3rd and 4th grades at the beginning of the school year. WriteScore will be used to progress monitoring 4th grade writing during year. At the end of the school year, WriteScore will be used with 3rd grade students for as a summative assessment. RtI-B database program will be used to track behavior events.

Describe the plan to train staff on MTSS.

As most of the staff has been trained on MTSS, the guidance counselor will facilitate PD for new staff members during the common planning time.

Describe the plan to support MTSS.

Data results and intervention strategies will be discussed and evaluated during interim data meetings and monthly MTSS meetings. The MTSS resource teacher will be responsible for the support needs of the teachers to implement the interventions with students and provide support/guidance with documentation requirements. The MTSS resource teacher will also serve as the point of contact for parent involvement with the MTSS process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

District Reading Specialist: April Johnson, Principal: Lee Wetherington-Zamora, Reading Instructional Coach: Tammy Moffses, Math Instructional Coach: Meneica Kennedy, Media Specialist: Christie Williams, Technology Coordinator: Trixie Bennett, K-2 teacher representative: Sharon Williams, 3-6 teacher representative: Kathy Griffin, ESE representative: Amy Bailey, Paraprofessional representative: Amanda Wiggins, Family/Parents Resource representative: Julie Gant, Community Representative: Sarah Higginbotham

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

The LLT will meet monthly to analyze performance data from FAIR, ThinkGate, STAR Reading/Math, Rtl-B, and/or classroom performance, study trends, and discuss strategies for instructional practices to increase student achievement. Instructional and motivational activities will be planned to promote and enhance student engagement and student learning gains. Meetings are scheduled for the first Wednesday of each month from 8:00-8:45 a.m.

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

Implementation of Content Area Literacy

1. Progress Monitoring of instructional plans for the lowest 25% of students, the "bubble" students, and the enrichment students.
2. Oversight of Student Mentoring Program/Data Chats
3. Oversight of Vocabulary Acquisition lessons in Media Center
4. Oversight of Accelerated Reader Program with motivational rewards
5. Oversight of additional Literacy activities: Read for the Record, Book Character Day, "Meet the Author", Literacy Week, etc.
6. Oversight of parent involvement activities

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/13/2012)

*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.

Pre-Kindergarten services are provided on-site and students are included in the general operations and activities of the school allowing a seamless transition into the elementary school program.

*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:	The percent of students achieving level 3 or above on the FCAT will increase from 35% to 50% on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (62) of students achieved proficiency on the 2012 FCAT.	50% (91) of students will achieve proficiency on the 2013 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	Ability to develop depth in and rigor of whole group instruction, small group instruction, and academic work stations	1. Weekly PLC meetings to discuss and evaluate teachers' lesson plans and data results 2. Coaching Cycle	1. Administrative Team 2. Academic Coaches	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure (program to collect data from classroom walkthroughs) 2. ThinkGate/Focus Achieves/STAR Assessments
2	Ability to provide differentiated instruction and appropriate interventions as 87% of students are below the 60%tile for Reading Comprehension on FAIR (included on Math due to comprehension skills needed for word problems)	1. FAIR Data PLC/PD to train and support teachers' understanding of how to provide appropriate instructional interventions to build students' comprehension skills 2. Continued PD on developing ability to provide effective instruction that builds students' ability to closely read complex text 3. Coaching Cycle	1. Administrative Team 2. Academic Coaches 3. District Reading Specialist	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	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 group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Less than 10 students take the Florida Alternate Assessment.
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	No barriers for performance- all students are performing above Level 6.				

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:	The percent of students achieving above proficiency will increase from 12.3% to 17% on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12.3% (22) of students achieved above proficiency on the 2012 FCAT.	17% (31) of students will achieve above proficiency on the 2013 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	Proficiency in instructional practices that include rigorous content and tasks for students' application of knowledge through high-order skills	1. Professional Development in Comprehensive Sequence of Instruction 2. Teachers will meet with Administrative Team on Tuesdays for Lesson planning/lesson study 3. Coaching Cycle	1. Administrative Team 2. Academic Coaches 3. District Reading Specialist	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure 2. FAIR/ThinkGate/STAR 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Less than 10 students take Florida Alternate Assessment.
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	Establishing consistent classroom structure and procedures that will support students' developmental skills	Support personnel will model appropriate and effective strategies to establish and implement classroom structure and procedures to support students' developmental	1. Assistant Principal 2. ESE Department	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Analysis of progress monitoring data results	1. Editure

		skills		
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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:	The percent of students making Learning Gains in reading will increase from 65% to 68% on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (116) of students made Learning Gains on the 2012 FCAT.	68% (124) of students will make Learning Gains on the 2013 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	Ability to provide differentiated instruction and appropriate interventions as 87% of students are below the 60%tile for Reading Comprehension on FAIR (included on Math due to comprehension skills needed for word problems)	1. FAIR Data PLC/PD to train and support teachers' understanding of how to provide appropriate instructional interventions to build students' comprehension skills 2. Continued PD on developing ability to provide effective instruction that builds students' ability to closely read complex text 3. Coaching Cycle	1. Administrative Team 2. Academic Coaches 3. District Reading Specialist	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure 2. 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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Less than 10 students take the Florida Alternate Assessment
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	Establishing consistent classroom structure and procedures that will support students' developmental skills	Support personnel will model appropriate and effective strategies to establish and implement classroom structure and procedures to support students' developmental skills	1. Assistant Principal 2. ESE Department	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Analysis of progress monitoring data results	1. Editure

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:	The percent of students in Lowest 25% making learning gains will increase from 79% to 80% on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (36) of students in Lowest 25% made learning gains on the 2012 FCAT.	80% (37) of students in Lowest 25% will make learning gains on the 2013 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	Ability to provide differentiated instruction and appropriate interventions as 87% of students are below the 60%tile for Reading Comprehension on FAIR (included on Math due to comprehension skills needed for word problems)	1. FAIR Data PLC/PD to train and support teachers' understanding of how to provide appropriate instructional interventions to build students' comprehension skills 2. Continued PD on developing ability to provide effective instruction that builds students' ability to closely read complex text 3. Coaching Cycle	1. Administrative Team 2. Academic Coaches 3. District Reading Specialist	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure 2. FAIR/ThinkGate/STAR Assessments

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 # The Target AMO goal is 42% of all students achieving proficiency on the 2013 FCAT. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	36%	42%	48%	53%	59%	

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:	Black student subgroup targeted AMO will increase from 27% to 36% on the 2013 FCAT. White student subgroup targeted AMO will increase from 43% to 58% on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black student subgroup targeted AMO was 29% on the 2012 FCAT. 27% (26) of Black students met the targeted AMO. White student subgroup targeted AMO was 54% on the 2012 FCAT. 43% (26) of White students met the targeted AMO.	Black student subgroup targeted AMO is 36% (39) on the 2013 FCAT. White student subgroup targeted AMO is 58% (38) on the 2013 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	Ability to develop depth in and rigor of whole group instruction, small group instruction, and academic work stations as 73% of Black students are below proficiency for Reading and 57% of White students are below proficiency for Reading.	1. Continued implementation of teacher-led small groups and academic work stations during the Reading period 2. School-based academic tutors work with identified students in small groups to review grade level instruction and to develop foundational skills 3. MTSS Resource teacher works with teachers and identified students to provide appropriate instructional and/or behavioral interventions 4. Coaching Cycle	1. Administrative Team 2. MTSS Resource teacher 3. Academic Coach	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure 2. FAIR and STAR Reading Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Less than 10 students are identified as English Language Learners.
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	With less than 15 ELL students, school does not qualify for the provision of a paraprofessional to support language acquisition.	ELL students receive grade level instruction and academic support in the regular education classroom using ESOL instructional strategies.	Administrative Team	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure 2. FAIR/ThinkGate/STAR Reading and Math Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students with Disabilities targeted AMO will increase from 33% to 35% for the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students with Disabilities targeted AMO was 29% for the 2012 FCAT. 33% (10) of Students with Disabilities met the targeted AMO.	Students with Disabilities targeted AMO is 35% (10) for the 2013 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	Staff preparedness and knowledge in dealing with students who have academic limitations	1. Students receive support facilitation in the regular education during grade level instruction for reading, mathematics, and science. All pull-out services are provided during non-core subject time. 2. Coaching Cycle	1. Administrative Team 2. Academic Coaches	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure 2. FAIR/ThinkGate/STAR Reading and Math Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically Disadvantaged students targeted AMO will increase from 34% to 41% for the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Economically Disadvantaged students targeted AMO was 35% for the 2012 FCAT. 34% (57) of Economically Disadvantaged students met the targeted AMO.	Economically Disadvantaged students targeted AMO is 41% (72) for the 2013 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	Ability to provide differentiated instruction and appropriate interventions as 87% of students are below the 60%tile for Reading Comprehension on FAIR (included on Math due to comprehension skills needed for word problems)	1. Implementation of the UNRAAVEL concept strategies for reading complex text and for mathematical word problems 2. SRA, Imagine It! Comprehension Checks 3. Continued implementation of the Accelerated Reading program to support and motivate students' independent reading practices 4. Coaching Cycle	1. Administrative Team 2. District Reading Specialist 3. Academic Coaches	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring data results 3. Monitoring of students' percentage correct on comprehension quizzes for AR books	1. Editure 2. FAIR/ThinkGate/STAR Reading/Math Assessments 3. Running Records for Reading Comprehension 4. AR Reading Summative Reports

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
Instruction to develop						

students' skills in reading complex literary and informational texts independently and proficiently	All grade level-reading	District Reading Specialist	School-wide	District PD days	Lesson Study and Lesson Plans monitoring; Classroom walkthroughs; FAIR data results	Administrative Team and Academic Coaches
Lesson Study	All Grade level-reading	Academic Coaches	School-wide	Tuesdays	Classroom Walkthroughs; Lesson Plans monitoring	Administrative Team and Academic Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Reading A-Z curriculum	Reading A-Z online curriculum program	School Improvement Grant	\$10,000.00
			Subtotal: \$10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student application of learning	Student accessible iPADS	School Improvement Grant (amount already documented under Science)	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Developing teachers' skills in providing instruction to support students' proficiency in reading complex literary and informational text independently	District Professional Development Days	School Improvement Grant	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$15,000.00

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:	Less than 10 students take the CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
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	With less than 15 ELL students, school does not qualify for the provision of a paraprofessional to support language acquisition.	ELL students receive grade level instruction and academic support in the regular education classroom.	1. Administrative Team 2. Academic Coaches	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure 2. FAIR/ThinkGate/STAR Reading and Math Assessments

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading.			Less than 10 students take the CELLA.		
CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
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	See Goal 1 response				

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			Less than 10 students take the CELLA.		
2012 Current Percent of Students Proficient in writing:					
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	See Goal 1 response				

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
There is not a CELLA budget for school-based funding. As ELL students receive grade level instruction and academic support in the regular education classroom, services are part of Title I and SIG school-based funding.			\$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.			The percent of students achieving level 3 on the FCAT will increase from 35% to 50% on the 2013 FCAT.		
Mathematics Goal #1a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
35% (62) of students achieved proficiency on the 2012 FCAT.			50% (91) of students will achieve proficiency on the 2013 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	Ability to develop depth in and rigor of whole group instruction, small group instruction, and academic work stations	1. Weekly PLC meetings to discuss and evaluate teachers' lesson plans and data results 2. Coaching Cycle	1. Administrative Team 2. Academic Coaches	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure (program to collect data from classroom walkthroughs) 2. ThinkGate/Focus Achieves/STAR Assessments
2	Ability to provide differentiated instruction and appropriate interventions as 87% of students are below the 60%tile for Reading Comprehension on FAIR (included on Math due to comprehension skills needed for word problems)	1. FAIR Data PLC/PD to train and support teachers' understanding of how to provide appropriate instructional interventions to build students' comprehension skills 2. Continued PD on developing ability to provide effective instruction that builds students' ability to closely read complex text 3. Coaching Cycle	1. Administrative Team 2. Academic Coaches 3. District Reading Specialist	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	FAIR
3	Lack of a school-wide in-depth instruction in Science	1. Science Text will be more regularly included with Reading instruction 2. 5th Grade teacher will participate with the High School's Science PLC as well as receive support from their Science Coach to develop instructional skills	1. Administrative Team 2. Academic Coach	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure 2. ThinkGate Science Assessment/Focus Achieves

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:		Less than 10 students take the Florida Alternate Assessment.			
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	Lack of exposure to rigorous content	Structured, repetitive instruction	1. Administrative Team 2. Academic Coaches	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure 2. Brigance 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:	The percent of students achieving above proficiency will increase from 11.8% to 15% on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11.8% (21) of students scored above proficiency on the 2012 FCAT.	15% (27) of students will score above proficiency on the 2013 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	Proficiency in instructional practices that include rigorous content and tasks for students' application of knowledge through high-order skills	1. Professional Development in Comprehensive Sequence of Instruction 2. Teachers will meet with Administrative Team on Tuesdays for Lesson planning/lesson study 3. Coaching Cycle	1. Administrative Team 2. Academic Coaches 3. District Reading Specialist	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure 2. FAIR/ThinkGate/STAR Assessments
2	Lack of school-wide in-depth instruction in Science	1. Science Text will be regularly used in Reading instruction 2. 5th Grade teacher will participate with the High School's Science PLC as well as receive support from their Science Coach to develop instructional skills	1. Administrative Team 2. Academic Coach	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure 2. ThinkGate Science 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:	Less than 10 students take the Florida Alternate Assessment.
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	Establishing consistent classroom structure and procedures that will support students' developmental skills	Support personnel will model appropriate and effective strategies to establish and implement classroom structure and procedures to support students' developmental skills	1. Assistant Principal 2. ESE Department	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Analysis of progress monitoring data results	1. Editure

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:	The percent of students making Learning Gains in mathematics will increase from 81% to 82% on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (144) of students made Learning Gains on the 2012 FCAT.	82% (149) of students will make Learning Gains on the 2013 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	Ability to provide differentiated instruction and appropriate interventions as 87% of students are below the 60%tile for Reading Comprehension on FAIR (included on Math due to comprehension skills needed for word problems)	1. FAIR Data PLC/PD to train and support teachers' understanding of how to provide appropriate instructional interventions to build students' comprehension skills 2. Continued PD on developing ability to provide effective instruction that builds students' ability to closely read complex text 3. Coaching Cycle	1. Administrative Team 2. Academic Coaches 3. District Reading Specialist	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure 2. FAIR
2	Ability to provide rigorous instruction that builds students ability to apply learning as 65% of students are below proficiency levels for Mathematics on FCAT	1. PLCs continued participation in Lesson Study 2. Professional development for providing effective instruction that builds students' ability to apply learning to mathematical content 3. Coaching Cycle	1. Administrative Team 2. Academic Coaches	1. Evaluation of student work 2. Progress monitoring of data results 3. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 3. Monitoring of teachers' lesson plans	1. ThinkGate 2. Focus Achieves! 3. Editure

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:			Less than 10 students take the Florida Alternate Assessment.		
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	Establishing consistent classroom structure and procedures that will support students' developmental skills	Support personnel will model appropriate and effective strategies to establish and implement classroom structure and procedures to support students' developmental skills	1. Assistant Principal 2. ESE Department	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Analysis of progress monitoring data results	1. Editure

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.			The percent of students in the Lowest 25% making learning gains will increase from 69% to 70% on the 2013 FCAT.		
Mathematics Goal #4:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
69% (31) of students in the Lowest 25% made learning gains on the 2012 FCAT.			70% (32) of students in the Lowest 25% will make learning gains on the 2013 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	Ability to provide differentiated instruction and appropriate interventions as 87% of students are below the 60%tile for Reading Comprehension on FAIR (included on Math due to comprehension skills needed for word problems)	1. FAIR Data PLC/PD to train and support teachers' understanding of how to provide appropriate instructional interventions to build students' comprehension skills 2. Continued PD on developing ability to provide effective instruction that builds students' ability to closely read complex text 3. Coaching Cycle	1. Administrative Team 2. Academic Coaches 3. District Reading Specialist	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure 2. FAIR/ThinkGate/STAR Assessments
	Ability to develop students' understanding of mathematical problems and	1. Professional development on Common Core standards for Mathematical Practice	1. Administrative Team 2. Academic Coaches	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and	1. ThinkGate/STAR Math/Focus Achieves Assessments 2. Accelerated Math

2	development of their perseverance in solving the problems as 65% of students are below proficiency levels for Mathematics on FCAT-	2. Weekly Lesson Study to discuss and evaluate instructional activities 3. Grades 2-6 will utilize Accelerated math program to support students' application of learning to mathematical problems; this program supports the need for students' perseverance in solving problems as the learning paths continue to address any deficiencies in students' skills. 3. Coaching Cycle	evidence of learning 2. Progress monitoring of data results 3. Monitoring of students' work in the Accelerated Math program	Diagnostic Reports
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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 # The Target AMO goal is 36% of all students achieving proficiency on the 2013 FCAT. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	29%	36%	42%	49%	55%	

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:			Black student subgroup targeted AMO is 30% on the 2013 FCAT. White student subgroup targeted AMO is 48% on the 2013 FCAT.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Black student subgroup targeted AMO was 26% (25) on the 2012 FCAT. White student subgroup targeted AMO was 50% (30) on the 2012 FCAT.			Black student subgroup targeted AMO is 30% (32) on the 2013 FCAT. White student subgroup targeted AMO is 48% (32) on the 2013 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	Ability to develop students' understanding of mathematical problems and development of their perseverance in solving the problems as 74% of Black students are below proficiency for Math and 50% of White students are below proficiency for Math.	1. Implementation of teacher-led small groups and academic work stations rotation during the mathematics period 2. School-based academic tutors work with identified students in small groups to review grade level instruction and to develop foundational skills 3. MTSS Resource teacher works with teachers and identified students to provide appropriate instructional and/or behavioral	1. Administrative Team 2. Academic Coach	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure 2. ThinkGate and STAR Math Assessments

		interventions 3. Coaching Cycle			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Less than 10 students are identified as English Language Learners.
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	With less than 15 ELL students, school does not qualify for the provision of a paraprofessional to support language acquisition.	ELL students receive grade level instruction and academic support in the regular education classroom using ESOL instructional strategies.	Administrative Team	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure 2. FAIR/ThinkGate/STAR Reading and Math Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students with Disabilities subgroup targeted AMO will increase from 25% to 35% on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students with Disabilities subgroup targeted AMO was 29% on the 2012 FCAT. 25% (8) of Students with Disabilities met the targeted AMO.	Students with Disabilities targeted AMO is 35% (10) for the 2013 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	Staff preparedness and knowledge in dealing with students who have academic limitations	1. Students receive support facilitation in the regular education during grade level instruction for reading, mathematics, and science. All pull-out services are provided during non-core subject time. 2. Coaching Cycle	1. Administrative Team 2. Academic Coaches	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Editure 2. FAIR/ThinkGate/STAR Reading and Math Assessments

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

E. Economically Disadvantaged students not making	
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satisfactory progress in mathematics.			Economically Disadvantaged students subgroup targeted AMO will increase from 34% to 35% on the 2013 FCAT.		
Mathematics Goal E:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Economically Disadvantaged students subgroup targeted AMO was 29% on the 2012 FCAT. 34% (57) of Economically Disadvantaged students met the targeted AMO.			Economically Disadvantaged students subgroup targeted AMO is 35% (61) on the 2013 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	Ability to provide differentiated instruction and appropriate interventions as 87% of students are below the 60%tile for Reading Comprehension on FAIR (included on Math due to comprehension skills needed for word problems)	1. Implementation of the UNRAAVEL concept strategies for reading complex text and for mathematical word problems 2. SRA, Imagine It! Comprehension Checks 3. Continued implementation of the Accelerated Reading program to support and motivate students' independent reading practices 4. Coaching Cycle	1. Administrative Team 2. District Reading Specialist 3. Academic Coaches	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring data results 3. Monitoring of students' percentage correct on comprehension quizzes for AR books	1. Editure 2. FAIR/ThinkGate/STAR Reading/Math Assessments 3. Running Records for Reading Comprehension 4. AR Reading Summative Reports
2	Ability to develop students' understanding of mathematical problems and perseverance in solving them	1. Professional development on Common Core standards for Mathematical Practice 2. Weekly Lesson Study to discuss and evaluate instructional activities 3. Grades 2-6 will utilize Accelerated math program to support students' application of learning to mathematical problems; this program also supports the need for students' perserverance in solving problems as the learning paths continue to address any deficiencies in students' skills. 3. Coaching Cycle	1. Administrative Team 2. Academic Coaches	1. Classroom walkthroughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results 3. Monitoring of students' work in the Accelerated Math program	1. ThinkGate/STAR Math assessments 2. Accelerated Math Diagnostic Reports
3	Development of students' procedural fluency for foundational skills required for Number Sense proficiency	1. Master schedule will allow for instructional time (iii) to develop or reteach the foundational skills of addition, subtraction, multiplication,division, and place value understanding 2. Grades 1-6 will utilize "Skill Fluency Checks" for practice and review of foundational skills 3. Coaching Cycle	1. Administrative Team 2. Academic Coaches	1. iii Lesson Plans 2. Foundational skills assessments	Skills Fluency Checks

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						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To fully implement Accelerated Math program to support students' application of skills	Accelerated Math program	School Improvement Grant	\$2,200.00
UNRAAVEL approach to reading text/word problems	6th grade teacher trained in the UNRAAVEL approach	N/A	\$0.00
Subtotal: \$2,200.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student application of learning	Student accessible IPADS	School Improvement Grant (amount has already been noted under Science budget)	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To fully implement Accelerated Math program to support students' application of skills	Academic Coach	School Improvement Grant (cost are already accrued with personnel budget)	\$0.00
UNRAAVEL approach to reading text/word problems	6th grade teacher trained in the UNRAAVEL approach	N/A	\$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: \$2,200.00			

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:	The percent of students achieving a level 3 or above on the FCAT will increase from 26% to 50% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:

26% (14) of students achieved proficiency on the 2012 FCAT.		50% (16) of students will achieve proficiency on the 2013 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
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:				
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:		Less than 10 students take the Florida Alternate Assessment.		
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
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:		The percent of students achieving a level 4 or 5 will increase from 2% to 10%.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
2% (1) of students achieved above proficiency on the 2011 FCAT.		10% (6) of students will achieve proficiency on the 2012 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
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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Less than 10 students take the Florida Alternate Assessment.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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N/A	N/A
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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
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
Improving student performance with Science content	5th grade-Science	High School Science Coach	5th Grade Science teacher	Each week on Thursdays	Classroom Walkthroughs and Progress Monitoring Data results	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improving student performance with Science content	IQWST program	School Improvement Grant	\$6,000.00
			Subtotal: \$6,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Application of student learning	Student accessible iPADS	School Improvement Grant	\$12,700.00
			Subtotal: \$12,700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
5th Grade Science teacher's participation in the High School's Science PLC	High School Science Coach	School Improvement Grant	\$1,440.00
			Subtotal: \$1,440.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$20,140.00

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:			The percent of 4th grade students achieving a Level 3.0 or above will increase from 47% to 61% on the 2013 Florida Writes.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
47% (16) of students scored a Level 3 or above on the 2012 Florida Writes.			61% (21) of students will score a Level 3 or above on the 2013 Florida 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	Development of students' proficiency in the skills of the writing process	1. Implementation of the Writer's Workshop 2. PLC of Elementary Writing Teachers 3. Teacher PD activities	1. Administrative Team 2. Reading Coach	1. Classroom Walk-throughs to evaluate teacher behavior, student behavior, and evidence of learning 2. Progress monitoring of data results	1. Student Writing Portfolios 2. Write Score 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 4 or higher in writing. Writing Goal #1b:			There will not be any students taking the Florida Alternate Assessment for Writing.	
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
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
Building students' proficiency in the required skills for the writing process.	4th Grade- Language Arts	4th Grade Teacher	District 4th Grade teachers	Monthly	Group Study Action Plan documentation	Administrative Team District Reading Specialist
Understanding the scoring of the Florida Writes assessment	4th Grade- Language Arts	FLDOE	4th Grade Teacher and District Reading Specialist	August 27-30, 2012	District scoring of students' writing responses	Administrative Team District Reading Specialist
Teaching writing	All grade level teachers	Administrative Team	School-wide	November 19, 2012	Students' writing responses	Administrative Team Reading Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Kathy Robinson's Writing Process Program	Kathy Robinson writing curriculum	Title I	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student application of learning	Student accessible iPADS	School Improvement Grant (amount has already been noted under Science budget)	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Development of understanding of writing scoring rubric for student responses	Florida Department of Education training	School Improvement Grant	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,200.00

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:	1. The student attendance rate will increase from 93.61% to 94.4%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2012 current attendance rate for students was 93.61% (299).	The 2013 expected attendance rate for students will be 94.4% (327).
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The 2012 current number of students with excessive absences is 37.	The 2013 expected number of students with excessive absences will be 33.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The 2012 current number of students with excessive tardies is 57.	The 2013 expected number of students with excessive tardies will be 51.

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	History of excessive student absenteeism	Implementation of the MTSS process for truancy.	1. Data Clerk 2. Administrative Team 3. Guidance Counselor 4. MTSS Resource Teacher	The decrease in student absenteeism.	Attendance 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 Positive Behavior Program will continue to be utilized to support reduction of students' noncompliance with behavior expectations.		
2012 Total Number of In–School Suspensions			2013 Expected Number of In-School Suspensions		
The 2012 total number of In-School Suspensions events was 86.			The 2013 expected number of In-School Suspension events will be 75.		
2012 Total Number of Students Suspended In-School			2013 Expected Number of Students Suspended In-School		
The 2012 total number of students suspended in-school was 43.			The 2013 expected number of students suspended in school will be 39.		
2012 Number of Out-of-School Suspensions			2013 Expected Number of Out-of-School Suspensions		
The 2012 number of out-of-school suspensions was 38 events.			The 2013 expected number of out-of-school suspensions will be 30 events.		
2012 Total Number of Students Suspended Out-of-School			2013 Expected Number of Students Suspended Out-of-School		
The 2012 total number of students suspended out-of-school was 23.			The 2013 expected number of students suspended out-of-school will be 15.		
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
	Staff preparedness to	1. Conference with	MTSS Resource	The decrease of	RTI-B reports

1	support students' development and use of strategies to handle emotional reactions to stressors	students to discuss and/or role play issues/concerns before a resulting behavior manifests. 2. Character development education for students.	Teacher	discipline referrals.	
2	Consistent and appropriate implementation of behavior plans	1. Professional development on implementing Behavior Plans 2. Positive Behavior Support program	1. Administrative Team 2. MTSS Resource Teacher	1. The decrease of discipline referrals 2. The increase of students participating in the reward system imbedded in PBS.	1. RtI-B reports 2. Percentage of students participating in the reward system imbedded in PBS.

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	The percentage of parents who participate in at least one school activity will be 60% (204) for 2013.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Based on the 2012 Title I Parent Survey responses 51% (163) of parents participated in at least one school activity.	60% (204) of parents will participate in at least on school activity for 2013.

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	Continuation of building the school and community relationship	1. Principal will model a warm, welcoming demeanor when dealing with parents/community members. 2. Ensure that parents/community members are greeted by staff with sincerity. 4. Concerns/situations are addressed within a timely manner and follow-up contact is made. 5. Call-outs/notices home portray a welcoming tone. 4. Various parental/community involvement activities are scheduled for the school year (see year calendar).	1. Administrative Team 2. Family Resource Specialist 3. Parent Liaison	1. The increase of "agree" responses for indicators on the parent survey. 2. Positive responses to an evaluative question that will be included on any parent workshop/activity evaluation form	1. Title I Parent Involvement Survey 2. Workshop Evaluation Form
2	Continuation of offering multiple opportunities for parents to be involved in the decision making process	1. Parent notification of SAC and Title I meetings through backpacking, call-outs, and newspaper submissions. 2. Events planned will include a form of student participation/performance to encourage parent participation through the students' involvement in the activity. 3. Meals/snacks will be offered as funding allows.	1. Administrative Team 2. Parent Liaison	1. The increase of "agree" responses for indicators on the parent survey. 2. Positive responses to an evaluative question that will be included on any parent workshop/activity evaluation form	1. Title I Parent Involvement Survey 2. Workshop Evaluation Form

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
Increasing parent involvement	All grade levels	PIRC representative	School-wide	October 18th	Parent surveys	Parent Liaison
Increasing parent involvement	All grade levels	Parent Liaison	School-wide	November faculty meeting	Parent surveys	Parent Liaison

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To inform parents of school events	Monthly calendars	School Improvement Grant	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To inform parents of school events	Blackboard Notification System	General Operations Budget	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To increase parent involvement	The Power of Family Partnerships	Title I Grant	\$700.00
			Subtotal: \$700.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To improve relations with parents/community	Parent Liaison	Title I funds	\$2,200.00
			Subtotal: \$2,200.00
			Grand Total: \$3,900.00

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:			STEM goal is to increase the percentage of students proficient in Science from 26%(14) to 50%(16) and in Mathematics from 35%(62) to 50%(91).		
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	Teachers's proficiency in providing instruction to support STEM	Professional development for 5th and 6th grades teachers in STEM	1. Administrative Team 2. Academic Coaches	1. Lesson Plans monitoring 2. Classroom walkthroughs to evaluate teacher behavior, student	1. Editure 2. ThinkGate/STAR Assessments

				behavior, and evidence of learning 3. Progress monitoring of data results	
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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
Implementing STEM instruction	5th and 6th grades	High School Science Coach	5th and 6th grades teachers	District PD days	Lesson Plans monitoring and Classroom walkthroughs	Administrative Team

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
All related activities and support with STEM implementation is documented on the Mathematics and Science budgets.			\$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)

Teacher-student Data Chats Goal:

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:					
1. Teacher-student Data Chats Goal Teacher-student Data Chats Goal #1:			All grade level teachers will host teacher-student data chats after progress monitoring assessments.		
2012 Current level:			2013 Expected level:		
3rd-6th grade level teachers hosted teacher-student data chats after progress monitoring assessments.			All grade level teachers will host teacher-student data chats after progress monitoring assessments.		
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 a formal procedure or protocol for data chats.	Administrative Team will develop a teacher-student data chat protocol and provide teachers professional development on its purpose and use.	1. Administrative Team 2. Academic Coaches	Increase in student performance on progress monitoring tools and district and state-mandated assessments.	Students Score 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
Conducting effective student data chats	All grade levels	Administrative Team	School-wide	November PD day	Student score cards; staff meetings discussions	Administrative Team

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
There will be no cost involved to reach this goal.			\$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 Teacher-student Data Chats Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implementation of Reading A-Z curriculum	Reading A-Z online curriculum program	School Improvement Grant	\$10,000.00
CELLA	There is not a CELLA budget for school-based funding. As ELL students receive grade level instruction and academic support in the regular education classroom, services are part of Title I and SIG school-based funding.			\$0.00
Mathematics	To fully implement Accelerated Math program to support students' application of skills	Accelerated Math program	School Improvement Grant	\$2,200.00
Mathematics	UNRAAVEL approach to reading text/word problems	6th grade teacher trained in the UNRAAVEL approach	N/A	\$0.00
Science	Improving student performance with Science content	IQWST program	School Improvement Grant	\$6,000.00
Writing	Implementation of Kathy Robinson's Writing Process Program	Kathy Robinson writing curriculum	Title I	\$1,000.00
Parent Involvement	To inform parents of school events	Monthly calendars	School Improvement Grant	\$500.00
STEM	All related activities and support with STEM implementation is documented on the Mathematics and Science budgets.			\$0.00
Teacher-student Data Chats	There will be no cost involved to reach this goal.			\$0.00
				Subtotal: \$19,700.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student application of learning	Student accessible iPADS	School Improvement Grant (amount already documented under Science)	\$0.00
Mathematics	Student application of learning	Student accessible IPADS	School Improvement Grant (amount has already been noted under Science budget)	\$0.00
Science	Application of student learning	Student accessible iPADS	School Improvement Grant	\$12,700.00
Writing	Student application of learning	Student accessible iPADS	School Improvement Grant (amount has already been noted under Science budget)	\$0.00
Parent Involvement	To inform parents of school events	Blackboard Notification System	General Operations Budget	\$500.00
				Subtotal: \$13,200.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Developing teachers' skills in providing instruction to support students' proficiency in reading complex literary and informational text independently	District Professional Development Days	School Improvement Grant	\$5,000.00

Mathematics	To fully implement Accelerated Math program to support students' application of skills	Academic Coach	School Improvement Grant (cost are already accrued with personnel budget)	\$0.00
Mathematics	UNRAAVEL approach to reading text/word problems	6th grade teacher trained in the UNRAAVEL approach	N/A	\$0.00
Science	5th Grade Science teacher's participation in the High School's Science PLC	High School Science Coach	School Improvement Grant	\$1,440.00
Writing	Development of understanding of writing scoring rubric for student responses	Florida Department of Education training	School Improvement Grant	\$200.00
Parent Involvement	To increase parent involvement	The Power of Family Partnerships	Title I Grant	\$700.00
Subtotal:				\$7,340.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	To improve relations with parents/community	Parent Liaison	Title I funds	\$2,200.00
Subtotal:				\$2,200.00
Grand Total:				\$42,440.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> 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.

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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.

Projected use of SAC Funds	Amount
SAC funds are no longer allotted to school.	\$0.00

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

1. Oversight of the development, approval, and implementation of the School Improvement Plan
2. Approval of School Recognition Funds Distribution proposal

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

Hamilton School District CENTRAL HAMILTON ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	40%	59%	22%	169	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	49%	55%			104	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?	40% (NO)	57% (YES)			97	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					370	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested

Hamilton School District CENTRAL HAMILTON ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	37%	32%	20%	139	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	52%	58%			110	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?	53% (YES)	67% (YES)			120	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					369	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested