

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: MOTON ELEMENTARY SCHOOL

District Name: Hernando

Principal: Mr. Mark Griffith

SAC Chair: Kathy Hamm

Superintendent: Mr. Bryan Blavatt

Date of School Board Approval: 11/6/2012

Last Modified on: 10/18/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
					<p>Principal of Moton Elementary in 2012 - 2013. Grade C: 53% of our students were proficient in Reading on the 2012 FCAT assessment. 48% of our students were proficient in Math</p> <p>62% of our students made learning gains in Reading and 61% made learning gains in Math on the 2012 FCAT assessment. 59% of our lowest quartile made learning gains in Reading and 57% in Math on the 2012 FCAT assessment. Total non proficient AMO was 47% in reading and 52% in math. Our ELL and SWD population reflected 82% nonproficient. In math, 64% of our ELL students were nonproficient and 82% of our SWD students were nonproficient. 55% of or ED students were nonproficient in reading and 60% were non proficient in Math.</p> <p>Principal of Moton Elementary in 2011-2012</p>

Principal	Mark Griffith	BA- Biology, Secondary Education, University of South Florida; M.ED.- Educational Leadership, University of Southern Mississippi.	5	10	<p>Assistant Principal of Moton Elementary in 2010-2011 Grade: C, AYP 79%, all subgroups failed to make AYP in Reading. Black and SWD students made AYP in Math by Safe Harbor. Students making learning gains in Reading 59%, Math 51%. Students in the Bottom Quartile making learning gains in Reading 53%, Math 46%.</p> <p>Assistant Principal of Moton Elementary in 2009-2010 Grade :B, AYP 82%, Black and ED did not make AYP in Reading. All subgroups did not make AYP in Math. Students making learning gains in Reading 65%, Math 57%. Students in the Bottom Quartile making learning gains in Reading 61%, Math 54%.</p> <p>Assistant Principal of Moton Elementary in 2008-09: Grade: B, AYP 85%, Black and SWD did not make AYP in Reading or Math. ED did not make AYP in Math. Students making learning gains in Reading 65%, Math 66%. Students in the Bottom Quartile making learning gains in Reading 51%, Math 68%.</p> <p>Assistant Principal at Hernando High School 2007-08: Grade: D; AYP: 59%. Only the White subgroup attained AYP in Math. All subgroups failed to make AYP in reading.</p> <p>Assistant Principal at Hernando High School 2006-07: Grade: D; AYP: 67%. Only White subgroup made AYP in Math.</p> <p>2005-06:</p>
Assis Principal	Joanne Gousse	BS - Physiology, University of South Florida; M.ED. - Special Education, Central Connecticut; M.ED. - Specialist in Educational Leadership, Nova Southeastern	2	3	<p>Assistant Principal of Moton Elementary in 2012 - 2013 Grade C:53% of our students were proficient in Reading on the 2012 FCAT assessment. 48% of our students were proficient in Math</p> <p>62% of our students made learning gains in Reading and 61% made learning gains in Math on the 2012 FCAT assessment. 59% of our lowest quartile made learning gains in Reading and 57% in Math on the 2012 FCAT assessment. Total non proficient AMO was 47% in reading and 52% in math.</p> <p>Assistant Principal of Moton Elementary in 2011-2012 Assistant Principal of Deltona Elementary in 2010-2011: Grade C, AYP 82%, all subgroups failed to make AYP in Math and Reading.</p>

## 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)

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

1	1. When hiring new teachers, we look for applicants with a history of highly effective instruction based on data from their prior employment. For new teachers we look for knowledge and application of Common Core and highly effective teaching practices. At Moton we are building a culture of collaboration, support and professional development amongst teachers.	Administration	Ongoing throughout the year.	
2	We will provide continue professional development and support to retain highly qualified teachers. We will utilize our highly effective teachers to provide mentoring to colleagues as needed.	Lead Mentor	As Needed	

### 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
98%(52) teachers are teaching in-field and are either effective or highly effective based on current evaluations.	We are providing intensive professional development on Common Core implementation, best instructional practices and reflective feedback based on walkthroughs and providing information on ESOL courses.

### 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
53	1.9%(1)	11.3%(6)	47.2%(25)	41.5%(22)	37.7%(20)	69.8%(37)	1.9%(1)	1.9%(1)	45.3%(24)

### 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
Kathy Hamm	Samantha Baker	Ms. Hamm is a experienced CET trained instructor.	The mentor and mentee are meeting formally monthly with administration. The mentor and mentee are meeting formally twice monthly and on a more frequent, less formal basis as issues arise. Issues addressed include assistance with curriculum implementation, IEP issues, and classroom management. District guidelines for the mentoring program are followed. (NCLB Element 10)

# 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

As a school-wide program, Moton Elementary School is dedicated to providing, maintaining, and improving comparable, supplementary Title I education services for all of our students. Our Title School Improvement Facilitator and Title I Parent Educator regularly collaborate with the District's Coordinator of Family Involvement to build home support networks that facilitate targeted students' success. Moton's Title I School Improvement Facilitator and Title I Parent Educator also coordinate with Supplemental Education Services (SES) providers to provide free tutoring for our Level 1 and 2 students. Title I (Part A) services at Moton Elementary School are regularly coordinated with other federally-funded programs, including use of Title II funds to support additional research-based professional development programs and teacher recruitment and retention activities, use of Title III funds to support additional services for our English language learners (ELLs), use of Title X funds to provide additional services for our homeless students, and use of IDEA funds to support additional supplementary services for out disabled students (SWDs). The district homeless liaison is responsible for ensuring district employees' full compliance with district policies/operating procedures for homeless students (and the McKinney-Vento Act), identifying homeless students, evaluating homeless students' strengths/needs, managing appropriate referral services and coordinating appropriate school services, equitable access to all district schools/progrms, appropriate transportation systems, professional development programs, community partnerships, and parent education programs for all eligible students. (NCLB Elements 1,2,4,6,7,9)

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Moton Elementary School will use its 2012-2013 differentiated Title II site allocation to support ongoing research-based professional development programs involving Lesson Study, writing instruction, effective use of formative assessment data to differentiate and drive instruction, and Multi-tiered Systems of Support(MTSS) to address all students' particular needs. Select Moton Elementary School teachers will also participate in district-wide Title II funded professional development programs involving Next Generation Content Area Reading Professional Development (NGCARPD) and Charlotte Danielson's Framework for Effective Teaching & Learning. All Title II funded professional development programs at Moton Elementary School were planned to support the district's strategic plan: 2012-2013 District Improvement and Assistance Plan (DIAP) and School Improvement Plan (SIP) student performance goals and objectives; and our annual Title I school-wide services plan. (NCLB Element 1,2,3,7)

Title III

All of Moton Elementary School's English language learners (ELLs) are primarily served in mainstream classrooms and receive supplemental services from ESOL lead teachers and paraprofessionals in their mainstream classrooms or in our ESOL resource room. District annual Title III entitlement funds are used to purchase materials, equipment, and supplies to supplement ELL instruction in Moton's mainstream classrooms that serve ELLs and in our ESOL resource rooms. Students, parents/guardians, and teachers have access to translated texts, dictionaries, graphic organizers, and worksheets and computer software packages are designed to increase ELLs English and academic proficiencies. Title III funds will be used to train Moton's ESOL lead teacher and ESOL paraprofessionals how to better use computer software designed to improve ELL's English and academic proficiencies. Software purchased with Title III funds, like English Discoveries, Orchard, and Rosetta Stone will be regularly used to supplement mainstream classroom instruction and to increase ELLs academic proficiencies. Title III funds will also provide extended day/year programs for Moton's ELLs; extended day/year programs will be offered to all of Moton Elementary School's ELL families. Extended day programs for ELLs will meet after school 2-3 days per week; an extended year program for ELLs will be held in June. Transportation home from extended day/year programs will be provided through Title III. Because most of our ELLs are also economically disadvantaged, Title III programs are well coordinated and often seamlessly integrated with Title I (Part A) funded programs and services. (NCLB Element 1,2,6,7,8,9.)

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

## Violence Prevention Programs

District Student Services Department staff and Moton Elementary School guidance counselors provide abuse prevention and intervention initiatives for our student and families. These initiatives and activities consist of substance abuse evaluations and assessments, brief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act Petitions, and treatment referral services. Furthermore, prevention and intervention programs are in place to address bullying and harassment throughout the district. Moton Elementary School staff regularly participates in district professional development programs on violence and substance abuse prevention. The district's Student Services Department initiated additional instructional programs for issues such as anger management, conflict resolution and sexual harassment that will be used in lieu of lengthy suspensions in order to minimize loss of instructional time at all Hernando County Schools in 2012-2013.

## Nutrition Programs

As part of the district's Food & Nutrition Department, Moton Elementary School's cafeteria staff provides balanced, attractive, well-prepared meals with good variety; give good courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. Moton's cafeteria staff provides free and/or reduced-price lunches for Moton students who qualify to participate in the U.S. Department of Agriculture's National School Lunch Program.

## Housing Programs

N/A

## Head Start

The district coordinates with local Head Start to ensure that these students attend their local zoned school when age appropriate for kindergarten.

## Adult Education

The District's Adult & Community Education Department provides opportunities for Hernando County residents to participate in free classes in GED preparation, Adult ESOL, co-enrolled classes, Adult Basic Education, and Family Literacy. Co-enrolled classes are located at all five high schools. Other adult education classes (HEART Literacy) are located at four community (non-school) sites. Services for Adults with Disabilities are contracted to ARC of the Nature Coast.

## Career and Technical Education

The Hernando County District uses Carl D. Perkins annual entitlement funds to support (4) high school Career/Technical Education (CTE) Specialists; to purchase and print marketing materials to promote career academics, and other career and technical education programs to traditional and non-traditional student populations; to provide professional development for Career/Technical (CTE) teachers; and to pay CTE students' testing and certification fees.

## Job Training

N/A

## Other

N/A

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal/Assistant Principal: Provide a common vision for the use of data-based decision making; ensure that the school-based team is implementing MTSS; ensure implementation and fidelity of intervention support and documentation; ensure adequate professional development to support MTSS implementation; and communicate with parents regarding student progress.

Classroom Teacher: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to develop and deliver Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Inclusion and/or Resource Teacher(s): Participates in student data collection, integrates core instructional activities/materials into the Tier 3 instruction, and collaborates with classroom teachers.

Inclusion Teacher(s): Participates in student data collection; integrates core instruction activities/materials into the Tier 2/3

instruction; collaborates with classroom teachers; facilitate, along with classroom teachers, the development of intervention plans; and provide delivery at Tier 2 and 3 intervention plans.

District-supported coach(es), Title I Lead, and Resource teacher(s): Develop, lead, and evaluate school core content standards/program; identify systematic patterns of student needs while working with personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for the implementation of the Tier 1, 2, and 3 intervention plans; provide guidance on the K-12 reading plan and along with classroom teachers; facilitate the development of intervention plans; and provide delivery of Tier 2 and 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis intervention planning, and program evaluation; facilitates data-based decision making activities.

Assessment Teacher: Develops tools necessary to manage and display school-wide data; provides professional development and support to teachers and staff regarding data management and analysis; assists with development and analysis of Tier 2 and 3 intervention plans; and coordinates all assessment schedules for the school.

Counselor (Social Worker): Provides services and expertise on issues ranging from program design to assessment and intervention with individual students and small groups; provides interventions; link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success; assist staff with development of Tier 2 and 3 intervention plans and facilitate MTSS meetings.

Behavior Specialist: participates in student behavior data collection, integrates behavior intervention/instruction & delivery of TIER 2/3 with teachers. Collaborates with and supports classroom teachers in implementing TIER 2/3 behavior interventions.

Technology Specialist: Develops and brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

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 team will meet weekly to engage and review the following: Review any screening data to link to instructional support and decisions; review assessments and progress monitoring data for students to identify those students at high or moderate risk of not making benchmarks and those meeting/exceeding grade level and classroom level benchmarks; meet to collaborate in problem solving techniques and strategies to assist staff and students, share effective practices, evaluate implementation, make decisions, and practice new processes and skills; facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation; review data to ensure fidelity in the implementation of Tier 2 and 3 interventions. An MTSS team member has been designated as an MTSS resource to each grade level team. They will assist the team with the MTSS process and meet with them bimonthly to review data and any other concerns about students in need of problem solving and interventions.

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

Members of the MTSS school-based Leadership Team met with the School Advisory Council (SAC) and principal to help develop the School Improvement Plan. The team provided information and data on Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set expectations for instruction; and facilitated the development of a systemic approach to teaching. The MTSS leadership team also provided information regarding the blending of academic and behavioral supports relevant to the school improvement plan and the school goals. The SBLT reviews data in math, reading, science, writing, attendance and behavior regularly to monitor progress of the students throughout the year in relation to the achievement goals on the SIP.

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Tier I: FCAT results, common district assessments in Performance Matters for math and science three times per year, common quarterly assessments, classroom test and quizzes, FCIM, FAIR testing three times per year, Reading Program Assessments, DWAP, monthly school-wide writing prompts, Progress Monitoring and Reporting network (PMRN), CELLA for ELL, Pearson SuccessMaker, Scientific Learning's Fast ForWord and Reading Assistant Programs.

Tier II: probes for math and science, on-going reading progress monitoring such as SRI, PMRN Progress Monitoring and

Reporting network, Pearson SuccessMaker, and Scientific Learning's Fast ForWord and Reading Assistant Programs. Tier III: : probes for math and science, on-going reading progress monitoring such as utilization of FAIR toolkit, PMRN Progress Monitoring and Reporting network, DAR, KBIT II, Pearson SuccessMaker, and Scientific Learning's Fast ForWord and Reading Assistant Programs.

Behavior: District discipline data management system (RtIB).

PMRN, Performance Matters and RtI-B data management system will be used to compile and store data in reading, math, science, writing, and behavior. The Assessment Teacher will be responsible for data management and communication of FAIR, Performance Matters, writing and FCAT data.

Grade level teams will meet weekly to review assessment data. The MTSS SBLT will meet on a monthly basis.

The technology supports that will be used to aggregate and display data decisions include PMRN, Performance Matters, Pearson, and Reading Assistant. Data from these programs will be shared with the School Advisory Council, parents, teachers, and students. Administrators will hold quarterly, full day data chats with grade level teams to analyze data, plan instructional strategies and deliver professional development.

Describe the plan to train staff on MTSS.

MTSS professional development was offered August 13th for the entire teaching staff. Additional coaching will be offered by grade level at least every 9 weeks delivered by members of the SBLT. Ongoing staff development will continue over the course of the 2012-2013 school year, adjusting training based on data and feedback.

Describe the plan to support MTSS.

Administration will conduct meetings with members of the SBLT team each Friday to make certain no barriers obstruct efforts of directed focus. The school psychologist will serve as a MTSS coach on a weekly basis. Additionally district level personnel will assist school leadership with MTSS infrastructure and problem solving.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Mark Griffith- Administrator  
Beatrice Jennings-Eddy-Reading Resource  
Sheila Bentine - 1st Grade Team Leader  
Adela Sanchez - 2nd Grade Team Leader  
Jeanine Delay - 3rd Grade ESE Teacher  
Gale Reed - 3rd Grade Team Leader  
April Pierceall - 4th Grade Team Leader  
Kathy Hamm - 5th Grade Team Leader  
Tom Stuckey - ESE Resource Teacher

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

The Reading Leadership Team at MES meets once a month to review data and discuss professional development and instructional needs of students. The team also implements initiatives on improving school-wide literacy.

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

The major initiatives for MES Reading Leadership Team are Read Around Moton and the creation of a Media Center that is more accessible and welcoming. Staff will also emphasize targeted vocabulary words for the week via technology (morning show) along with music, art, and physical movement to provide connections to prior knowledge.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 9/21/2012)

\*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.

The district provides a summer Universal PreK program. Moton houses two ESE PreK inclusion units for special needs students to help them become ready for the challenges of Kindergarten. Placement in these programs is based on screenings from FDLRS and the Child-find Network. Information is provided to parents and screenings are done during Moton's annual Kindergarten Round-up Day. A learning CD was developed spotlighting Kindergarten students in all areas of the school facility. It covers skills needed for Kindergarten readiness and provides a smooth transition for students coming into Kindergarten for the first time. It is available on the web page, at kindergarten round-up and upon request.

### \*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:	To increase the percentage of students scoring a level 3 on the FCAT from 25% to 28%. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% of 268 students =(66)	28% of 214 students =(60)

#### 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	Inconsistent use of open ended, Higher Order Essential Questions with increased complexity.	Teachers will incorporate higher order thinking skills when testing, questioning and leading discussions through the use of Essential Questions	Administration; Teachers; Utilize District Reading Coaches as needed	Disaggregate FAIR results for level 3 students and compare Reading Comprehension results across assessment periods for students in grade 3-5.  SBLT will review data every four weeks  Disaggregate FAIR results for K and Pearson reports for 1-5. Teachers will meet a minimum of three times a year in Data Den to target individual student needs.  Review lesson plans, student work samples, as well as quiz and test results.  Conduct walkthroughs and collect observational data.	FAIR and Pearson Reports; Lesson Plans; Walkthrough Data. Reading Placement tests.
2	Students have limited background knowledge.	Before, during, and after reading strategies (i.e., think-pair-share, reciprocal teaching, think alouds, and guided reading) will be modeled and implemented in instruction	Administration; Teachers; Utilize District Reading Coaches as needed	Disaggregate FAIR results for level 3 students and compare Reading Comprehension results across assessment periods for students in grade 3-5.  Review lesson plans, student work samples, as well as quiz and test results.  Disaggregate FAIR results for K and Pearson reports	FAIR and Pearson Reports; Lesson Plans; Walkthrough Data

				for 1-5. Teachers will meet a minimum of three times a year in Data Den to target individual student needs.  SBLT will review data every four weeks  Conduct walkthroughs and collect observational data.	
3	Inconsistent modeling and independent practice of reading strategies.	Before, during, and after reading strategies (i.e., think-pair-share, reciprocal teaching, think alouds, and guided reading) will be modeled and implemented in instruction.	Administration; Teachers; Utilize District Reading Coaches as needed	Disaggregate FAIR results for level 3 students and compare Reading Comprehension results across assessment periods for students in grade 3-5.  Review lesson plans, student work samples, as well as quiz and test results.  Disaggregate FAIR results for K and Pearson reports for 1-5. Teachers will meet a minimum of three times a year in Data Den to target individual student needs.  SBLT will review data every four weeks  Conduct walkthroughs and collect observational data.	FAIR and Pearson Reports; Lesson Plans; Walkthrough Data

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:	The percentage of students earning Levels 4, 5, and 6 on FAA will increase to 55%. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4)	55% (5)

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 knowledge of Access Points by ESE teachers and the administration of FAA.	ESE teachers will be provided with professional development of Access Points and the administration of FAA	Administration	Administrative Walk Throughs will include review of Access Point data on a monthly basis.	Access Points

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:	To increase the percentage of students scoring levels 4 and 5 on the FCAT from 29% to 32%. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (110)	32% (121)

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	Not consistently providing differentiated classroom instruction that allows for independent student led learning with project based outcomes.	Teachers will integrate differentiated activities that incorporate student led learning.	Administration; Teachers; Utilize District Reading Coaches as needed	<p>Disaggregate FAIR results for level 4-5 students and compare Reading Comprehension results across assessment periods for students in grades 3-5.</p> <p>Disaggregate FAIR results for K and Pearson reports for 1-5. Teachers will meet a minimum of three times per year in Data Den to target individual student needs.</p> <p>Review lesson plans, student work samples, as well as quiz and test results.</p> <p>SBLT will review data every four weeks</p> <p>Conduct walkthroughs and collect observational data.</p>	Observation of project based outcomes for students. FAIR and Pearson Reports; Treasures reading placement tests. Lesson Plans; Walkthrough Data
2	Inconsistently providing outlets for research and inquiry based learning.	Teachers will design differentiated activities that entail research and inquiry based independent learning.	Administration; Teachers; Utilize District Reading Coaches as needed	<p>Disaggregate FAIR results for level 4-5 students and compare Reading Comprehension results across assessment periods for grades 3-5.</p> <p>Disaggregate FAIR results for K and Pearson reports for 1-5. Teachers will meet a minimum of three times per year in Data Den to target individual student needs.</p> <p>Review lesson plans, student work samples, as well as quiz and test results.</p> <p>SBLT will review data</p>	Evidence of project based outcomes, Lesson Plans; Walkthrough Data

			every four weeks	
			Conduct walkthroughs and collect observational data.	

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:	55% of our students scored a level 7 on the FAA. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (5)students	66% (6)students

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	Limited use of appropriate curriculum which increases the rigor of Access Points.	To use curriculum and instructional practices which increases the rigor of Access points.	Administration, ESE Team Leader, District ESE Support.	Ongoing progress monitoring, State and District Assessments	2013 Florida Alternative Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal # 3a:	To increase the percentage of students making learning gains in reading from 62% to 68%. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (132)	68% (145)

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	Inconsistent modeling and independent practice of reading strategies.	During the 90 minute reading block, strategies (i.e., think-pair-share, reciprocal teaching, think alouds, and guided reading) will be modeled and practiced.	Administration; Teachers; Utilize District Reading Coaches as needed	Examine FAIR Reading Comprehension results across assessment periods for grades 3-5.  Disaggregate FAIR results for K and Pearson reports for 1-5. Teachers will meet minimum of three times a year in Data Den to target individual student needs.	FAIR and Pearson Reports  Student work samples; Quizzes; Tests  Walkthrough Data Reading Placement tests.

				Review lesson plans, student work samples, as well as quiz and test results.  SBLT will review data every four weeks  Conduct walkthroughs and collect observational data.	
2	Inconsistent use of effective differentiated instruction.	Teachers will incorporate differentiated instruction within reading block.  Students will receive instruction in Treasures and/or differentiated curriculum using the MTSS.  An additional reading block will be added to the master calendar to further address students' reading needs.  Resource teachers, Specials Teachers, inclusion teachers, and paraprofessionals will work with students within and/or beyond the 90 minute reading block to meet differentiated needs of struggling students  Students in the lowest quartile in grades 3-5 will receive FastForWord instruction. (NCLB Element 1)  Students will receive additional, prescriptive reading practice through Pearson Success Maker. (NCLB Element 1)	Administration; Teachers; Utilize District Reading Coaches as needed	Examine FAIR Reading Comprehension results across assessment periods for all students in grades 3-5.  Disaggregate FAIR results for K and Pearson reports for 1-5. Teachers will meet a minimum of three times a year in Data Den to target individual student needs.  Review lesson plans, student work samples, as well as quiz and test results.  SBLT will review data every four weeks  Conduct walkthroughs and collect observational data.	FAIR and Pearson Reports  Student work samples; Quizzes; Tests  Walkthrough Data. Treasures Reading placement tests.

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:					
				the percentage of students making learning gains on the FAA will go from 37.5% to 40%. (NCLB Element 5)	
2012 Current Level of Performance:				2013 Expected Level of Performance:	
38% (3)				40% (3)	
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of knowledge of	ESE teachers will be	Administration, ESE	Walkthroughs and	FAA

1	Access Points by ESE teachers and the administration of FAA.	provided with professional development of Access Points and the administration of FAA	Team Leader and District ESE support.	Professional Development sign in sheets	
2					

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:	To increase the percentage of students in the lowest quartile making learning gains from 53% to 58%. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (50)	58% (48)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' differentiated learning needs not being met.	<p>Teachers will incorporate differentiated instruction within reading block.</p> <p>Students needing iii instruction will receive an additional 20 minutes of reading a day to focus on their areas of weakness.</p> <p>Resource teachers, Specials Teachers, inclusion teachers, and paraprofessionals will work with students within and/or beyond the 90 minute reading block. (NCLB Element 2)</p> <p>Students will receive instruction in Treasures or Triumphs based on their area of need.</p> <p>Students in the lowest quartile in grades 3-5 will receive FastForWord instruction. (NCLB Element 1)</p> <p>Students will receive additional reading practice through Pearson Success Maker. (NCLB Element 1)</p>	<p>Administration; Teachers; Utilize District Reading Coaches as needed</p> <p>Title I Lab Manager</p>	<p>Examine FAIR Reading Comprehension results across assessment periods for students in the lowest 25%.</p> <p>Review lesson plans, student work samples, as well as quiz and test results.</p> <p>Disaggregate FAIR results for K and Pearson reports for 1-5. Teachers will meet a minimum of three times a year in Data Den to target individual student needs.</p> <p>Conduct walkthroughs and collect observational data.</p>	<p>FAIR and Pearson Reports</p> <p>Student work samples; Quizzes; Tests</p> <p>Walkthrough Data. Treasures Placement Tests.</p>
	Students lack basic reading skills (i. e., phonics, phonemic awareness, fluency).	Teachers will incorporate differentiated instruction within reading block in the areas of fluency, phonemic awareness, and phonics.	Administration; Teacher; Utilize District Reading Coaches as needed	Examine FAIR Reading Comprehension results across assessment periods for all students.	FAIR Reports Student work samples; Quizzes; Tests

2		Students needing iii instruction will receive an additional 20 minutes of reading a day to focus on their areas of weakness.  Resource teachers, Specials Teachers, inclusion teachers, and paraprofessionals will work with students within and/or beyond the 90 minute reading block		Review lesson plans, student work samples, as well as quiz and test results.  Conduct walkthroughs and collect observational data.	Walkthrough Data
3	Students lack vocabulary and reading comprehension skills.	Teachers will incorporate differentiated instruction within reading block to increase students vocabulary and comprehension skills. Students needing iii instruction will receive an additional 20 minutes of reading a day to focus on their areas of weakness.  Resource teachers, Specials Teachers, inclusion teachers, and paraprofessionals will work with students within and/or beyond the 90 minute reading block	Administration; Teachers; Utilize District Reading Coaches as needed	Examine FAIR Reading Comprehension results across assessment periods for all students. Disaggregate FAIR results for K-2 students.  Disaggregate Pearson reports for K-5 students.  Review lesson plans, student work samples, as well as quiz and test results.  Conduct walkthroughs and collect observational data.	FAIR and Pearson Reports  Student work samples; Quizzes; Tests  Walkthrough Data
4	Need for additional minutes of direct instruction	After school SES tutoring will be offered two afternoons each week. (NCLB Element 9)	Title I School Improvement Facilitator	Review pre / post test reports from SES provider will be reviewed monthly by SBLT	Pre / post test reports from SES provider

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # By the year 2016, our achievement gap will have been decreased by 24% which will equate to 74% of our students becoming proficient. (NCLB Element 5) 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	63	67	71	74	

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:	Decrease the number of students in the following subgroups not achieving AYP by 10 percentage points. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 40% (68), Black 63% (36), Hispanic 63% (19)	White 34% (51), Black 57% (22), Hspanic 57% (7)
Problem-Solving Process to I ncrease Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Data has not been consistently monitored for specific subgroups throughout the year	Analyze subgroup data to develop supplemental interventions for students struggling with core curriculum.	Assessment Teacher and Guidance Counselor	SBLT will review subgroup data monthly and share information with instructional staff	FAIR disaggregated data from Performance Matters and Successmaker data

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:	Decrease percentage of ELL students not making progress from 82% to 69% (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (9)	69% (11)

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	ELL resources are not clustered to maximize efficient use	Schedule students with ELL endorsed instructor along with ELL paraprofessional support in order to maximize the consistent usage of ELL instructional strategies	Administration and ELL lead teacher	SBLT reviewing data once a month CELLA data and	Disaggregated data from Successmaker and FAIR from Performance Matters

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:	Decrease the percentage of Students with Disabilities not making reading gains from 82% to 69% (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (32) of SWD students did not make reading gains	69% (22) of SWD students not making reading gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with disabilities need additional prescriptive, direct instruction in Tier II and III supports.	Differentiate schedules and instructional assignments for ESE teachers and paraprofessionals in order to provide improved prescriptive, direct, small group instruction	Administration	SBLT will review data once a month	Walk-through data, disaggregated Successmaker data, and disaggregated SAM

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:	Decrease the percentage of Economically Disadvantaged Students not proficient in reading from 55% to 49%. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (111) of Economically Disadvantaged students not proficient	49% (72) of Economically Disadvantaged students not proficient.

**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	Data has not been consistently monitored for specific subgroups throughout the year.	Analyze ED data to develop supplemental interventions for students struggling with core curriculum.	Assessment Teacher and Guidance Counselor	SBLT will review subgroup data monthly and share information with instructional staff	Successmaker disaggregated data and FAIR disaggregated data from Performance Matters

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
Higher Order Questioning Text Complexity Essential Questions CCSS (NCLB Element 3)	All grade levels	District Level Reading Coaches	school-wide	Multiple PLCs and Data Dens	Walkthrough; learn walks;	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Fast ForWord	Computer-based instructional program	Title I Part A	\$4,125.00
Reading Resource Teachers (2)	Personnel	Title I Part A	\$144,000.00
Title I Lab Manager	Personnel	Title I Part A	\$36,000.00

Title I School Improvement Facilitator	Personnel	Title I Part A	\$30,000.00
			Subtotal: \$214,125.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Higher Order Questioning, Text Complexity, Essential Questions, and CCSS PLCs Higher Order Questioning	PLC/Data Chats	Title I (NCLB Element 4)	\$4,800.00
			Subtotal: \$4,800.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$218,925.00

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.		Increase the percentage of ELL students proficient in listening / speaking on the CELLA from 35% to 45%			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
35% (8)					
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	Multiple listening and speaking opportunities are not provided for ELLs during mainstream, core classes.	One on one and small group instructional opportunities to include multiple listening and speaking opportunities.	Administration and ELL lead teacher	SBLT along with ELL lead teacher will review progress monitoring data monthly, classroom participation data	Disaggregated FAIR data for K-1 and progress from monthly writing prompts and CELLA.

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading.		Increase the percentage of ELL students proficient in reading on the CELLA from 23% to 30%			
CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					

23% (5)

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	Additional training for mainstream core classroom teachers in best practices, targeted instruction and effective strategies for ELLs is needed.	Professional development will be provided by ESOL Lead Teachers to core classroom teachers.	Administration and ELL lead teacher	SBLT along with ELL lead teacher will review participation in training sessions.	Sign-in sheets; walkthroughs to observe strategies learned.

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

Increase the percentage of ELL students proficient in writing on the CELLA from 35% to 40%

2012 Current Percent of Students Proficient in writing:

35% (8)

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	Accurately targeting students' areas of deficiency based on CELLA data.	Improved progress monitoring from Performance Matters will allow for a prescriptive approach in areas of weakness.	Administration and ELL lead teacher	SBLT along with ELL lead teacher will review progress monitoring data monthly.	FAIR, Pearson, Performance Matters

CELLA Budget:

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

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

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Increase the percentage of students scoring at level 3 in mathematics from 21% to 24%. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (56)	24% (61) (NCLB Element 5)

### 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	Insufficient spiraling of curriculum (preview / review)	Daily implementation of ACALETICS with all students in grades 2-5 at least 20 minutes per day (NCLB Element 1)	Administration and assessment teacher	SBLT will review ACALETICS data monthly and teachers will be provided with data to differentiate instruction for their students.	ACALETICS progress monitoring data and walk-through data
2	Instructional time was insufficient for direct instruction of math concepts	Increase mathematics instructional block on the master schedule from 60 minutes to at least 75 minutes each day	Administration	SBLT will review district assessments three times a year.	District progress monitoring assessments from SAM (Performance Matters) and walk-through data
3	Teachers require more time to prepare lessons to develop deeper conceptual understanding of mathematics.	Implementation of team teaching and departmentalization of core subjects, grades 1-5. (NCLB Element 2)	Administration	SBLT will review data every four weeks and make adjustments to instruction as necessary	Envisions unit assessments, Acaletics, district progress monitoring data (SAM), Successmaker, and walk-through data

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:	The percentage of students earning Levels 4, 5, and 6 on FAA will increase to 54%. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (3)	54% (6) (NCLB Element 5)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of knowledge of	ESE teachers will be	Administration	Administrative Walk	Access Points

1	Access Points by ESE teachers and the administration of FAA.	provided with professional development of Access Points and the administration of FAA	Throughs will include review of Access Point data on a monthly basis.
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	Increase the percentage of students scoring a level 4 and 5 in mathematics from 27% to 29%. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (72)	29% (62) (NCLB Element 5)

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	Insufficient spiraling of curriculum (preview / review)	Daily implementation of ACALETICS with all students in grades 2-5 at least 20 minutes per day (NCLB Element 1)	Administration and assessment teacher	SBLT will review ACALETICS data monthly and teachers will be provided with data to differentiate instruction for their students.	ACALETICS progress monitoring data and walk-through data
2	Instructional time was insufficient for direct instruction of math concepts	Increase mathematics instructional block on the master schedule from 60 minutes to at least 75 minutes each day	Administration	SBLT will review district assessments three times a year.	District progress monitoring assessments from SAM (Performance Matters) and walk-through data
3	Limited instructional time to address the needs of students with diverse ability levels.	Ability group students within departmentalization in order to provide extension of mathematical concepts. (NCLB Element 2)	Administration	SBLT will review data every four weeks and make adjustments to instruction as necessary	Envisions unit assessments, Acaletics, district progress monitoring data (SAM), Successmaker, and walk-through data

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:	Increase percentage of students scoring 7 or above on FAA from 63% to 73%. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (5)	73% (7) (NCLB Element 5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of knowledge of	ESE teachers will be	Administration	Administrative Walk	Access Points

1	Access Points by ESE teachers and the administration of FAA.	provided with professional development of Access Points and the administration of FAA	Throughs will include review of Access Point data on a monthly basis.
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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 mathematics. Mathematics Goal #3a:	Increase the percentage of students making learning gains in mathematics from 61% to 65%. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (102)	65% (136) (NCLB Element 5)

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 differentiated instruction during math block in all grade levels.	Increase the fidelity of differentiated instruction, emphasizing centers and small group direct instruction of skill deficit areas in each class	Administration	SBLT will review iPad walk through data every four weeks	Walk-through data

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:	Increase percentage of students making math gains on FAA from 63% to 73% (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (5)	73% (7) (NCLB Element 5)

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 knowledge of Access Points by ESE teachers and the process of administering the FAA.	ESE teachers will be provided with professional development of Access Points and the administration of FAA.	Administration	Administrative Walk Throughs will include review of Access Point data on a monthly basis.	Access Points

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase the percentage of students in the lowest 25% making learning gains in mathematics from 57% to 61%. (NCLB Element 5)
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2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (25)	61% (31) (NCLB Element 5)

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 concrete understanding of basic number sense.	Implementation of SUMS strategies of CRA (Concrete, Representation, and Abstract) through the use of manipulatives, hands-on activities, and inquiry-based learning. (NCLB Element 1)	Administration	SBLT will review walk-through and Successmaker data every four weeks.	Walk-through data, Successmaker data

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	By the 2016 school year the achievement gap will have been decreased by 22 percentage points which will equate to 70% of our students becoming proficient. (NCLB Element 5)					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49%	58%	62%	66%	70%	

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:	Percentage of students who did not achieve proficiency in math will decrease among white students from 43% to 39%, among black students from 80% to 69% and among hispanic students from 60% to 49%. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 43% (73), Black 80% (45), Hispanic 60% (18)	White 38% (76), Black 53% (20), Hispanic 49%(8)

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	Data has not been consistently monitored for specific subgroups throughout the year	Analyze subgroup data to develop supplemental interventions for students struggling with core curriculum.	Assessment Teacher and Guidance Counselor	SBLT will review subgroup data monthly and share information with instructional staff	Successmaker disaggregated data, SAM

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:		The percentage of ELL students not making gains in mathematics will decrease from 64% to 59% (NCLB Element 5)			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
64% (7)		59% (6)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL resources are not clustered to maximize efficient use.	Schedule students with ELL endorsed instructor along with ELL paraprofessional support in order to maximize the consistent usage of ELL instructional supports.	Administration and ELL lead teacher	SBLT reviewing data monthly	CELLA data and disaggregated data from Successmaker, SAM (Performance Matters)

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:		Decrease the percentage of Students with Disabilities that did not make adequate yearly progress from 82% to 69%. (NCLB Element 5)			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
82% (28)		69% (25)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with disabilities need additional prescriptive, direct instruction in Tier II and III supports.	Differentiate schedules and instructional assignments for ESE teachers and paraprofessionals in order to provide improved prescriptive, direct, small group instruction	Administration	SBLT will review data once a month	Walk-through data, disaggregated Successmaker data, and disaggregated SAM data

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:		Decrease the percentage of Economically Disadvantaged students that did not make adequate yearly progress from 60% to 49%. (NCLB Element 5)			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
60% (120)		49% (72)			

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:		Decrease the percentage of Economically Disadvantaged students that did not make adequate yearly progress from 60% to 49%. (NCLB Element 5)			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
60% (120)		49% (72)			

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	Data has not been consistently monitored for specific subgroups throughout the year	Analyze ED data to develop supplemental interventions for students struggling with core curriculum.	Assessment Teacher and Guidance Counselor	SBLT will review subgroup data monthly and share information with instructional staff	Successmaker disaggregated data, FAIR, SAM

End of Elementary School Mathematics Goals

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
Acaletics PD (NCLB Element 3)	Grades 2-5	Acaletics consultants	Core math instructors in grades 2-5	1 time each month during PLCs and district inservice days. Classroom modeling also occurs during typical school days	Walk-through data and Acaletics progress monitoring data reviews	Administration and assessment teacher
Common Core PD (NCLB Element 3)	Grades K-5	District-level math coaches	Math instructors grades K-5	As scheduled by district (at least three times per year)	Walk-through data	Administration and assessment teacher

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Acaletics	Math instructional materials	Title I part A (NCLB Element 4)	\$25,000.00
			Subtotal: \$25,000.00
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: \$25,000.00

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:			Increase the percent of Level 3 science students from 20% to 25%. (NCLB Element 5)		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
20% (14)			25% (27)		
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	Few teachers are proficient in scientific content and instructional strategies.	Departmentalization in multiple grade levels to support STEM teachers in order to provide daily Science instruction 225 min. each week.  Science Fusion training opportunities provided for K-5 teachers.	Administration, STEM teacher	Walkthroughs, SBLT will analyze data once a month	District Science progress monitoring in SAM, Science Fusion unit assessments
2	Students require more inquiry based science instruction and lab activities.	Science projects will be required for every student grades K-5	Administration and STEM Teacher	Participation rates	SAM, Science Fusion unit assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:			Percent of students earning 4, 5, and 6 will be maintained at 25% on the FAA science (NCLB Element 5)		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
25% (1)			25% (1)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of knowledge of Access Points by ESE	ESE teachers will be provided with	Administration	Administrative Walk Throughs will include	Access Points

1	teachers and the administration of FAA.	professional development of Access Points and the administration of FAA		review of Access Point data on a monthly basis.
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Increase the percent of Level 4 & 5 from 23% to 28% in science. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (26)	28% (35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have had limited exposure to application of Scientific Method	<p>1.1 STEM Teacher will provide ready made labs focusing on strands of needs as shown on SAM Online Math assessment.</p> <p>1.2 Materials will be purchased and made available to teachers and Science Resource Teacher for enhancing instruction and student learning.</p> <p>1.3 Teacher conduct inquiry based activities, demonstrations, and/or lab experiments on a regular basis.</p> <p>1.4 Use current adopted science instructional materials.</p>	Administration, SBLT will review data	Walkthroughs, lesson plans, STEM Teacher	SAM Data; FCAT Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	Students earning Level 7 in science on FAA will maintain at 75% (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (3)	75% (3)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of Access Points by ESE teachers and the administration of FAA.	ESE teachers will be provided with professional development of Access Points and the administration of FAA	Administration	Administrative Walk Throughs will include review of Access Point data on a monthly basis.	Access Points

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
Data analysis of scientific benchmarks	3-4	STEM teacher	Grade 3-5 Science instructors	preschool 2012	SBLT will monitor district science assessments on SAM	Administration and Assessment Teacher
Fusion	K-5	Fusion Consultant	K-5 Science instructors	preschool 2012	SBLT will monitor district science assessments on SAM	Administration and Assessment Teacher

Science Budget:

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

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:	Our goal is to increase 8% of our fourth grade students achieving Level 3.0 or higher. (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (68)	77% (72)

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	Insufficient practice in the area of written expression across grade levels.	Employ school-wide monthly writing prompts, require writing across the curriculum and increase use of journaling.	Administration and SBLT	SBLT will monitor the data from school-wide writing data monthly.  Walkthroughs	District writing prompts and monthly school-based writing prompts

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:	100% of 4th grade students on FAA will score a 4 or higher in writing (NCLB Element 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (2)	100% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge of Access Points by ESE teachers and the administration of FAA.	ESE teachers will be provided with professional development of Access Points and the administration of FAA	Administration	Administrative Walk Throughs will include review of Access Point data on a monthly basis.	Access Points

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
ESE teachers will be provided with professional development of Access Points and the administration of FAA	All ESE levels	Administration	All ESE Teachers	Monthly during PLCs	Administrative Walk Throughs will include review of Access Point data on a monthly basis.	Administration

Writing Budget:

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

End of Writing Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	To increase attendance rate by 1 percentage point to 94% and to decrease the number of excessive tardies and tardies by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93%	94%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
292	263

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
58		52			
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	Parents lack an understanding of expectation for goal less than 10 absences a year and the impact of truancy on learning.	Parents will be provided with attendance expectations during open house, on school news letters, parent phone calls from staff.	Administration	Monthly SBLT meetings to review school-wide data and make adjustments to strategies as necessary	Attendance Data
2	Lack of consistent use of attendance strategies with all staff	Administration will set an expectation that every time a student reaches 5 days out, parents will receive a phone call as well as every absence thereafter.	Administration	Monthly SBLT meetings to review school-wide data and make adjustments to strategies as necessary	Attendance Data
3	Students miss many days of school due to being given OSS	Alternative to suspensions will be considered and improvements in school-wide behavior supports will be accomplished through the PBS task force	Administration	Monthly SBLT meetings to review school-wide data and make adjustments to strategies as necessary	Attendance Data and Discipline Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC on strategies to increase parental awareness of the relationship between attendance and academic success	K-5	School Social Worker and Guidance	Teachers K-5	2nd Quarter	SBLT will monitor attendance data once a month	Administration

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

*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:	Decrease the number of in-school suspensions, out-of-school suspensions, and the percentage of students serving in these suspensions by 7%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
86	80
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
56 (9%)	52 (8%)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
66	61
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
30 (5%)	28 (4%)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of buy-in exists	Revisions will be made	Administration	SBLT will review	RtI-B Data base

1	for PBS and inconsistent use of PBS strategies with fidelity	to the school-wide behavior system and expectations to regain staff buy-in and the fidelity of teaching and reinforcing school-wide expectations  PBS task force will be created to include representation from all grade levels to conduct staff surveys and revise the school-wide behavior plan.		discipline data every four weeks	
2	Excessive bus disciplines result in students missing school due to lack of transportation	Bus driver training on school-wide expectations  Improve communication to parents on how non-attendance due to bus suspension has an adverse affect on academics	Administration	SBLT will review discipline data every four weeks	RtI-B Data base

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
Improved behavior on school buses	K-5	Administration	bus drivers	Fall, 2012	Monitor bus disciplines monthly at SBLT	Administration
Addressing behavior concerns specific to MES based on ongoing behavior data progress monitoring	K-5	PBS Task Force	all school staff	On-going	Monitor RtI-B data monthly by SBLT	Administration

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
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

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:		Moton Elementary School expects to increase the percentage of participation of parents in academic related events by 2% by expressing high expectations and encouraging parents to play an active role in their child's education. (NCLB Element 8)			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
13% of parents attended academic related parent involvement activities in 2011-2012 as evidenced by sign-in sheets and event response forms.		15% of parents are expected participate in academic related events as evidenced by sign-in sheets and event response forms.			
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 coordination between the school staff and students to increase the appeal for parents to attend academic related parent involvement events.	Academic related parent events will be student led and driven. Workshops will offer parents the opportunity to learn from their students and to share successful techniques or ideas that work well for them with other parents.	School Principal, Title I Parent Educator, Title I School Improvement Facilitator	Parents will be given an event response form to fill out after each one of the school sponsored academic activities they participate in to provide the school with feedback on the effectiveness of each event. All the responses will be analyzed and reported on a tracking form to further inform and refine our practice in area of parental involvement.	Tools that will be used to monitor effectiveness are the event response form, surveys, and tracking form.
2	Lack of coordination with the classroom teacher for parental involvement activities.	Use of the Parent Educator to coordinate and facilitate parental involvement activities and communication with parents. Parent Educator will meet with teachers on a regular basis to collaborate and coordinate parental involvement activities and promote those activities to parents.	School Principal, School Improvement Facilitator, and Title I Coordinator of Family Involvement	The school Principal's Evaluation Process.  The school can also determine the effectiveness of the Parent Educator by analyzing the capacity building opportunities offered to parents during the 2012-13 school year.	Employee Evaluation form and Capacity Building 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
Engaging Parents in Education	K-5th grade	Coordinator of Family Involvement	School-wide presentation through PLC sessions	Second Quarter	Participants will follow up by coordinating and planning academic related parent events with students using the strategies and interventions learned.	School Improvement Facilitator and Parent Educator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilizing Parent Educator	Salary	Title I Part A (NCLB Element 8)	\$30,000.00
The purchase of resources for Family Center and parental involvement communication	Materials and supplies	Title I Part A (NCLB Element 8)	\$2,000.00
			Subtotal: \$32,000.00
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
Engaging Parents in Education	Workshop for teachers through PLC sessions	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: \$32,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Infuse science, technology, engineering, and mathematics into integrated curriculum

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 require additional training in Science, Technology Engineering and Mathematics in preparation for the new STEM accountability requirements	Teachers will receive STEM training for supporting areas impacting existing or future STEM initiatives  By creating departmentalization, a STEM position was created to support improvements in the STEM areas	Administration and STEM teacher	Walkthroughs, SBLT will analyze data once a month	District Science and Math progress monitoring in SAM, Science Fusion unit assessments

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

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

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

STEM Budget:

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



## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Fast ForWord	Computer-based instructional program	Title I Part A	\$4,125.00
Reading	Reading Resource Teachers (2)	Personnel	Title I Part A	\$144,000.00
Reading	Title I Lab Manager	Personnel	Title I Part A	\$36,000.00
Reading	Title I School Improvement Facilitator	Personnel	Title I Part A	\$30,000.00
Mathematics	Acaletics	Math instructional materials	Title I part A (NCLB Element 4)	\$25,000.00
Parent Involvement	Utilizing Parent Educator	Salary	Title I Part A (NCLB Element 8)	\$30,000.00
Parent Involvement	The purchase of resources for Family Center and parental involvement communication	Materials and supplies	Title I Part A (NCLB Element 8)	\$2,000.00
				Subtotal: \$271,125.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Higher Order Questioning, Text Complexity, Essential Questions, and CCSS PLCs Higher Order Questioning	PLC/Data Chats	Title I (NCLB Element 4)	\$4,800.00
Parent Involvement	Enaging Parents in Education	Workshop for teachers through PLC sessions	N/A	\$0.00
				Subtotal: \$4,800.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$275,925.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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

No Attachment (Uploaded on 9/14/2012)

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used for student awards and incentives. Additional SAC funds may be used for the purchase of student agendas, and teacher projects.	\$2,800.00

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

The first meeting was held on August 30, 2012. The meeting was attended by returning 2011-2012 members as well as new perspective members recruited through personal invitation and enrollment at open house. Additional members will be sought throughout the year to strengthen membership. The SAC members established meeting dates for the upcoming school year. The SAC committee will receive reports of student progress towards school improvement measured against baseline data. SAC members will provide input on school based decisions and establish priorities for the use of SAC funds.  
SAC Meeting Dates: 08/30/2012, 9/20/2012, 10/18/2012, 11/15/2012, 2/21/2013, 5/9/2013. Additional meetings may be scheduled if needed.

# 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

Hernando School District MOTON ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	68%	79%	38%	258	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	59%	51%			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)	46% (NO)			99	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					467	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Hernando School District MOTON ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	70%	79%	48%	269	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	65%	57%			122	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?	61% (YES)	54% (YES)			115	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					506	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested