

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: TUTTLE ELEMENTARY SCHOOL

District Name: Sarasota

Principal: Dr. Thomas Buchanan

SAC Chair: Erin Farrell

Superintendent: Lori White

Date of School Board Approval:

Last Modified on: 10/9/2012

## 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)
		BA – Elementary Education and English, Dowling College; Master			Assistant Principal of Tuttle Elementary School in 2011-2012: Grade: A  Assistant Principal of Tuttle Elementary School in 2010-2011: Grade: A Reading Mastery: Grade 3 – 82%, Grade 4 – 79%, Grade 5 – 81% Math mastery: Grade 3 - 83%, Grade 4 - 78%, Grade 5 – 73% Science Mastery: Grade 5 - 65 %. Writing Mastery: Grade 4-86% AYP – 79% of subgroups met AYP, Total Population, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading or Math..

Assis Principal	Jennifer Kahler	of Science – Reading Education, Dowling College; Certificates of Advanced Study – School Based Administration and School District Administration, State University of New York at Cortland.	5	11	<p>Assistant Principal of Tuttle Elementary School in 2009-2010: Grade: A Reading Mastery: Grade 3 – 60%, Grade 4 – 71%, Grade 5 – 66% Math mastery: Grade 3 - 76%, Grade 4 - 70%, Grade 5 – 61% Science Mastery: Grade 5 - 49%. AYP Writing Mastery: Grade 4-91% AYP – 79% of subgroups met AYP, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading or Math.</p> <p>Assistant Principal of Tuttle Elementary School in 2008-2009: Grade: A Reading Mastery: Grade 3 – 79%, Grade 4 – 61%, Grade 5 – 65% Math mastery: Grade 3 - 83%, Grade 4 - 75%, Grade 5 – 50% Science Mastery: Grade 5 - 39%. AYP Writing Mastery: Grade 4-95% AYP – 92% of subgroups met AYP, SWD did not make AYP in Math and Reading. Black students did not make AYP in Math.</p>
Principal	Dr. Thomas Buchanan	BA - Hearing Impaired Education, Kent State; Master of Science - School Psychology; Educational Specialist Degree - School Psychology, Kent State; Educational Leadership, Florida Atlantic University; Doctorate - Educational Leadership, Nova Southeastern	8	17	<p>Principal of Tuttle Elementary School in 2010-2011: Grade: A Reading Mastery: Grade 3 – 82%, Grade 4 – 79%, Grade 5 – 81% Math mastery: Grade 3 - 83%, Grade 4 - 78%, Grade 5 – 73% Science Mastery: Grade 5 - 65%. Writing Mastery: Grade 4-86% AYP – 79% of subgroups met AYP, Total Population, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading or Math.</p> <p>Principal of Tuttle Elementary School in 2009-2010: Grade: A Reading Mastery: Grade 3 – 60%, Grade 4 – 71%, Grade 5 – 66% Math mastery: Grade 3 - 76%, Grade 4 - 70%, Grade 5 – 61% Science Mastery: Grade 5 - 49%. AYP Writing Mastery: Grade 4-91% AYP – 79% of subgroups met AYP, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading or Math.</p> <p>Principal of Tuttle Elementary School in 2008-2009: Grade: A Reading Mastery: Grade 3 – 79%, Grade 4 – 61%, Grade 5 – 65% Math mastery: Grade 3 - 83%, Grade 4 - 75%, Grade 5 – 50% Science Mastery: Grade 5 - 39%. AYP Writing Mastery: Grade 4-95% AYP – 92% of subgroups met AYP, SWD did not make AYP in Math and Reading. Black students did not make AYP in Math.</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)
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Writing	Suzette Trapani (.5)	Degree: BS in Elementary Education Certifications: Elementary Education, ESOL, Gifted	8	<p>2011-2012: Grade: A</p> <p>2010-2011: Grade: A Reading Mastery: Grade 3 – 82%, Grade 4 – 79%, Grade 5 – 81% Math mastery: Grade 3 - 83%, Grade 4 - 78%, Grade 5 – 73% Science Mastery: Grade 5 - 65 %. Writing Mastery: Grade 4-86% AYP – 79% of subgroups met AYP, Total Population, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading or Math..</p> <p>2009-2010: Grade: A Reading Mastery: Grade 3 – 60%, Grade 4 – 71%, Grade 5 – 66% Math mastery: Grade 3 - 76%, Grade 4 - 70%, Grade 5 – 61% Science Mastery: Grade 5 - 49%. AYP Writing Mastery: Grade 4-91% AYP – 79% of subgroups met AYP, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading or Math.</p>
Writing	Lisa Cheney (.5)	Degree: BS in Elementary Education Certifications: Elementary Education, ESOL	7	<p>2011-2012: Grade: A</p> <p>2010-2011: Grade: A Reading Mastery: Grade 3 – 82%, Grade 4 – 79%, Grade 5 – 81% Math mastery: Grade 3 - 83%, Grade 4 - 78%, Grade 5 – 73% Science Mastery: Grade 5 - 65 %. Writing Mastery: Grade 4-86% AYP – 79% of subgroups met AYP, Total Population, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading or Math..</p> <p>2009-2010: Grade: A Reading Mastery: Grade 3 – 60%, Grade 4 – 71%, Grade 5 – 66% Math mastery: Grade 3 - 76%, Grade 4 - 70%, Grade 5 – 61% Science Mastery: Grade 5 - 49%. AYP Writing Mastery: Grade 4-91% AYP – 79% of subgroups met AYP, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in Reading or Math.</p>

## 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	Tuttle Elementary School has a proactive recruiting strategy for attracting highly qualified teacher candidates to our school. In addition to offering one of the most competitive salaries in the state, there is also consideration for supplements and other incentives to recruit and retain high quality and highly qualified candidates. Additionally, The Sarasota County Teacher Mentoring Program (SCIP) at Tuttle Elementary School provides new teachers with support, coaching and mentoring to ensure that our students receive a high quality education. The administration at Tuttle firmly believes in "setting our new teachers up for success." Mentors help their mentees set up their classrooms and make sure that each new teacher has the supplies necessary for a successful year. Additionally, new teachers meet weekly with their mentors to collaborate. Furthermore, all teachers are provided with opportunities for professional growth to help to ensure a high quality of instruction in all classrooms.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Dianne Frailing, Lead SCIP Mentor; SCIP Trained Mentors	June 2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

## 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
51	17.6%(9)	13.7%(7)	43.1%(22)	25.5%(13)	72.5%(37)	0.0%(0)	0.0%(0)	2.0%(1)	78.4%(40)

## Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mary Beth Slane	Constance Robinson and Tracie Watje	Ms. Slane has an extensive background in ESE and Reading. She has served as a highly effective mentor for 6 years. Her proven track record in regards to student performance coupled with her experience as a mentor made Ms. Slane an outstanding mentor for Ms. Robinson.	-First week of school, daily collaboration. -Thereafter, meets a minimum of one time per week. -Collaboration focus on creating a culture for learning, planning for success, instructing and assessing for student achievement, and communicating professional commitment.
		Mrs. Hinds has an extensive background in Elementary Education, specifically in	

Laurel Hinds	Scott Parrish	the area of Reading. She has served as a highly effective mentor for 1 year. Her proven track record in regards to student performance coupled with her experience as a mentor made Mrs. Hinds an outstanding mentor for Mr. Parrish.	-First week of school, daily collaboration. -Thereafter, meets a minimum of one time per week. -Collaboration focus on creating a culture for learning, planning for success, instructing and assessing for student achievement, and communicating professional commitment.
Dianne Frailing	Rachel Clark and Rebecca Tavill	Mrs. Frailing has an extensive background in Elementary Education, specifically in the area of Reading. She has served as a highly effective mentor for 10 years. She also serves as the lead mentor for Tuttle Elementary School. Her proven track record in regards to student performance coupled with her experience as a mentor made Mrs. Frailing an outstanding mentor for Mrs. Clark and Ms. Tavill.	-First week of school, daily collaboration. -Thereafter, meets a minimum of one time per week. -Collaboration focus on creating a culture for learning, planning for success, instructing and assessing for student achievement, and communicating professional commitment.
Annette Roberts	Shayna Neill and Leslee Odell	Mrs. Roberts has an extensive background in Elementary Education, specifically in the area of Reading. She has served as a highly effective mentor for 7 years. Her proven track record in regards to student performance coupled with her experience as a mentor made Mrs. Roberts an outstanding mentor for Mrs. Neill and Mrs. Odell.	-First week of school, daily collaboration. -Thereafter, meets a minimum of one time per week. -Collaboration focus on creating a culture for learning, planning for success, instructing and assessing for student achievement, and communicating professional commitment.
		Mrs. Berkery has an extensive background in Elementary Education, specifically in	

Karon Berkery	Angela Powell	the area of Reading. She has served as a highly effective mentor for 9 years. Her proven track record in regards to student performance coupled with her experience as a mentor made Mrs. Berkery an outstanding mentor for Ms. Powell.	-First week of school, daily collaboration. -Thereafter, meets a minimum of one time per week. -Collaboration focus on creating a culture for learning, planning for success, instructing and assessing for student achievement, and communicating professional commitment.
Colleen Halfants	Megan Hunsader	Mrs. Halfants has an extensive background in Elementary Education, specifically in the area of Reading. She has served as a highly effective mentor for 1 year. Her proven track record in regards to student performance coupled with her experience as a mentor made Mrs. Berkery an outstanding mentor for Ms. Hunsader.	-First week of school, daily collaboration. -Thereafter, meets a minimum of one time per week. -Collaboration focus on creating a culture for learning, planning for success, instructing and assessing for student achievement, and communicating professional commitment.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided and with Title IV 21st Century Community Learning Centers grants to provide after school programs.

#### Title I, Part C- Migrant

The district supports a Migrant Identifier/Recruiter provides referral services and support to migrant students and families. The ID& R person coordinates with the Title I and other programs to ensure student and family needs are met.

#### Title I, Part D

The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment.

#### Title II

Funds from Title IIA are used for teacher and principal quality training. Professional development activities are provided to

improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom. Training is provided to make all teachers highly qualified.

#### Title III

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district.

#### Title X- Homeless

Homeless education case managers provide resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Program provides on-going outreach, training and tutoring.

#### Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students

#### Violence Prevention Programs

The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided.

#### Nutrition Programs

The United States Department of Agriculture's Fresh Fruit and Vegetable Program (FFVP) provides funding to Tuttle Elementary School so they can provide a variety of fresh fruits and vegetables to students three to five days per week outside the breakfast and lunch service. The Fresh Fruit and Vegetable Program (FFVP) provides all children at Tuttle Elementary School with a variety of free fresh fruits and vegetables throughout the school day. It is an effective and creative way of introducing fresh fruits and vegetables as healthy snack options.

Activities include:

- Create healthier school environments by providing healthier food choices.
- Expand the variety of fruits and vegetables children experience.
- Increase children's fruit and vegetable consumption.
- Make a difference in children's diets to impact their present and future health.

Tuttle Elementary School provides the fresh produce items 5 days a week to all students. Each month a specific fruit or vegetable is highlighted as the "Produce of the Month" . A fact sheet is sent to all teachers and families highlighting that specific produce item each month.

#### Housing Programs

Not Applicable

#### Head Start

Not Applicable

#### Adult Education

Not Applicable

#### Career and Technical Education

Not Applicable

#### Job Training

Not Applicable

#### Other

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

The school based RtI Leadership team is comprised of general education personnel that facilitate PS/RtI as a related but distinct process from the CARE (Children At-Risk in Education) eligibility determination process. At Tuttle Elementary School the RtI Leadership Team is composed of:

- An Administrator (T. Buchanan or J. Kahler)
- Guidance Counselor, who serves as the RtI Facilitator (J. Mainberger)
- Title I/Progress Monitoring Teacher Teacher (M. Slane)
- ESOL Liaison (M. Guzman)
- School Psychologist (J. Mari)
- Dawn Clements (Home School Liaison)
- Tracie Watje (ESE Liaison)
- Student's Teacher (varies)

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 team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade, team, and class level academic needs. Individual student information will be reviewed. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional 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?

The school-based RtI Leadership Team will employ the continuous improvement process to create the School Improvement Plan as outlined in this document. Input will be gathered from the grade level teams, the SAC and district teams composed of specialists in the areas of instructional need. On a monthly basis, the District Based Leadership Team (DA Team) in collaboration with School Based Leadership Team will oversee the implementation of the SIP Plan.

#### 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.

Data is used consistently in the RtI process to assist with the identification and progress monitoring of students' academic performance in grades K-5. The SWST team uses the school's database as well as additional databases to maintain and monitor data in the areas of reading, writing, math and behavior. Data for reading, writing, math and science is also maintained by every classroom teacher in their grade books and on their Progress Monitoring forms. Information collected on this form includes StoryTown assessments, EnVision assessments, FAIR assessments, Writing Prompt scores, and Science assessments. Behavior data is collected through anecdotal records, misconduct forms and daily point sheets for students who need more than the core curriculum provided through our PBS program.

Data is collected and analyzed at SWST team meetings and is maintained on Tier 2 and Tier 3 Intervention forms. When a student progress to CARE, the information is summarized using the SWST Summary sheet which includes a gap analysis of the data collected.

Describe the plan to train staff on MTSS.

At the beginning of the school , the PBS team provided the staff with an orientation of our PBS core program of behavior support. This training included a review of last year's data and expectations as well as the introduction of new areas of focus for this school year. A PLC will be presented to all staff regarding the RtI process (academics and behavior) including the new forms for this school year. Staff will be provided with samples of the new forms and provided step by step training on how to complete the forms as part of the RtI process.

Describe the plan to support MTSS.

On-going RtI training will provided throughout the year through PLC meetings and professional development workshops during the school day focusing on using data to guide interventions, progress monitoring, form completion and how to graph data. In addition, the professional development workshops will focus on how to differentiate instruction in math and reading at all Tiers of the RtI process.

The RtI facilitator and progress monitoring teacher will be available to staff all year for 1:1 or small group assistance in using data to drive interventions, complete paperwork and prepare for SWST team meetings.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Dr. Thomas Buchanan, Principal  
Jennifer Kahler, Assistant Principal  
Veronica Harty, District Reading Specialist  
Mary Beth Slane, Title I - Progress Monitoring Teacher  
Joanne Mainberger, RtI Coordinator/Guidance Counselor  
Amy Massa, Kindergarten Team Leader  
Amy Edelkind, Grade 1 Team Leader  
Tara Greenbaum, Grade 2 Team Leader  
Laurel Hinds, Grade 3 Team Leader  
Lisa Cheney, Grade 4 Team Leader  
Justing Holcomb, Grade 5 Team Leader

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

The LLT meets on a monthly basis to review progress monitoring data and to review students receiving Tier II and III interventions. Also discussed is the effectiveness of current interventions and instructional strategies.

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

This year the major initiative of the LLT is to increase parent participation through grade level specific parent involvement events. Additionally, LLT members will work collaboratively with their teams to explore and determine scientifically based resources to supplement the core reading series.

## Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

Each year, Tuttle Elementary School opens its doors to local preschools for a visitation to our campus. Tuttle Elementary School also visits each of the two Children's First locations to inform parents about Tuttle Elementary School, the registration process, and activities parents can implement at home to assist in their child's transition from early childhood programs to Tuttle Elementary School. Each Spring, Tuttle Elementary School holds a Kindergarten Round-Up to familiarize incoming Kindergarteners and their families with the campus, as well as the Kindergarten curriculum.

### \*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:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 25%(77) Level 3,4,5 - 50%(156)	Level 3 - 29% Level 3,4,5 - 54%

#### 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	Difficulty allotting additional time for intensive remedial services during the school day.	To provide additional intensive instructional support in Reading and Math, an additional remediation opportunity is provided to students during Specials. A Title I teacher has been contracted to deliver remediation for 55 minutes per day, 5 days a week.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal, Title I Teachers; Mary Beth Slane, Progress Monitoring Specialist.	Frequent collaboration between Administration, Progress Monitoring Specialist, teachers, and the contracted Title I teacher will occur. Collaboration will include review of progress, instructional strategies, adjustments to students served as applicable.	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, and SuccessMaker data.
2	Need for uniform progress monitoring data.	School-wide, instructional staff members will maintain and frequently monitor their Data Collection notebooks. The data included in these notebooks will drive collaborative planning topics and discussion, as well as drive instruction within the classroom.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Administration will frequently review progress monitoring sheets to ensure teachers are maintaining data collection notebooks, as well as using the data in conjunction with the curriculum to drive their daily instruction.	Data Collection Notebooks
3	Need for increased student motivation.	In order to increase student motivation, students will create, maintain, and monitor their own individualized data collection notebook.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Teachers will frequently conference with students in regards to their progress in reaching their personal and academic goals. Teachers will also discuss with the students their action plan to meet	Student Data Notebooks

				grade level end of year expectations.	
4	Difficulty allotting additional time for small group and individual instruction during the school day.	Time has been designated in the Master Schedule specifically for iii interventions, enrichment, and extension activities. A paraprofessional is assigned to each grade level team to provide additional support.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments.	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments
5	Need for supplemental materials to support core Reading series (Storytown)	Collaboratively, teachers will explore, implement, and monitor the use of scientific based reading strategies and materials to supplement core series.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Lesson Plans and classroom observations will be used to determine effectiveness of the strategy. Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction.	FAIR, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, 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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are
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Reading Goal #2a:	currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 25%(79) Level 3,4,5 - 50%(156)	Level 4,5 - 27% Level 3,4,5 - 54%

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	Need for increased student motivation.	In order to increase student motivation, students will create, maintain, and monitor their own individualized data collection notebook.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Teachers will frequently conference with students in regards to their progress in reaching their personal and academic goals. Teachers will also discuss with the students their action plan to meet grade level end of year expectations.	Student Data Notebooks
2	Need for differentiate instruction to extend/enrich curriculum for students scoring a level 4 or 5.	Teachers will customize SuccessMaker coursework to meet the extension/enrichment needs using technology based instruction.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Administration and teachers will frequently review SuccessMaker data reports to monitor effectiveness of customized coursework.	Data Notebooks, which include SuccessMaker data reports.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are
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currently demonstrating an annual learning gain.

2012 Current Level of Performance:

2013 Expected Level of Performance:

67%(128)

71%

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	Need for uniform progress monitoring frequently monitor their Data Collection notebooks.	School-wide, instructional staff members will maintain and frequently monitor their Data Collection notebooks. The data included in these notebooks will drive collaborative planning topics and discussion, as well as drive instruction within the classroom.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Administration will frequently review progress monitoring sheets to ensure teachers are maintaining data collection notebooks, as well as using the data in conjunction with the curriculum to drive their daily instruction.	Data Collection Notebooks
2	Difficulty allotting additional time for small group and individual instruction during the school day.	Additional time has been build in the Master Schedule for iii time. The sole purpose of this allotted time is to remediate students based on performance data.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal,	Title I Teachers Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments.	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments
3	Difficulty allotting additional time for small group and individual instruction during the school day.	Additional time has been build in the Master Schedule for iii time. The sole purpose of this allotted time is to remediate students based on performance data.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal,	Title I Teachers Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments.	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(32)	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	Current levels of academic performance.	Students will receive daily intensive remedial instruction from their teacher, while students of average and above average abilities participate in extension/enrichment activities.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Mary Beth Slane, Title I Progress Monitoring Teacher.	Administration will frequently review progress monitoring sheets to ensure teachers are maintaining data collection notebooks, as well as using the data in conjunction with the curriculum to drive their daily instruction.	Data Collection Notebooks
	Difficulty allotting additional time for small group and individual instruction during the school day.	Students in Lowest 25% making learning gains have been invited to participate in Tuttle's 21st Century Program to receive additional academic support.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Teachers' Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments,	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic

2				Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments.	Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments
3	Difficulty allotting additional time for small group and individual instruction during the school day.	Additional time has been build in the Master Schedule for iii time. The sole purpose of this allotted time is to remediate students based on performance data.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Teachers' Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments.	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 64%(34) Hispanic 50%(99) Black 34%(13)	White 73% Hispanic 58% Black 58%

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	Difficulty allotting additional time for small group and individual instruction during the school day.	To provide additional instructional support during Reading, Math, and Science instruction. Title I teachers and paraprofessionals will collaboratively work with the teacher to allow for small group and individual instruction.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Teachers Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, Writing Benchmark Assessments, and CELLA results.	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, Writing Benchmark Assessments, and CELLA results.
2	Ability of parents to provide academic support.	A monthly series of parenting workshops designed to empower families to support their child's educational experience.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Michelle Guzman, ESOL Liaison; Sandra Perea, ESOL Paraprofessional/Parent Outreach	Effectiveness of the parenting series will be determined by parent attendance, parent participation in child's educational experience, results of ongoing progress monitoring tools and CELLA.	Agenda, Sign-In Log, Progress Monitoring Notebooks, and CELLA results.

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016- 1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% of students are achieving proficiency (FCAT Level 3 ) in reading.	53% of ELL students will achieve proficiency (FCAT Level 3 ) in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students learning the English language and the academic material specified in our content area learning standards.	Rosetta Stone	Administration; Michelle Guzman, ESOL Liaison	Collaboration between teachers and ESOL Liaison, Lesson Plans, Progress Monitoring Notebooks.	Rosetta Stone Log-In Reports, CELLA Results
	Difficulty allotting additional time for small group and individual instruction during the school day.	To provide additional instructional support during Reading, Math, and Science instruction. Teachers and	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt

2		paraprofessionals will collaboratively work with the teacher to allow for small group and individual instruction.		instruction. Teachers Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments.	Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, Writing Benchmark Assessments, and CELLA results.
3	Students classified as NES (Non English Speakers).	To provide a environment focused on language acqusion skills in conjunction with the grade level curriculum.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Michelle Guzman, ESOL Liaison	Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Teachers Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments.	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, Writing Benchmark Assessments, and CELLA results.
4	Ability of parents to provide academic support.	Rosetta Stone training for families.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Michelle Guzman, ESOL Liaison	Effectiveness of the Rosetta Stone training will be determined by the amount of time students are logged in to the system, as well as the results of ongoing progress monitoring tools and CELLA.	Agenda, Sign-In Log, Rosetta Stone Usage Reports, Progress Monitoring Notebooks, and CELLA results.

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%	43%

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable				

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%	58%

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	Difficulty allotting additional time for small group and individual instruction during the school day. To provide additional instructional support during Reading, Math, and Science instruction.	Teachers and paraprofessionals will collaboratively work with the teacher to allow for small group and individual instruction.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Teachers' Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, Writing Benchmark Assessments, and CELLA results.	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, Writing Benchmark Assessments, and CELLA results.
2	Current levels of academic performance.	Students will receive daily intensive remedial instruction from their teacher, while students of average and above average abilities participate in extension/enrichment activities.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Mary Beth Slane, Title I Progress Monitoring Teacher.	Administration will frequently review progress monitoring sheets to ensure teachers are maintaining data collection notebooks, as well as using the data in conjunction with the curriculum to drive their daily instruction.	Data Collection Notebooks

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
Daily 5/CAFE	Grades K-5/Reading	Dianne Frailing	Grade K-5 Teachers	November - April, one time per month	Classroom observations will be conducted on an on-going basis to monitor the implementation of strategies learned during Professional Development.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal
Total Participation Techniques	All Grades/All Subject Areas	Jennifer Kahler, Assistant Principal	All Instructional Staff	December and January, 5 sessions	Classroom observations will be conducted on an on-going basis to monitor the implementation of strategies learned during Professional Development.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal
Cooperative Learning Refresher Course	All Grades/All Subject Areas	Suzette Trapani	All Instructional Staff	November - April, one time per month.	Classroom observations will be conducted on an on-going basis to monitor the implementation of strategies learned during Professional Development.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal
Core Curriculum	Grades K-5/Reading	Veronica Harty, Reading Program Specialist	Grade K-5 Teachers	August 6th and August 7th (full day) for grades 3-5. Quarterly PLCs for grades K-5	Classroom observations will be conducted on an on-going basis to monitor the implementation of strategies learned during Professional Development.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal
Raz Kids/Reading A-Z	Grades K-5/Reading	Carolyn Northup	Grade K-5 Teachers	November - April, one time per month.	Classroom observations will be conducted on an on-going basis to monitor the implementation of strategies learned during Professional Development.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal

Reading Budget:

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

# Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.			
2012 Current Percent of Students Proficient in listening/speaking:					
35%(44) GOAL 39%					
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 entering school with limited English proficiency	ESOL Paraprofessionals work collaboratively with classroom teachers to assist LEP students with language acquisition.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Classroom Observations documentation, Progress Monitoring Sheets, Lesson Plans will be reviewed on an ongoing basis to insure LEP students' needs are being met.	CELLA results
2	Need for teachers to continuously learn best practice techniques for teaching ELL students.	ESOL Liason will conduct PLC's focusing on best practices in instruction for ELL students.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Observations documentation, Progress Monitoring Sheets, Lesson Plans will be reviewed on an ongoing basis to insure LEP students' needs are being met.	CELLA results

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.			
2012 Current Percent of Students Proficient in reading:					
38%(48) GOAL 42%					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Students entering school with limited English proficiency ESOL	Paraprofessionals work collaboratively with classroom teachers to assist LEP students with language acquisition.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Classroom Observations documentation, Progress Monitoring Sheets, Lesson Plans will be reviewed on an ongoing basis to insure LEP students' needs are being met.	CELLA results

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

3. Students scoring proficient in writing. CELLA Goal #3:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.
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2012 Current Percent of Students Proficient in writing:

26%(32) GOAL 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 entering school with limited English proficiency ESOL	Paraprofessionals work collaboratively with classroom teachers to assist LEP students with language acquisition.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Classroom Observations documentation, Progress Monitoring Sheets, Lesson Plans will be reviewed on an ongoing basis to insure LEP students' needs are being met.	CELLA results, Quarterly Writing Prompt results
2	Need for teachers to continuously learn best practice techniques for teaching ELL students.	ESOL Liason will conduct PLC's focusing on best practices in instruction for ELL students.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Classroom Observations documentation, Progress Monitoring Sheets, Lesson Plans will be reviewed on an ongoing basis to insure LEP students' needs are being met.	CELLA results, Quarterly Writing Prompt results

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:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 27% (85) Level 3,4,5 - 51% (158)	Level 3 - 31% Level 3,4,5 - 55%

## 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	Difficulty allotting additional time for intensive remedial services during the school day.	To provide additional intensive instructional support in Reading and Math, an additional remediation opportunity is provided to students during Specials. A Title I teacher has been contracted to deliver remediation for 55 minutes per day, 5 days a week.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal, Title I Teachers; Mary Beth Slane, Progress Monitoring Specialist.	Frequent collaboration between Administration, Progress Monitoring Specialist, teachers, and the contracted Title I teacher will occur. Collaboration will include review of progress, instructional strategies, adjustments to students served as applicable.	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, and SuccessMaker data.
2	Need for uniform progress monitoring data.	School-wide, instructional staff members will maintain and frequently monitor their Data Collection notebooks. The data included in these notebooks will drive collaborative planning topics and discussion, as well as drive instruction within the classroom.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Administration will frequently review progress monitoring sheets to ensure teachers are maintaining data collection notebooks, as well as using the data in conjunction with the curriculum to drive their daily instruction.	Data Collection Notebooks
3	Need for increased student motivation.	In order to increase student motivation, students will create, maintain, and monitor their own individualized data collection notebook.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Teachers will frequently conference with students in regards to their progress in reaching their personal and academic goals. Teachers will also discuss with the students their action plan to meet grade level end of year expectations.	Student Data Notebooks
	Difficulty allotting additional time for small	Time has been designated in the Master	Dr. Thomas Buchanan,	Progress Monitoring notebooks will be	FAIR, FOCUS, Math Benchmark

4	group and individual instruction during the school day.	Schedule specifically for iii interventions, enrichment, and extension activities. A paraprofessional is assigned to each grade level team to provide additional support.	Principal; Jennifer Kahler, Assistant Principal	reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments.	Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments
5	Small group, individualized instruction for students scoring Level 2 on FCAT.	Small group math instruction. Small group instruction is based on skill deficits, correlated with grade-level curriculum.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Joanne Schwab, Title I Math Teacher.	Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: Math Benchmark Assessments, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data.	Math Benchmark Assessments, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data.
6	Need for increased level of math fluency to support mastery of concepts taught.	School wide math fluency quarterly goals and daily practice. Weekly fluency tests will assess students' fluency growth. Fluency will be calculated as 15% of students' quarterly math grade.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Joanne Schwab, Title I Math Teacher.	Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: Math Benchmark Assessments, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data.	Math Benchmark Assessments, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, 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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 23% (73) Level 3,4,5 - 51% (158)	Level 4,5 - 25% Level 3,4,5 - 53%

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	Need for increased student motivation.	In order to increase student motivation, students will create, maintain, and monitor their own individualized data collection notebook.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Teachers will frequently conference with students in regards to their progress in reaching their personal and academic goals. Teachers will also discuss with the students their action plan to meet grade level end of year expectations.	Student Data Notebooks
2	Need for differentiate instruction to extend/enrich curriculum for students scoring a level 4 or 5.	Teachers will customize SuccessMaker coursework to meet the extension/enrichment needs using technology based instruction.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Administration and teachers will frequently review SuccessMaker data reports to monitor effectiveness of customized coursework.	Data Notebooks, which include SuccessMaker data reports.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (131)	73%

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	Need for uniform progress monitoring frequently monitor their Data Collection notebooks.	School-wide, instructional staff members will maintain and frequently monitor their Data Collection notebooks. The data included in these notebooks will drive collaborative planning topics and discussion, as well as drive instruction within the classroom.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Administration will frequently review progress monitoring sheets to ensure teachers are maintaining data collection notebooks, as well as using the data in conjunction with the curriculum to drive their daily instruction.	Data Collection Notebooks
2	Difficulty allotting additional time for small group and individual instruction during the school day.	Additional time has been build in the Master Schedule for iii time. The sole purpose of this allotted time is to remediate students based on performance data.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal,	Title I Teachers Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments.	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments
	Small group, individualized instruction for students scoring Level 2 on FCAT.	Small group math instruction. Small group instruction is based on skill deficits, correlated	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant	Progress Monitoring notebooks will be reviewed on an ongoing basis to determine	Math Benchmark Assessments, EnVision Mid Topic Quizzes, Envision

3		with grade-level curriculum.	Principal; Joanne Schwab, Title I Math Teacher.	effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: Math Benchmark Assessments, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data.	End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data
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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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lower quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (37)	77%

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	Current levels of academic performance.	Students will receive daily intensive remedial instruction from their teacher, while students of average and above average abilities participate in	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Mary Beth Slane, Title I Progress Monitoring	Administration will frequently review progress monitoring sheets to ensure teachers are maintaining data collection notebooks, as well as	Data Collection Notebooks

		extension/enrichment activities.	Teacher.	using the data in conjunction with the curriculum to drive their daily instruction.	
2	Difficulty allotting additional time for small group and individual instruction during the school day.	Students in Lowest 25% making learning gains have been invited to participate in Tuttle's 21st Century Program to receive additional academic support.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Teachers' Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments.	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments
3	Difficulty allotting additional time for small group and individual instruction during the school day.	Additional time has been build in the Master Schedule for iii time. The sole purpose of this allotted time is to remediate students based on performance data.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Teachers' Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments.	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52	57	61	65	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.	The FLDOE has identified the target goals for the AMOs each year from SY 2012- 1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or
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Mathematics Goal #5B:	above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 37%(14) Hispanic 54%(105) White 52%(29)	Black 46% Hispanic 55% White 71%

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	Difficulty allotting additional time for small group and individual instruction during the school day.	To provide additional instructional support during Reading, Math, and Science instruction. Title I teachers and paraprofessionals will collaboratively work with the teacher to allow for small group and individual instruction.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Teachers Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, Writing Benchmark Assessments, and CELLA results.	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, Writing Benchmark Assessments, and CELLA results.
2	Ability of parents to provide academic support.	A monthly series of parenting workshops designed to empower families to support their child's educational experience.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Michelle Guzman, ESOL Liaison; Sandra Perea, ESOL Paraprofessional/Parent Outreach	Effectiveness of the parenting series will be determined by parent attendance, parent participation in child's educational experience, results of ongoing progress monitoring tools and CELLA.	Agenda, Sign-In Log, Progress Monitoring Notebooks, and CELLA results.

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 FLDOE has identified the target goals for the AMOs each year from SY 2012-2013 to 2016-2017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% of ELL students are making AYP in mathematics.	50% of ELL students will make AYP in mathematics.

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	Students learning the English language and the academic material specified in our content area learning standards.	Rosetta Stone	Administration; Michelle Guzman, ESOL Liaison	Collaboration between teachers and ESOL Liaison, Lesson Plans, Progress Monitoring Notebooks.	Rosetta Stone Log-In Reports, CELLA Results
2	Ability of parents to provide academic support.	Rosetta Stone training for families.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Michelle Guzman, ESOL Liaison	Effectiveness of the Rosetta Stone training will be determined by the amount of time students are logged in to the system, as well as the results of ongoing progress monitoring tools and CELLA.	Agenda, Sign-In Log, Rosetta Stone Usage Reports, Progress Monitoring Notebooks, and CELLA results.
3	Students classified as NES (Non English Speakers).	To provide an environment focused on language acquisition skills in conjunction with the grade level curriculum.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Michelle Guzman, ESOL Liaison	Teachers Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments. FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, Writing Benchmark Assessments, and CELLA results.	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, Writing Benchmark Assessments, and CELLA results.
	Difficulty allotting additional time for small group and individual instruction during the school day.	To provide additional instructional support during Reading, Math and Science instruction. Teachers and paraprofessionals will collaboratively work with the teacher to allow for small group and individual instruction.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Teachers Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and

4			End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments. FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, Writing Benchmark Assessments, and CELLA results.	Assessments, Writing Benchmark Assessments, and CELLA results.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%	44%

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 Applicable				

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	53%

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	<p>Difficulty allotting additional time for small group and individual instruction during the school day. To provide additional instructional support during Reading, Math, and Science instruction.</p>	<p>Teachers and paraprofessionals will collaboratively work with the teacher to allow for small group and individual instruction.</p>	<p>Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal</p>	<p>Teachers' Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments.</p>	<p>FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, Writing Benchmark Assessments, and CELLA results.</p>
2	<p>Need for uniform progress monitoring data.</p>	<p>school-wide, instructional staff members will maintain and frequently monitor their Data Collection notebooks. The data included in these notebooks will drive collaborative planning topics and discussion, as well as drive instruction within the classroom.</p>	<p>Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal</p>	<p>Administration will frequently review progress monitoring sheets to ensure teachers are maintaining data collection notebooks, as well as using the data in conjunction with the curriculum to drive their daily instruction.</p>	<p>Data Collections Notebooks</p>
3	<p>Need for increased student motivation.</p>	<p>In order to increase student motivation, students will create, maintain, and monitor their own individualized data collection notebook.</p>	<p>Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal</p>	<p>Teachers will frequently conference with students in regards to their progress in reaching their personal and academic goals. Teachers will also discuss with the students their action plan to meet grade level end of year expectations.</p>	<p>Student Data Notebooks</p>
4	<p>Difficulty allotting additional time for small group and individual instruction during the school day.</p>	<p>Time has been designated in the Master Schedule specifically for interventions, enrichment, and extension activities.</p>	<p>Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal</p>	<p>Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Themed tests, Harcourt Beginning, Middle, and End on the Year tests, Envision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the tests, Success</p>	<p>FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, middle and End of the year tests, Envision Mid Topic Quizzes, Envision End of Topic test, Envision Beginning and End of the year Tests, Success Maker data, Write score Science Assessments,</p>

Maker data, Write Score Science Assessments, and Writing Benchmark assessments.	and writing Benchmark Assessments
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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
Core Curriculum	Grades K and 1/Math	Joanne Schwab	Grades K and 1 Teachers	November through April, monthly	Classroom observations will be conducted on an on-going basis to monitor the implementation of strategies learned during Professional Development.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal
Book Study - Classroom Discussions: Using Math Talk to Help Students Learn	Grades K-5/Math	Joanne Schwab	Grades K-5 Teachers	November through April, monthly	Classroom observations will be conducted on an on-going basis to monitor the implementation of strategies learned during Professional Development.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal

Mathematics Budget:

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

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:

<p>1a. FCAT2.0: Students scoring at Achievement Level 3 in science.</p> <p>Science Goal #1a:</p>	<p>By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>Level 3 - 33%(32) Level 3,4,5 - 45%(44)</p>	<p>Level 3 - 37% Level 3,4,5 - 49%</p>

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	Need for uniform progress monitoring data.	School-wide, instructional staff members will maintain and frequently monitor their Data Collection notebooks. The data included in these notebooks will drive collaborative planning topics and discussion, as well as drive instruction within the classroom.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Administration will frequently review progress monitoring sheets to ensure teachers are maintaining data collection notebooks, as well as using the data in conjunction with the curriculum to drive their daily instruction.	Data Collection Notebooks
2	Need for increased student motivation.	In order to increase student motivation, students will create, maintain, and monitor their own individualized data collection notebook.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Teachers will frequently conference with students in regards to their progress in reaching their personal and academic goals. Teachers will also discuss with the students their action plan to meet grade level end of year expectations.	Student Data Notebooks
3	Difficulty allotting additional time for small group and individual instruction during the school day.	Time has been designated in the Master Schedule specifically for iii interventions, enrichment, and extension activities. A paraprofessional is assigned to each grade level team to provide additional support.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision	FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science

				Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments.	Assessments, and Writing Benchmark Assessments
4	Need for additional hands-on inquiry based activities.	Students in Grades 3-5 will participate in High Touch-High Tech experiences throughout the year.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring notebooks include but are not limited to the following data: FAIR, FOCUS, Math Benchmark Assessments, Harcourt Lesson Tests, Harcourt Themed Tests, Harcourt Beginning, Middle, and End on the Year Tests, EnVision Mid Topic Quizzes, Envision End of Topic Tests, Envision Beginning and End of the Year Tests, SuccessMaker data, Write Score Science Assessments, and Writing Benchmark Assessments.	Write Score Science Assessments and Fusion Benchmark 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or
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	demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 12%(12) Level 3,4,5 - 45%(44)	Level 4,5 - 16% Level 3,4,5 - 49%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for increased student motivation.	In order to increase student motivation, students will create, maintain, and monitor their own individualized data collection notebook.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Teachers will frequently conference with students in regards to their progress in reaching their personal and academic goals. Teachers will also discuss with the students their action plan to meet grade level end of year expectations.	Student Data Notebooks
2	Need for increased hands-on inquiry based activities.	In order to increase students' participation in hands-on inquiry based activities, students will participate in the following experiences facilitated by High Tech High Tech: Forensic Fun, Edison's Workshop, See Ya Later, Glob's Goo and Guts, Rock Cycle, Matter, Energy of Motion.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	Progress Monitoring notebooks will be reviewed on an ongoing basis to determine effectiveness of instruction. Progress Monitoring data will include Write Score - Science, FOCUS, and Fusion Assessments.	Progress Monitoring 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 science.  
  
Science Goal #2b:

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

Problem-Solving Process to Increase Student Achievement

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

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
Teach Like A Champ - Book Study	Grades K-5/All Content Areas	Jennifer Kahler	Grades K-5 Teachers	November - April, Monthly	Classroom observations and lesson plans will be utilized to determine effectiveness of Professional Development.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 3.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent
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proficient. No proficiency target will be less than 35% for any subgroup.

2012 Current Level of Performance:

2013 Expected Level of Performance:

77%(78)

79%

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	Need for a comprehensive writing curriculum that is aligned to the CCSS.	Writing Coach, collaboratively with primary teachers will utilize Lucy Calkins, "Units of Study for Primary Writing: A Yearlong Curriculum.	Administration; Lisa Cheney, Writing Coach; Suzette Trapani, Writing Coach	Classroom observations by Administration and Writing Coach(es) will determine effectiveness of strategy. Progress Monitoring notebooks will also be reviewed on an ongoing basis to determine effectiveness of instruction.	Quarterly Writing Prompt Data and District Writing Benchmark Assessment Results
2	There is a need for an instructional coach to guide writing instruction, model lessons, and to collaborate on an ongoing basis.	Writing Coach(es) will demonstrate ways in which reading and writing workshop instruction is aligned to the CCSS, and will guide to see steps to revise your literacy curriculum so that it supports the new dimensions of learning called for in the standards. Coaches will show how to teach the higher levels of comprehension and composition skills called for by the standards-teaching students to compare and contrast, to theorize and analyze, to interpret and to think critically. Teachers will learn how to plan for instruction not only in narrative writing but also in argument and information writing, and not only in fiction but also in nonfiction reading.	Administration; Lisa Cheney, Writing Coach; Suzette Trapani, Writing Coach	Classroom observations by Administration and Writing Coach(es) will determine effectiveness of strategy. Progress Monitoring notebooks will also be reviewed on an ongoing basis to determine effectiveness of instruction.	Quarterly Writing Prompt Data and District Writing Benchmark Assessment Results
3	Need for a comprehensive writing curriculum in Grades 3-5.	Writing Coach, collaboratively with intermediate teachers will utilize Melissa Forney's "Writing Superstars" as a basis for their writing instruction. This resource as 70 superb writing lessons, 30+ examples of student writing, 100+ practice writing topics, narrative and expository clues, storyboards, and so	Administration; Lisa Cheney, Writing Coach; Suzette Trapani, Writing Coach	Classroom observations by Administration and Writing Coach(es) will determine effectiveness of strategy. Progress Monitoring notebooks will also be reviewed on an ongoing basis to determine effectiveness of instruction.	Quarterly Writing Prompt Data and District Writing Benchmark Assessment Results

much more.

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:

<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p> <p>Writing Goal #1b:</p>	<p>By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.</p>
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<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>24%(24)</p>	<p>35%</p>

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	<p>Need for a comprehensive writing curriculum that is aligned to the CCSS.</p>	<p>Writing Coach, collaboratively with primary teachers will utilize Lucy Calkins, "Units of Study for Primary Writing: A Yearlong Curriculum. Administration</p>	<p>Administration; Lisa Cheney, Writing Coach; Suzette Trapani, Writing Coach</p>	<p>Classroom observations by Administration and Writing Coach(es) will determine effectiveness of strategy. Progress Monitoring notebooks will also be reviewed on an ongoing basis to determine effectiveness of instruction.</p>	<p>Quarterly Writing Prompt Data and District Writing Benchmark Assessment Results</p>
2	<p>There is a need for an instructional coach to guide writing instruction, model lessons, and to collaborate on an on-going basis.</p>	<p>Writing Coach(es) will demonstrate ways in which reading and writing workshop instruction is aligned to the CCSS, and will guide to see steps to revise your literacy curriculum so that it supports the new dimensions of learning called for in the standards. Coaches will show how to teach the higher levels of comprehension and composition skills called for by the standards-teaching students to compare and contrast, to theorize and analyze, to interpret and to think critically. Teachers will learn how to plan for instruction not only in narrative writing but also in argument and information writing, and not only in fiction but also in nonfiction reading.</p>	<p>Administration; Lisa Cheney, Writing Coach; Suzette Trapani, Writing Coach</p>	<p>Classroom observations by Administration and Writing Coach(es) will determine effectiveness of strategy. Progress Monitoring notebooks will also be reviewed on an ongoing basis to determine effectiveness of instruction.</p>	<p>Quarterly Writing Prompt Data and District Writing Benchmark Assessment Results</p>

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
Writing Instruction	K-5 Teachers	Lisa Cheney, Writing Coach; Suzette Trapani, Writing Coach	Grade K-5 Teachers	-Initial Workshop during Pre-Planning Week -PLC's every 6 weeks -Classroom Support daily as per rotation schedule	PLC summary logs will be reviewed by administration. Classroom observations will be conducted to monitor effectiveness of Professional Development.	Administration; Lisa Cheney, Writing Coach; Suzette Trapani, Writing Coach

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:

	<p><b>ATTENDANCE GOAL – RATE</b> For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is less than 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage.</p> <p><b>ATTENDANCE GOAL- ABSENCES</b> By the year 2013, there will be a decrease of students who are absent ten or more days.</p>
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1. Attendance Attendance Goal #1:	When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease. If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease . ATTENDANCE GOAL- TARDY By the year 2013, there will be a decrease of students who are Tardy ten or more days. When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2 percentage point decrease. If the current percent of Tardies is 10% or less, the school can maintain or decrease the percentage.
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2012 Current Attendance Rate:	2013 Expected Attendance Rate:
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95.4% (691/724)	97.4
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2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
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214	200
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2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
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116	102
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Number of students arriving tardy to school each day and/or with excessive absences.	Attendance Expectations were added to Positive Behavior Support program's curriculum. Attendance expectation is that students will be in school every day and on time. Each day a class has perfect attendance (no absences and no tardies), the class will receive a Tuttle Dollar. PBS expectations are taught in class and highlighted each Friday on our school-wide morning news program.	PBS Team: Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Joanne Mainberger, Guidance Counselor; Mary Beth Slane, Title I Teacher; Tara Greenbaum, 2nd Grade Teacher; Sarah Hartley, 3rd Grade Teacher; Marcy Kennelly, First Grade Teacher	PBS Team will monitor tardy data.	Attendance and tardy data and Tuttle Dollar redemption information.
2	Number of students arriving tardy to school each day and/or with excessive absences.	Home School Liaison will monitor attendance and tardy data. Interventions will be put in place based on individual student/family needs.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Dawn Clements, Home School Liaison	Administration and Home School Liaison will monitor attendance and tardy data.	Attendance and tardy data.
	Number of students arriving tardy to school each day and/or with excessive absences.	Each month there will be a grade level competition focusing on tardies. The grade level	PBS Team: Dr. Thomas Buchanan, Principal; Jennifer	PBS Team will monitor tardy data.	Daily tardy data.

3		with the least amount of tardies will receive a sno-cone party.	Kahler, Assistant Principal; Joanne Mainberger, Guidance Counselor; Mary Beth Slane, Title I Teacher; Tara Greenbaum, 2nd Grade Teacher; Sarah Hartley, 3rd Grade Teacher; Marcy Kennelly, First Grade Teacher	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	School Wide/Behavior and Attendance	PBS Team: Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Joanne Mainberger, Guidance Counselor; Mary Beth Slane, Title I Teacher; Tara Greenbaum, 2nd Grade Teacher; Sarah Hartley, 3rd Grade Teacher; Marcy Kennelly, First Grade Teacher	School-Wide	Monthly	At the end of each month, on the morning news (TNN), grade level tardy frequency will be announced.	PBS Team

Attendance Budget:

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

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal # 1:	By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
22	22
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
18	18
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
33	33
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
26	26

### 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 relationships for at risk students.	Implementation of "Just 10' mentoring program. Staff members, on a voluntary basis, will serve as a mentor for a student that they normally would not work with on a regular basis. They will check in with the student a minimum of 10 minutes per week.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal	RtI team will monitor the progress of students who participating the Just 10 Mentoring program.	RtI progress monitoring documents, discipline data.
2	Need for sense of belonging within school community.	Continued implementation of Community of Caring.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Joanne Mainberger	Community of Caring Team will monitor effectiveness of the program through surveys distributed to staff and families.	Survey results, discipline data.
	Need for increased motivation and encouragement to meet	Implementation of Positive Behavior Support Plan	PBS Team: Dr. Thomas Buchanan,	PBS Team will monitor discipline data.	Discipline Data and Tuttle Dollar redemption

3	behavioral expectations.		Principal; Jennifer Kahler, Assistant Principal; Joanne Mainberger, Guidance Counselor; Mary Beth Slane, Title I Teacher; Tara Greenbaum, 2nd Grade Teacher; Sarah Hartley, 3rd Grade Teacher; Marcy Kennelly, First Grade Teacher	information.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	By the year 2013, there will be an increase in the percentage of parents who participated in school activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
83% of parents participated in school activities.	100% of parents will participate in school activities.

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	Need for increased level of literacy skills.	Partners In Print	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Mary Beth Slane, Partners In Print Coordinator	Effectiveness will be determined by the number of parents in attendance and by frequent reviewing of progress monitoring data specific to Kindergarten and First Grade Students.	Agendas, Sign-In Sheets, Progress Monitoring data.
2	Need for parents of ESOL students to take a more active role in their child's education.	ESOL Parent Academy - A series of 8 parenting workshops will be conducted to teach parents of ESOL students how to take a more active role in their child's education.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Grade Level Team Leaders and Teachers	Effectiveness will be determined by the number of parents in attendance and by frequent reviewing of progress monitoring data.	Agendas, Sign-In Sheets, Progress Reports, Report Cards
3	Need to empower parents to take a more active role in their child's education.	Grade Level Parent Involvement Activities. Each grade level will host a night for families to learn strategies to implement to support their child's education.	Dr. Thomas Buchanan, Principal; Jennifer Kahler, Assistant Principal; Grade Level Team Leaders and Teachers	Effectiveness will be determined by the number of parents in attendance and by frequent reviewing of progress monitoring data.	Agendas, Sign-In Sheets, Progress Reports, Report Cards

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

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

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

Parent Involvement Budget:

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

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

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

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

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

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

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

STEM Budget:

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

*End of STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

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

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/2/2012)

## 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 are projected to support programs/activities focusd on raising student achievement. Programs/Activities may include, but not limited to: -Field Trips -Positive Behavior Support Activities -Success Maker Incentive Program - School Election Supplies -Wellness Supplies	\$5,838.00

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

The School Advisory Council has an important function for the success of Tuttle Elementary School. Listed below are some of the functions:

- Enhance school site decision making.
- Serve in an advisory capacity to the Principal regarding school improvement.
- Assist in the preparation and evaluation of the School Improvement Plan.
- Work collaboratively with PTO to promote student achievement and school spirit.
- Sponsor events to increase parent involvement.

# 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

Sarasota School District TUTTLE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	69%	97%	57%	297	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	67%	67%			134	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	57% (YES)	55% (YES)			112	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					543	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Sarasota School District TUTTLE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	77%	85%	59%	297	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	67%	63%			130	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	51% (YES)	72% (YES)			123	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					550	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested