

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

School Name: SPRINGFIELD ELEMENTARY SCHOOL

District Name: Bay

Principal: Harriet Taylor

SAC Chair: Renee Warren

Superintendent: William V. Husfelt, III

Date of School Board Approval:

Last Modified on: 11/9/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		BS in Elementary Education Masters in Educational Leadership			2011-2012: Principal at Springfield Elementary School; Grade D; 2010-2011: Principal at Springfield Elementary School; Grade C; Reading Mastery: 56%; Math Mastery: 62%; Science Mastery: 38%; Writing Mastery: 61%. The White, Economically Disadvantaged, and Students With Disabilities subgroups did not make AYP in Reading or Math. The Black subgroup did not make AYP in Reading. Springfield did not make AYP. 2009-2010: Principal at Springfield Elementary School; Grade C; Reading Mastery: 61%; Math Mastery: 58%; Science Mastery: 30%; Writing Mastery: 62%. The White, Black, Economically Disadvantaged, and Students With Disabilities subgroups did not make AYP in Reading or Math. Springfield did not make AYP.

Principal	Harriet Taylor	and Administration Certification for school principal for all levels Certification in Early Childhood (Pre-K and K) ESOL Endorsement	5	16	2008-2009: Principal at Springfield Elementary School; Grade D; Reading Mastery: 69%; Math Mastery: 60%; Science Mastery: 24%; Writing Mastery: 41%. The Black and Economically Disadvantaged subgroups did not make AYP in Reading or Math. Springfield did not make AYP. 2007-2008: Assistant Principal at Parker Elementary School Grade C, Reading Mastery: 80%, Math Mastery: 71%, Science Mastery: 29%. The Black and FRPL subgroups did not make AYP in math. 2006-2007: Assistant Principal at Parker Elementary School Grade A, Reading Mastery: 77%, Math Mastery: 77%, Science Mastery: 41%. AYP: 97%, The SWD subgroup did not make AYP in math. 2005-2006: Assistant Principal at Parker Elementary School Grade C, Reading Mastery: 77%, Math Mastery: 71%. AYP: 92%, The Black and SWD subgroups did not make AYP in Math. 2004-2005: Assistant Principal at Parker Elementary School Grade B, Reading Mastery: 75%, Math Mastery: 63%. AYP: 97%, The Black subgroup did not make AYP in math.
Assis Principal	Ronada Rushing serving as Administrative Assistant	BS in Home Economics Masters in Instructional Technology Certified in Math 5-12 National Board Certified	.2	.2	2011-2012 District Technology Teacher on Special Assignment (TOSA) 2005-2011 Mathematics Teacher 1980-2001 Mathematics Teacher 1978-1980 Home Economics Teacher

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)
Intervention Specialist	Neill Burdette	BS in Elementary Education Masters in Exceptional Student Education (ESE) Emotional Handicap Endorsement Certification in	5	5	2011-2012: Springfield Elementary School; Grade D; 2010-2011: Springfield Elementary School; Grade C; Reading Mastery: 56%; Math Mastery: 62%; Science Mastery: 38%; Writing Mastery: 61%. The White, Economically Disadvantaged, and Students With Disabilities subgroups did not make AYP in Reading or Math. The Black subgroup did not make AYP in Reading. Springfield did not make AYP. 2009-2010: Springfield Elementary School; Grade C; Reading Mastery: 61%; Math Mastery: 58%; Science Mastery: 30%; Writing Mastery: 62%. The White, Black, Economically Disadvantaged, and Students With Disabilities subgroups did not make AYP in Reading or Math. Springfield did not make AYP. 2008-2009: Springfield Elementary School; Grade D; Reading Mastery: 69%; Math Mastery: 60%; Science Mastery: 24%; Writing Mastery: 41%. The Black and Economically Disadvantaged subgroups did not make AYP in Reading or Math. Springfield did not make AYP.

		Elementary (K-6)			<p>2007-2008: Parker Elementary: Grade C, Reading Mastery: 80%, Math Mastery: 71%, Science Mastery: 29%. The Black and FRPL subgroups did not make AYP in math.</p> <p>2006-2007: Grade A, Reading Mastery: 77%, Math Mastery: 77%, Science Mastery: 41%. AYP: 97%, The SWD subgroup did not make AYP in math.</p> <p>2005-2006: Grade C, Reading Mastery: 77%, Math Mastery: 71%. AYP: 92%, The Black and SWD subgroups did not make AYP in Math.</p> <p>2004-2005: Grade B, Reading Mastery: 75%, Math Mastery: 63%. AYP: 97%, The Black subgroup did not make AYP in math.</p>
Literacy Coach	Candace Cole	BS in Elementary Education Certification in Elementary	4	1	

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	ESOL Endorsement and Reading Endorsement opportunities provided to all staff members via Bay District initiatives.	Principal	May 2013	
2	To be in compliance of No Child Left Behind guidelines, the Principal will network with Bay District Human Resources department to screen all applicants.	Principal	August 2012	
3	Principal will meet regularly with new teachers.	Principal	On-going	
4	New teachers will be partnered with veteran staff.	Principal/ Administrative Assistant	On-going	
5	New teachers will participate in Bay District's New Teacher Induction Program.	Principal/ Administrative Assistant	May 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
0	Not Applicable

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
36	0.0%(0)	16.7%(6)	44.4%(16)	38.9%(14)	25.0%(9)	100.0%(36)	2.8%(1)	13.9%(5)	55.6%(20)

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
Christina Bordelon	Kimberly Hennessy	C.Bordelon is a highly effective, experienced elementary teacher with a proven record of improving student performance. K.Hennessy will be paired with C.Bordelon because she is a new teacher in Bay District Schools.	C.Bordelon and K.Hennessy will meet bimonthly to discuss instructional strategies, NGSSS and standards-based instruction. As necessary, K.Hennessy will be given release time in order to facilitate observations, feedback, coaching and planning.
Diem Ngo	Lynn Young	D.Ngo is a highly effective, experienced elementary teacher with a proven record of improving student performance. L.Young will be paired with D.Ngo because she is a long-term substitute for a teacher on disability leave and a new teacher in Bay District Schools.	D.Ngo and L.Young will meet bimonthly to discuss instructional strategies, CCSS, NGSSS and standards-based instruction. As necessary, L.Young will be given release time in order to facilitate observations, feedback, coaching and planning.

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

Services are provided to ensure that students requiring additional remediation are assisted. Title I, Part A provides much needed services to Springfield Elementary School through materials, professional development for teachers and paraprofessionals, release time for teachers for professional development, stipends for professional development, equipment, educational classroom resources, parent involvement resources, parent involvement workshops, and technology.

Title I, Part C- Migrant

Migrant services and support for our eligible students/families are provided by our district and the Panhandle Area Educational Consortium. Springfield Elementary School will continue to network with the district and various agencies to support families in need of services.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Eligible neglected and delinquent students receive support and services in conjunction with the district's Drop-out Prevention Program.

Title II

The district receives supplemental funds for professional development and stipends for teachers. Services are provided to schools through professional development opportunities and various forms of technology designed to enhance the instructional platform within the district. The district's instructional specialists provide assistance as needed in the form of mentoring, coaching, and training.

Title III

The district receives funds to support needs of ESOL students. Services are provided through the district for educational materials and ELL district support services to improve the education of English language learners. Title III funds provide staff development opportunities for instructional staff to attend conferences, district trainings, and participate in ESOL endorsements activities.

Title X- Homeless

The District Homeless Social Worker provides resources (social services referrals, school supplies, clothing) for students identified as homeless. The school's guidance department will work closely with all stakeholders to provide needed resources and support.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide after-school tutorial.

Violence Prevention Programs

Springfield Elementary will continue to utilize the Positive Behavior System Model (PBS). The guidance department will work with CeCe Brown, our Behavioral Specialist, and the necessary agencies to provide services, resources, and support to families.

Nutrition Programs

A free and reduced lunch program is offered at Springfield Elementary School.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Students in grades third, fourth, and fifth have the opportunity to participate in school-to-work jobs such as: ITV Crew (news media and production), Safety Patrol (civic responsibility and city police), and Student Council (civic responsibility and city government).

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Harriet Taylor, Principal
Ronada Rushing, Administrative Assistant
Dana Manis, MTSS/RtI Staff Training Specialist
Nicole Montgomery, Guidance Counselor
Sheila Tripp, ESE Representative
Carissa English, Regular Education Representative
Candace Cole, Literacy Coach
CeCe Brown, Behavioral Specialist

Nell Burdette, Intervention Teacher
Angelina Collins, District School Psychologist
Monique Hooks, District ESE Resource Teacher

Principal and Assistant Principal:

Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS/RtI, conduct assessment of MTSS/RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS/RtI implementation, and communicate with parents regarding school-based MTSS/RtI plans and activities.

Intervention Teacher:

Assist in disaggregating data to determine intervention needs; evaluate and report disaggregated data to the instructional staff; provide assessment support to teachers through collaborative analysis of student work and formal and informal assessments; monitor the progress of students in deficit areas and offer suggestions for interventions to meet the students' needs; assist the classroom teacher in diagnosing difficulties and creating prescriptions for those identified students; assist in the planning of sustained professional development based on instructional needs and in alignment with goals in the School Improvement Plan; collaborate with other schools/districts to acquire successful and innovative strategies; work with the district departments to promote district initiatives; model scientifically research based instructional strategies for teachers; implement staff development activities to acquaint teachers with scientifically research based instructional strategies in the areas not making satisfactory progress; provide, as needed, intensive intervention instruction for students in areas not making satisfactory progress; administer individual student assessments as needed and appropriate to status; , perform other related duties that will promote success as needed.

Exceptional Student Education (ESE):

Participate in data collection and analysis, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Regular Education Representative:

Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions and integrate Tier 1 materials/instruction with Tier 2/3 activities.

MTSS/RtI Staff Training Specialist:

Support schools with the implementation of MTSS/RtI; regularly share information with administrators/contact person at each school; provide professional development to faculty and staff based on area of need; attend School-Based Leadership Team Meetings as available; assist with data analysis and development of intervention plans; periodically review MTSS/RtI folders for compliance/review; SB282 report monthly.

Reading Instructional Specialist (Literacy Coach):

Provide guidance and ensure implementation of the K-12 comprehensive reading plan; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning; support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Guidance Counselor and Behavior Specialist:

Provide quality services and expertise on issues ranging from program design to assessment and intervention for individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS/RtI team will meet monthly. The team may meet more often at the beginning of the school year. The team functions to conduct on-going AYP, FCAT data, and other universal screening data to match interventions to students' needs and stakeholder accountability. The team ensures MTSS/RtI professional development is provided to staff along with on-going training and support. The team is responsible for school-wide implementation. School administrators will use individual student performance data to determine activities and MTSS/RtI structures required to best meet the needs of students. The MTSS/RtI process will be integrated in the District Reading Plan, District Student Progression Plan, and School Improvement Plan.

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

The MTSS/RtI team met with the School Advisory Council (SAC) and administration to help develop the School Improvement 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.

Baseline Data

Discovery Education Assessment; Florida Comprehensive Assessment Test (FCAT) Scores, FOCUS, Positive Behavior Support Model (PBS), DAR, DIBELS, SRA, and classroom-based assessment.

Progress Monitoring:

FCAT Simulations, Discovery Education Assessment, SRA, and classroom-based assessment (formative and summative); EASYCBM and DIBELS NEXT

Midyear Data:

Discovery Education Assessment

End-of-year Data:

FCAT, and Discovery Education Assessment

Describe the plan to train staff on MTSS.

Professional Development of the MTSS/RtI implementation and process will be given to the teachers during their planning time throughout the 2012-2013 school year.

Describe the plan to support MTSS.

Administrators will ensure that the MTSS/RtI team meets as required and implements the MTSS/RtI plan with fidelity. Plan implementation and student progress will be monitored through monthly meetings and discussions with teachers. As necessary, faculty will receive professional development and ongoing support to ensure that plan fidelity is intact.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Harriet Taylor, Principal
Ronada Rushing, Administrative Assistant
Candace Cole, Literacy Coach
Lisa Gorey, Media Specialist
Nicole Montgomery, Guidance Counselor
Sarah Lee, K Representative
Carissa English, 1st Grade Representative
Diem Ngo, 2nd Grade Representative
Mary Ann Bohannon, 3rd Grade Representative
Myra Burris, 4th Grade Representative
Christina Bordelon, 5th Grade Representative
Sheila Tripp, ESE Representative

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

The LLT will meet monthly to discuss student achievement and review diagnostic data. Subgroups of students will be monitored to ensure that MTSS/RtI and other interventions are successfully improving student achievement. Additionally, the LLT will ensure fidelity of implementation of research-based curriculum; application of rigor, relevance, relationship and cognitive complexity through CCSS and NGSSS; utilization of FCAT item specifications; monitor pacing and make instructional adjustments accordingly; and ensure the implementation of Bay District Reading Frameworks and Bay District Comprehensive Reading Plan.

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

The LLT will ensure that the Bay District Comprehensive Reading Plan is implemented with fidelity and that Classroom Assessment Principles and Guidelines (CAG) through data analysis, and formative and summative assessments drive

interventions and instructional strategies.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 8/30/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Our transition plan starts in the spring when children are invited to the school to participate in activities such as Pre-K Parent Night, visits to classrooms, playgrounds, and lunchroom areas. Parents receive information on how to enroll their child in the school and how to prepare their child for Kindergarten.

An Orientation Day is provided prior to school starting. Students are introduced to the teachers and an optional tour of the campus is available.

Title I schools send surveys and newsletters to inform parents of transitional events.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading for grades 3-5 will increase from 17% to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (35/205)	50% (102/205)

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	Due to the class-size requirements, the possibility exists that combination classes may need to be created. The levels of instructional needs and differences among our student population are too varied to allow for success in combination classes.	Administration will ensure that classes remain pure in grade level assignments for grades 3-5.	Principal	Monitor student performance data from monthly progress monitoring, classroom-based assessments (CBA), FCAT, and Discovery Education Assessment.	DIBELS, FCAT, Discovery Education Assessment, and CBA.
	Lack of student motivation and engagement.	<p>Students' learning styles and preferences will be determined in order to provide varied instructional choices for preferred learning modals.</p> <p>Curriculum and instruction will be integrated across content areas to deepen students' understanding through continuity.</p> <p>Increase utilization of differentiated guided group instruction based on students' level of academic need for both remedial and enrichment activities.</p> <p>Increase the use of technology to enhance instructional delivery and students' acquisition of knowledge.</p> <p>Embed multi-cultural, ELL, and poverty framework strategies within instruction and</p>	Principal, Administrative Assistant, Guidance Counselor, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored.	CWT checklists, CBA, Discovery Education Assessment data, and lesson plan documentation.

2		<p>activities.</p> <p>Fifth-grade classes will be gender based.</p> <p>Students will have the opportunity to participate in various motivational activities based on behavior and academic improvement.</p> <p>Students will have the opportunity to participate in Family Fun/Learning Nights.</p> <p>Middle school students and high school students from our community will be guest readers in classrooms.</p> <p>ROTC Leadership from Rutherford High School will provide mentoring and academic assistance to students.</p> <p>Community business partners will provide mentoring and academic assistance to students.</p> <p>Teachers will incorporate Kagan and CRISS strategies in their instructional routines.</p>			
3	<p>Ineffective implementation of data driven instruction and differentiated instructional strategies.</p>	<p>Classroom teachers will receive ongoing professional development in SRA, differentiated instructional strategies, meeting the standards, disaggregating data, and data driven instruction.</p> <p>Administration will provide follow-up support to facilitate implementation of professional learning.</p> <p>Administration will conduct one-on-one, grade level and school wide data-chats and discussions regarding students' assessment data and how the teacher's (s') efficacy affects student achievement.</p> <p>Paraprofessionals will provide small group, remedial, and differentiated instruction.</p> <p>Administration will promote increased collaboration with the media center and teachers (content and instruction).</p> <p>Instructional Coaches will build teachers' capacity</p>	<p>Principal, Administrative Assistant, Instructional Coaches, Classroom teachers</p>	<p>CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.</p>	<p>CWT checklists, IPDP, FCAT, Discovery Education Assessment</p>

		<p>to access, view, manipulate, print and analyze student data.</p> <p>School-wide implementation of Professional Learning Communities.</p> <p>Teachers K-5 will receive ongoing professional development and support with understanding requirements of feeder grade levels.</p> <p>Teachers will receive ongoing professional development and support to ensure proper utilization of pacing guides, focus calendars, and Lesson Study.</p> <p>Teachers will continue to implement and receive ongoing professional development and support with Lexile-leveled passages, FCAT Item Specifications, NGSS and CCSS.</p>			
4	Lack of parental involvement.	<p>Monthly school newsletter</p> <p>Parental access to the media center before and after school.</p> <p>Family Fun/Learning Nights and dinners in connection with conferences and PTO/SAC meetings</p> <p>School and classroom websites</p> <p>Scholastic Book Fair</p> <p>Author's visits</p> <p>FCAT Information Nights</p> <p>FCAT Student Success Celebrations</p> <p>Encourage/promote parental access to Parent Portal</p>	Principal, Administrative Assistant, Classroom Teachers, Media Specialist, Instructional Coaches	Monitor percentage of parent participation and yearly survey.	Parent involvement logs, activity/meeting sign-in sheets, yearly survey
5	Lack of student motivation and engagement.	Fourth grade teachers will departmentalize for reading and math instruction.	Principal, Administrative Assistant, Guidance Counselors, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored.	CWT checklists, CBA, Discovery Education Assessment data, and lesson plan documentation.
	Student population's need for systematic and explicit instruction and curriculum and extended time in reading and language arts.	Implementation of SRA Reading Mastery Signature Direct Instruction program (grade levels K-5).	Principal, Administrative Assistant, Classroom Teachers, Instructional	CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and	DIBELS, FCAT, Discovery Education Assessment, and CBA.

6	<p>Teachers will receive intense professional development regarding direct instructional techniques designed to target and close students' instructional gaps.</p> <p>Teachers will maximize instructional consistency through the use of established routines.</p> <p>Teachers will utilize monthly progress monitoring with DIBELS to ensure students meet benchmark requirements.</p> <p>Additional time during the school day has been added to the reading time block.</p>	Coaches	students.	
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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:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase from 17% to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (34/205)	50% (102/205)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Due to the class-size requirements, the possibility exists that combination classes may need to be created. The levels of instructional needs and differences among our student population are too varied to allow for success in combination classes.	Administration will ensure that classes remain pure in grade level assignments for grades 3-5.	Principal	Monitor student performance data from DIBELS, FCAT, and Discovery Education Assessment.	DIBELS, FCAT, Discovery Education Assessment and classroom-based assessment (CBA).
2	Lack of student motivation and engagement.	<p>Students' learning styles and preferences will be determined in order to provide varied instructional choices for preferred learning modals.</p> <p>Curriculum and instruction will be integrated across content areas to deepen students' understanding through continuity.</p> <p>Increase utilization of differentiated guided group instruction based on students' level of academic need for both remedial and enrichment activities.</p> <p>Increase the use of technology to enhance instructional delivery and students' acquisition of knowledge.</p> <p>Embed multi-cultural, ELL, and poverty framework strategies within instruction and activities.</p> <p>Enrichment classes will be provided by the Intervention Teacher to deepen and expand students' understanding through hands-on and collaborative learning experiences.</p> <p>Fifth-grade classes will be gender based.</p> <p>Students will have the opportunity to participate in various motivational activities based on behavior and academic improvement.</p> <p>Students will have the opportunity to participate in Family Fun/Learning Nights.</p> <p>ROTC Leadership from Rutherford High School will provide mentoring and academic assistance to students.</p>	Principal, Administrative Assistant, Guidance Counselor, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored.	CWT checklists, CBA, Discovery Education Assessment data, and lesson plan documentation.

		<p>Community business partners will provide mentoring and academic assistance to students.</p> <p>Teachers will incorporate Kagan and CRISS strategies in their instructional routines.</p> <p>A Gifted-endorsed teacher will provide extension activities.</p>			
	Ineffective implementation of data driven instruction and differentiated instructional strategies.	<p>Classroom teachers will receive ongoing professional development in SRA, differentiated instructional strategies, meeting the standards, disaggregating data, and data driven instruction.</p> <p>Administration will provide follow-up support to facilitate implementation of professional learning.</p> <p>Administration will conduct one-on-one, grade level and school wide data-chats and discussions regarding students' assessment data and how the teacher's (s') efficacy affects student achievement.</p> <p>Paraprofessionals will provide small group, remedial, and differentiated instruction.</p> <p>Administration will promote increased collaboration with the media center and teachers (content and instruction).</p> <p>Instructional Coaches will build teachers' capacity to access, view, manipulate, print and analyze student data.</p> <p>School-wide implementation of Professional Learning Communities.</p> <p>Teachers K-5 will receive ongoing professional development and support with understanding requirements of feeder grade levels.</p> <p>Teachers will receive ongoing professional development and support to ensure proper utilization of pacing guides, focus calendars, and Lesson Study.</p> <p>Teachers will continue to</p>	Principal, Administrative Assistant, Instructional Coaches, Classroom teachers	CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.	CWT checklists, IPDP, FCAT, Discovery Education Assessment

		implement and receive ongoing professional development and support to ensure proper utilization of Lexile-leveled passages, FCAT Item Specifications, NGSS and CCSS.			
4	Lack of parental involvement.	<p>Monthly school newsletter</p> <p>Parental access to the media center before and after school.</p> <p>Family Fun/Learning Nights and dinners in connection with conferences and PTO/SAC meetings</p> <p>School and classroom websites</p> <p>Scholastic Book Fair</p> <p>Author's visits</p> <p>FCAT Information Nights</p> <p>FCAT Student Success Celebrations</p> <p>Encourage/promote parental access to Parent Portal</p>	Principal, Administrative Assistant, Classroom Teachers, Media Specialist, Instructional Coaches	Monitor percentage of parent participation and yearly survey	Parent involvement logs, activity/meeting sign-in sheets, yearly survey
5	Lack of student motivation and engagement	Fourth grade teachers will departmentalize for reading and math instruction.	Principal, Administrative Assistant, Guidance Counselor, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored	CWT checklists, CBA, Discovery Education Assessment data, and lesson plan documentation
6	Student population's need for systematic and explicit instruction and curriculum in reading and language arts	<p>Implementation of SRA Reading Mastery Signature Direct Instruction program (grade levels K-5).</p> <p>Teachers will receive intense professional development regarding direct instructional techniques designed to target and close students' instructional gaps.</p> <p>Teachers will maximize instructional consistency through the use of established routines.</p> <p>Additional time during the school day has been added to the reading time block.</p>	Principal, Administrative Assistant, Classroom Teachers, Instructional Coaches	CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.	DIBELS, FCAT, Discovery Education Assessment, and CBA.

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:			The percentage of students making Learning Gains in reading in grades 3-5 will increase from		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
50%			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	Due to the class-size requirements, the possibility exists that combination classes may need to be created. The levels of instructional needs and differences among our student population are too varied to allow for success in combination classes.	Administration will ensure that classes remain pure in grade level assignments for grades 3-5.	Principal	Monitor student performance data from FCAT, and Discovery Education Assessment.	FCAT, Discovery Education Assessment and classroom-based assessment (CBA).
	Lack of student motivation and engagement.	Students' learning styles and preferences will be determined in order to provide varied instructional choices for preferred learning modal. Curriculum and instruction will be integrated across content areas to deepen students' understanding through continuity. Increase utilization of differentiated guided group instruction based	Principal, Administrative Assistant, Guidance Counselor, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored.	CWT checklists, CBA, Discovery Education Assessment data, and lesson plan documentation.

on students' level of academic need for both remedial and enrichment activities.

Increase the use of technology to enhance instructional delivery and students' acquisition of knowledge.

Embed multi-cultural, ELL, and poverty framework strategies within instruction and activities.

Fifth-grade classes will be gender based.

Students will have the opportunity to participate in various motivational activities based on behavior and academic improvement.

Students will have the opportunity to participate in Family Fun/Learning Nights.

Fourth grade teachers will departmentalize for reading and math instruction.

Teachers will incorporate Kagan and CRISS strategies in their instructional routines.

ROTC Leadership from Rutherford High School will provide mentoring and academic assistance to students.

Community business partners will provide mentoring and academic assistance to students.

Middle school and high school students from our community will be guest readers in classrooms.

Ineffective implementation of data driven instruction and differentiated instructional strategies.

Classroom teachers will receive ongoing professional development in SRA, differentiated instructional strategies, meeting the standards, disaggregating data, and data driven instruction.

Administration will provide follow-up support to facilitate implementation of professional learning.

Administration will conduct one-on-one, grade level and school wide data-chats and discussions regarding students' assessment

Principal, Administrative Assistant, Instructional Coaches, Classroom teachers

CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.

CWT checklists, IPDP, FCAT, Discovery Education Assessment

3			<p>data and how the teacher's (s') efficacy affects student achievement.</p> <p>Paraprofessionals will provide small group, remedial, and differentiated instruction.</p> <p>Administration will promote increased collaboration with the media center and teachers (content and instruction).</p> <p>Instructional Coaches will build teachers' capacity to access, view, manipulate, print and analyze student data.</p> <p>School-wide implementation of Professional Learning Communities.</p> <p>Teachers K-5 will receive ongoing professional development and support with understanding requirements of feeder grade levels.</p> <p>Teachers will receive ongoing professional development and support to ensure proper utilization of pacing guides, focus calendars, and Lesson Study.</p> <p>Teachers will continue to implement and receive ongoing professional development and support to ensure proper utilization of Lexile-leveled passages, FCAT Item Specifications, NGSS and CCSS.</p>			
4		Lack of parental involvement	<p>Monthly school newsletter</p> <p>Parental access to the media center before and after school.</p> <p>Family Fun/Learning Nights and dinners in connection with conferences and PTO/SAC meetings</p> <p>School and classroom websites</p> <p>Scholastic Book Fair</p> <p>Author's visits</p> <p>FCAT Information Nights</p> <p>FCAT Student Success Celebrations</p>	Principal, Administrative Assistant, Classroom Teachers, Media Specialist, Instructional Coaches	Monitor percentage of parent participation and yearly survey	Parent involvement logs, activity/meeting sign-in sheets, yearly survey

		Encourage/promote parental access to Parent Portal			
5	Student population's need for systematic and explicit instruction and curriculum and extended time in reading and language arts.	<p>Implementation of SRA Reading Mastery Signature Direct Instruction program (grade levels K-5).</p> <p>Teachers will receive intense professional development regarding direct instructional techniques designed to target and close students' instructional gaps.</p> <p>Teachers will maximize instructional consistency through the use of established routines.</p> <p>Teachers will utilize monthly progress monitoring with DIBELS to ensure students meet benchmark requirements.</p> <p>Additional time during the school day has been added to the reading time block.</p>	Principal, Administrative Assistant, Classroom Teachers, Instructional Coaches	CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.	DIBELS, FCAT, Discovery Education Assessment, and CBA.

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:		The percentage of students in Lowest 25% making learning gains in reading for grades 3-5 will increase from		
2012 Current Level of Performance:		2013 Expected Level of Performance:		

48%

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	Due to the class-size requirements, the possibility exists that combination classes may need to be created. The levels of instructional needs and differences among our student population are too varied to allow for success in combination classes.	Administration will ensure that classes remain pure in grade level assignments for grades 3-5.	Principal	Monitor student performance data from FCAT, and Discovery Education Assessment.	FCAT, Discovery Education Assessment and classroom-based assessment (CBA).
2	Lack of student motivation and engagement	<p>Students' learning styles and preferences will be determined in order to provide varied instructional choices for preferred learning modals.</p> <p>Curriculum and instruction will be integrated across content areas to deepen students' understanding through continuity.</p> <p>Increase utilization of differentiated guided group instruction based on students' level of academic need for both remedial and enrichment activities.</p> <p>Increase the use of technology to enhance instructional delivery and students' acquisition of knowledge.</p> <p>Embed multi-cultural, ELL, and poverty framework strategies within instruction and activities.</p> <p>Enrichment classes will be provided by the Intervention Teacher to deepen and expand students' understanding through hands-on and collaborative learning experiences.</p> <p>Fifth-grade classes will be gender based.</p> <p>Students will have the opportunity to participate in various motivational activities based on behavior and academic improvement</p> <p>Students will have the</p>	Principal, Administrative Assistant, Guidance Counselor, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored.	CWT checklists, CBA, Discovery Education Assessment data, and lesson plan documentation.

opportunity to participate in Family Fun/Learning Nights.

Fourth grade teachers will departmentalize for reading and math instruction.

ROTC Leadership from Rutherford High School will provide mentoring and academic assistance to students.

Community business partners will provide mentoring and academic assistance to students.

Middle school students and high school students from our community will be guest readers in classrooms.

Teachers will incorporate Kagan and CRISS strategies in their instructional routines.

Ineffective implementation of data driven instruction and differentiated instructional strategies

Classroom teachers will receive ongoing professional development in SRA, differentiated instructional strategies, meeting the standards, disaggregating data, and data driven instruction.

Administration will provide follow-up support to facilitate implementation of professional learning.

Administration will conduct one-on-one, grade level and school wide data-chats and discussions regarding students' assessment data and how the teacher's (s') efficacy affects student achievement.

Paraprofessionals will provide small group, remedial, and differentiated instruction.

Administration will promote increased collaboration with the media center and teachers (content and instruction).

Instructional Coaches will build teachers' capacity to access, view, manipulate, print and analyze student data.

School-wide implementation of Professional Learning Communities.

Principal, Administrative Assistant, Instructional Coaches, Classroom teachers

CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.

CWT checklists, IPDP, FCAT, Discovery Education Assessment

		<p>Teachers K-5 will receive ongoing professional development and support with understanding requirements of feeder grade levels.</p> <p>Teachers will receive ongoing professional development and support to ensure proper utilization of pacing guides, focus calendars, and Lesson Study.</p> <p>Teachers will continue to implement and receive ongoing professional development and support to ensure proper utilization of Lexile-leveled passages, FCAT Item Specifications, NGSS and CCSS.</p>			
4	Lack of parental involvement	<p>Monthly school newsletter</p> <p>Parental access to the media center before and after school.</p> <p>Family Fun/Learning Nights and dinners in connection with conferences and PTO/SAC meetings</p> <p>School and classroom websites</p> <p>Scholastic Book Fair</p> <p>Author's visits</p> <p>FCAT Information Nights</p> <p>FCAT Student Success Celebrations</p> <p>Encourage/promote parental access to Parent Portal</p>	Principal, Administrative Assistant, Classroom Teachers, Media Specialist, Instructional Coaches	Monitor percentage of parent participation and yearly survey	Parent involvement logs, activity/meeting sign-in sheets, yearly survey
5	Student population's need for systematic and explicit instruction and curriculum and extended time in reading and language arts.	<p>Implementation of SRA Reading Mastery Signature Direct Instruction program (grade levels K-5).</p> <p>Teachers will receive intense professional development regarding direct instructional techniques designed to target and close students' instructional gaps.</p> <p>Teachers will maximize instructional consistency through the use of established routines.</p> <p>Teachers will utilize monthly progress</p>	Principal, Administrative Assistant, Classroom Teachers, Instructional Coaches	CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.	DIBELS, FCAT, Discovery Education Assessment, and CBA.

		<p>monitoring with DIBELS to ensure students meet benchmark requirements.</p> <p>Additional time during the school day has been added to the reading time block.</p>		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		<p>Reading Goal #</p> <p>In six years, the percentage of students scoring at Levels 3 and above in reading will increase from 40% to 70%.</p> <p>5A :</p>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45%	50%	55%	60%	65%	

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:	
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>The percentage of students in the ethnicity subgroups scoring at Level 3 or higher will increase from the current level of performance in 2012 to the 2013 target AMO level of performance as follows:</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>Black/African American 31% (29/95)</p> <p>White 49% (45/91)</p>	<p>Black/African American 48% (46/95)</p> <p>White 54% (49/91)</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
	Lack of student motivation and engagement.	<p>Students' learning styles and preferences will be determined in order to provide varied instructional choices for preferred learning modals.</p> <p>Curriculum and instruction will be integrated across content areas to deepen students' understanding through continuity.</p> <p>Increase utilization of differentiated guided group instruction based on students' level of academic need for both remedial and enrichment activities.</p> <p>Increase the use of technology to enhance instructional delivery and students' acquisition of knowledge.</p>	Principal, Administrative Assistant, Guidance Counselors, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored.	CWT checklists, CBA, Discovery Education Assessment data, and lesson plan documentation.

1		<p>Embed multi-cultural, ELL, and poverty framework strategies within instruction and activities.</p> <p>Fifth-grade classes will be gender based.</p> <p>Fourth grade teachers will departmentalize for reading and math instruction.</p> <p>Students will have the opportunity to participate in various motivational activities based on behavior and academic improvement.</p> <p>Students will have the opportunity to participate in Family Fun/Learning Nights.</p> <p>ROTC Leadership from Rutherford High School will provide mentoring and academic assistance to students.</p> <p>Community business partners will provide mentoring and academic assistance to students.</p> <p>Middle school students and high school students from our community will be guest readers in classrooms.</p> <p>Teachers will incorporate Kagan and CRISS strategies in their instructional routines.</p>			
	Ineffective implementation of data driven instruction and differentiated instructional strategies	<p>Classroom teachers will receive ongoing professional development in differentiated instructional strategies, meeting the standards, disaggregating data, and data driven instruction.</p> <p>Administration will provide follow-up support to facilitate implementation of professional learning.</p> <p>Administration will conduct one-on-one, grade level and school wide data-chats and discussions regarding students' assessment data and how the teacher's (s') efficacy affects student achievement.</p> <p>Instructional Coaches will collaborate with classroom teachers to ensure that differentiated</p>	Principal, Administrative Assistant, Instructional Coaches, Classroom teachers	CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.	CWT checklists, IPDP, FCAT, Discovery Education Assessment

2		<p>instruction is implemented for students in subgroups not making satisfactory progress.</p> <p>Paraprofessionals will provide small group, remedial, and differentiated instruction.</p> <p>Administration will promote increased collaboration with the media center and teachers (content and instruction).</p> <p>Instructional Coaches will build teachers' capacity to access, view, manipulate, print and analyze student data.</p> <p>School-wide implementation of Professional Learning Communities.</p> <p>Teachers K-5 will receive ongoing professional development and support with understanding requirements of feeder grade levels.</p> <p>Teachers will receive ongoing professional development and support to ensure proper utilization of pacing guides, focus calendars, and Lesson Study.</p> <p>Teachers will continue to implement and receive ongoing professional development and support to ensure proper utilization of Lexile-leveled passages, FCAT Item Specifications, NGSS and CCSS.</p>			
3	Lack of parental involvement	<p>Monthly school newsletter</p> <p>Parental access to the media center before and after school.</p> <p>Family Fun/Learning Nights and dinners in connection with conferences and PTO/SAC meetings</p> <p>School and classroom websites</p> <p>Scholastic Book Fair</p> <p>Author's visits</p> <p>FCAT Information Nights</p> <p>FCAT Student Success Celebrations</p>	Principal, Administrative Assistant, Classroom Teachers, Media Specialist, Instructional Coaches	Monitor percentage of parent participation and yearly survey	Parent involvement logs, activity/meeting sign-in sheets, yearly survey

		Encourage/promote parental access to Parent Portal			
4	Due to the class-size requirements, the possibility exists that combination classes may need to be created. The levels of instructional needs and differences among our student population are too varied to allow for success in combination classes.	Administration will ensure that classes remain pure in grade level assignments for grades 3-5.	Principal	Monitor student performance data from FCAT, and Discovery Education.	FCAT, Discovery Education and classroom-based assessment (CBA).
5	Student population's need for systematic and explicit instruction and curriculum and extended time in reading and language arts.	<p>Implementation of SRA Reading Mastery Signature Direct Instruction program (grade levels K-5).</p> <p>Teachers will receive intense professional development regarding direct instructional techniques designed to target and close students' instructional gaps.</p> <p>Teachers will maximize instructional consistency through the use of established routines.</p> <p>Teachers will utilize monthly progress monitoring with DIBELS to ensure students meet benchmark requirements.</p> <p>Additional time during the school day has been added to the reading time block.</p>	Principal, Administrative Assistant, Classroom Teachers, Instructional Coaches	CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.	DIBELS, FCAT, Discovery Education Assessment, and CBA.

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.		Per FLDOE, this goal is not applicable to Springfield Elementary based on the small population.		
Reading Goal #5C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.

Reading Goal #5D:

The percentage of students in the Students with Disabilities subgroup scoring at Level 3 or higher will increase from the current level of performance in 2012 to the 2013 target AMO level of performance as follows:

2012 Current Level of Performance:

2013 Expected Level of Performance:

30% (21/69)

45% (31/69)

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	Due to the class-size requirements, the possibility exists that combination classes may need to be created. The levels of instructional needs and differences among our student population are too varied to allow for success in combination classes.	Administration will ensure that classes remain pure in grade level assignments for students in the subgroup Students with Disabilities for grades 3-5.	Principal	Monitor student performance data from FCAT, and Discovery Education Assessment.	FCAT, Discovery Education Assessment and classroom-based assessment (CBA).
2	Lack of student motivation and engagement	<p>Students' learning styles and preferences will be determined in order to provide varied instructional choices for preferred learning modals.</p> <p>Curriculum and instruction will be integrated across content areas to deepen students' understanding through continuity.</p> <p>Increase utilization of differentiated guided group instruction based on students' level of academic need for both remedial and enrichment activities.</p> <p>Increase the use of technology to enhance instructional delivery and students' acquisition of knowledge.</p> <p>Fifth grade classes will be gender based.</p> <p>Fourth grade teachers will departmentalize for reading and math instruction.</p> <p>Embed multi-cultural, ELL, and poverty framework strategies within instruction and activities.</p> <p>Students will have access to electronic</p>	Principal, Administrative Assistant, Guidance Counselors, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored.	CWT checklists, CBA, Discovery Education Assessment data, and lesson plan documentation.

		<p>tools for language and literacy development through all content areas.</p> <p>Students will have the opportunity to participate in various motivational activities based on behavior and academic improvement.</p> <p>Students will have the opportunity to participate in Family Fun/Learning Nights.</p> <p>ROTC Leadership from Rutherford High School will provide mentoring and academic assistance to students.</p> <p>Community business partners will provide mentoring and academic assistance to students.</p> <p>Middle school students and high school students from our community will be guest readers in classrooms.</p> <p>Teachers will incorporate Kagan and CRISS strategies in their instructional routines.</p>			
	<p>Ineffective implementation of data driven instruction and differentiated instructional strategies</p>	<p>Classroom teachers will receive ongoing professional development in differentiated instructional strategies, meeting the standards, disaggregating data, and data driven instruction.</p> <p>Administration will provide follow-up support to facilitate implementation of professional learning.</p> <p>Administration will conduct one-on-one, grade level and school wide data-chats and discussions regarding students' assessment data and how the teacher's (s') efficacy affects student achievement.</p> <p>Instructional Coaches will collaborate with classroom teachers to ensure that differentiated instruction is implemented for students in subgroups not making satisfactory progress.</p> <p>Teachers of students in the Students with Disabilities subgroup will participate in a push-in model and collaboration</p>	<p>Principal, Administrative Assistant, Instructional Coaches, Classroom teachers</p>	<p>CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.</p>	<p>CWT checklists, IPDP, FCAT, Discovery Education Assessment</p>

3			<p>with regular education and special education teachers.</p> <p>ESE Teachers will have full-time paraprofessional support.</p> <p>Paraprofessionals will provide small group, remedial, and differentiated instruction.</p> <p>Administration will promote increased collaboration with the media center and teachers (content and instruction).</p> <p>Instructional Coaches will build teachers' capacity to access, view, manipulate, print and analyze student data.</p> <p>School-wide implementation of Professional Learning Communities.</p> <p>Teachers K-5 will receive ongoing professional development and support with understanding requirements of feeder grade levels.</p> <p>Teachers will receive ongoing professional development and support to ensure proper utilization of pacing guides, focus calendars, and Lesson Study.</p> <p>Teachers will continue to implement and receive ongoing professional development and support to ensure proper utilization of Lexile-leveled passages, FCAT Item Specifications, NGSS and CCSS.</p>			
4	Lack of parental involvement		<p>Monthly school newsletter</p> <p>Parental access to the media center before and after school.</p> <p>Family Fun/Learning Nights and dinners in connection with conferences and PTO/SAC meetings</p> <p>School and classroom websites</p> <p>Scholastic Book Fair</p> <p>Author's visits</p> <p>FCAT Information Nights</p>	Principal, Administrative Assistant, Classroom Teachers, Media Specialist, Instructional Coaches	Monitor percentage of parent participation and yearly survey	Parent involvement logs, activity/meeting sign-in sheets, yearly survey

		FCAT Student Success Celebrations Encourage/promote parental access to Parent Portal			
5	Student population's need for systematic and explicit instruction and curriculum and extended time in reading and language arts.	<p>Implementation of SRA Reading Mastery Signature Direct Instruction program (grade levels K-5).</p> <p>Teachers will receive intense professional development regarding direct instructional techniques designed to target and close students' instructional gaps.</p> <p>Teachers will maximize instructional consistency through the use of established routines.</p> <p>Teachers will utilize monthly progress monitoring with DIBELS to ensure students meet benchmark requirements.</p> <p>Additional time during the school day has been added to the reading time block.</p>	Principal, Administrative Assistant, Classroom Teachers, Instructional Coaches	CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.	DIBELS, FCAT, Discovery Education Assessment, and CBA.

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 percentage of students in the Economically Disadvantaged subgroup scoring at Level 3 or higher will increase from the current level of performance in 2012 to the 2013 target AMO level of performance as follows:
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (69/186)	48% (89/186)

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	Due to the class-size requirements, the possibility exists that combination classes may need to be created. The levels of instructional needs and differences among our student population are too varied to allow for success in combination classes.	Administration will ensure that classes remain pure in grade level assignments for grades 3-5.	Principal	Monitor student performance data from FCAT, and Discovery Education Assessment.	FCAT, Discovery Education Assessment and classroom-based assessment (CBA).
	Lack of student motivation and engagement	Students' learning styles and preferences will be determined in order to	Principal, Administrative Assistant,	Classroom walk throughs (CWT), learning-style inventories, and student	CWT checklists, CBA, Discovery Education

	<p>provide varied instructional choices for preferred learning modals.</p> <p>Curriculum and instruction will be integrated across content areas to deepen students' understanding through continuity.</p> <p>Increase utilization of differentiated guided group instruction based on students' level of academic need for both remedial and enrichment activities.</p> <p>Increase the use of technology to enhance instructional delivery and students' acquisition of knowledge (Smart Boards, instructional videos and software).</p> <p>Embed multi-cultural, ELL, and poverty framework strategies within instruction and activities.</p> <p>Fifth-grade classes will be gender based.</p> <p>Fourth grade teachers will departmentalize for reading and math instruction.</p> <p>Students will have the opportunity to participate in various motivational activities based on behavior and academic improvement</p> <p>Students will have the opportunity to participate in Family Fun/Learning Nights.</p> <p>ROTC Leadership from Rutherford High School will provide mentoring and academic assistance to students.</p> <p>Community business partners will provide mentoring and academic assistance to students.</p> <p>Middle school students and high school students from our community will be guest readers in classrooms.</p> <p>Teachers will incorporate Kagan and CRISS strategies in their instructional routines.</p>	<p>Guidance Counselors, Classroom Teacher, Instructional Coaches</p>	<p>progress will be implemented and monitored.</p>	<p>Assessment data and lesson plan documentation.</p>
Ineffective implementation of data driven instruction and	<p>Classroom teachers will receive ongoing professional development</p>	<p>Principal, Administrative Assistant,</p>	<p>CWT, grade level meetings, monitor teachers' implementation</p>	<p>CWT checklists, IPDP, FCAT, Discovery</p>

differentiated instructional strategies	<p>in differentiated instructional strategies, meeting the standards, disaggregating data, and data driven instruction.</p> <p>Administration will provide follow-up support to facilitate implementation of professional learning.</p> <p>Administration will conduct one-on-one, grade level and school wide data-chats and discussions regarding students' assessment data and how the teacher's (s') efficacy affects student achievement.</p> <p>Instructional Coach will collaborate with classroom teachers to ensure that differentiated instruction is implemented for students in subgroups not making satisfactory progress.</p> <p>Paraprofessionals will provide small group, remedial, and differentiated instruction.</p> <p>Administration will promote increased collaboration with the media center and teachers (content and instruction).</p> <p>Instructional Coaches will build teachers' capacity to access, view, manipulate, print and analyze student data.</p> <p>School-wide implementation of Professional Learning Communities.</p> <p>Teachers K-5 will receive ongoing professional development and support with understanding requirements of feeder grade levels.</p> <p>Teachers will receive ongoing professional development and support to ensure proper utilization of pacing guides, focus calendars, and Lesson Study.</p> <p>Teachers will continue to implement and receive ongoing professional development and support to ensure proper utilization of Lexile-leveled passages, FCAT Item Specifications,</p>	Instructional Coaches, Classroom teachers	of strategies, student performance data chats with teachers and students.	Education Assessment
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		NGSS and CCSS.			
4	Lack of parental involvement	<p>Monthly school newsletter</p> <p>Parental access to the media center before and after school.</p> <p>Family Fun/Learning Nights and dinners in connection with conferences and PTO/SAC meetings</p> <p>School and classroom websites</p> <p>Scholastic Book Fair</p> <p>Author's visits</p> <p>FCAT Information Nights</p> <p>FCAT Student Success Celebrations</p> <p>Encourage/promote parental access to Parent Portal</p>	Principal, Administrative Assistant, Classroom Teachers, Media Specialist, Instructional Coaches	Monitor percentage of parent participation and yearly survey	Parent involvement logs, activity/meeting sign-in sheets, yearly survey
5	Student population's need for systematic and explicit instruction and curriculum and extended time in reading and language arts.	<p>Implementation of SRA Reading Mastery Signature Direct Instruction program (grade levels K-5).</p> <p>Teachers will receive intense professional development regarding direct instructional techniques designed to target and close students' instructional gaps.</p> <p>Teachers will maximize instructional consistency through the use of established routines.</p> <p>Teachers will utilize monthly progress monitoring with DIBELS to ensure students meet benchmark requirements.</p> <p>Additional time during the school day has been added to the reading time block.</p>	Principal, Administrative Assistant, Classroom Teachers, Instructional Coaches	CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.	DIBELS, FCAT, Discovery Education Assessment, and CBA.

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
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Continuous Improvement Model	K-5 Reading	Instructional Coaches	School-wide	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
NGSS	2-5 Reading	Instructional Coaches	Grades 2-5	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
CCSS	K-2 Reading	Instructional Coaches	Grades K-2	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
SRA Reading Mastery Signature	K-5 Reading	Instructional Coaches	School-wide	At least bi-weekly to monthly; additional based on teachers' needs	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
FCAT Rigor and Relevance	3-5 Reading	Instructional Coaches	Grades 3-5	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
Data-driven Instruction; Differentiated Instructional Strategies (to include focus calendars, pacing guides, Lesson Study)	K-5 Reading	Instructional Coaches	School-wide	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
MTSS/RtI	K-5 Reading	Instructional Coaches; Guidance Counselor; Administration	School-wide	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	SRA Reading Mastery Signature	Title I	\$93,000.00
			Subtotal: \$93,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
	Registration fees for Reading By the Bay Conference	Title I	\$320.00
	Stipends for summer planning	Title I	\$1,128.00
	Substitute pay	Title I	\$1,608.00
	Stipends for summer SRA training for teachers and paras	Title I	\$11,950.00
	Registration and travel expenses for the reading coach's SRA training	Title I	\$4,200.00
			Subtotal: \$19,206.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
	Salary and benefits for paraprofessionals	Title I	\$207,927.00
	Salary and benefits for classroom teacher	Title I	\$22,374.00
	Salary and benefits for media center paraprofessional.	Title I	\$11,821.00
	Salary and benefits for intervention teacher	Title I	\$32,945.00
	Supplemental materials and supplies	Title I	\$2,919.00
			Subtotal: \$277,986.00
			Grand Total: \$390,192.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			Students scoring proficient in listening/speaking for grades K-5 will increase from 33% to 50%.		
2012 Current Percent of Students Proficient in listening/speaking:					
33% (4/12) in Grades K-5					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty understanding and communicating in a second language.	Embed multi-cultural and ELL strategies within instruction and activities. Technology to support language acquisition and practice. Increase opportunities to participate in oral language development through collaborative activities. ESOL Dictionary Direct, explicit, systematic instruction with spiral review. Restate directions and reteach as needed. Develop deep understanding of phonics, vocabulary, grammar, syntax, fluency, and comprehension.	Principal; Administrative Assistant; Instructional Coaches; Classroom Teachers	CWT; Monitor student performance data.	CELLA; FCAT; CBA; Discovery Education; DIBELS;

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:			Students scoring proficient in reading for grades K-5 will increase from 25% to 50%.		
2012 Current Percent of Students Proficient in reading:					
25% (3/12) in Grades K-5					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty understanding and communicating in a second language.	Embed multi-cultural and ELL strategies within instruction and activities. Technology to support language acquisition and practice. Increase opportunities to participate in oral language development through collaborative activities. ESOL Dictionary Direct, explicit, systematic instruction with spiral review. Restate directions and reteach as needed. Develop deep understanding of phonics, vocabulary, grammar, syntax, fluency, and comprehension.	Principal; Administrative Assistant; Instructional Coaches; Classroom Teachers	CWT; Monitor student performance data.	CELLA; FCAT; CBA; Discovery Education; DIBELS

Students write in English at grade level in a manner similar to non-ELL students.								
3. Students scoring proficient in writing. CELLA Goal #3:			Students scoring proficient in writing for grades K-5 will increase from 20% to 50%.					
2012 Current Percent of Students Proficient in writing:								
20% (2/10) in Grades K-5								
Problem-Solving Process to Increase Student Achievement								
			Person or	Process Used to				

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty understanding and communicating in a second language.	Embed multi-cultural and ELL strategies within instruction and activities. Technology to support language acquisition and practice. Increase opportunities to participate in oral language development through collaborative activities. ESOL Dictionary Direct, explicit, systematic instruction with spiral review. Restate directions and reteach as needed. Develop deep understanding of phonics, vocabulary, grammar, syntax, fluency, and comprehension.	Principal; Administrative Assistant; Instructional Coaches; Classroom Teachers	CWT; Monitor student performance data.	CELLA; FCAT; CBA; Discovery Education; DIBELS;

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

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:	Students achieving proficiency (FCAT Level 3) in mathematics for grades 3-5 will increase from 29% to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (59/205)	50% (102/205)

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	Due to the class-size requirements, the possibility exists that combination classes may need to be created. The levels of instructional needs and differences among our student population are too varied to allow for success in combination classes.	Administration will ensure that classes remain pure in grade level assignments for grades 3-5.	Principal	Monitor student performance data from monthly progress monitoring, classroom-based assessments (CBA), FCAT, and Discovery Education Assessment.	DIBELS, FCAT, Discovery Education Assessment, and CBA.
2	Lack of student motivation and engagement.	<p>Students' learning styles and preferences will be determined in order to provide varied instructional choices for preferred learning modal.</p> <p>Curriculum and instruction will be integrated across content areas to deepen students' understanding through continuity.</p> <p>Increase utilization of differentiated guided group instruction based on students' level of academic need for both remedial and enrichment activities.</p> <p>Increase the use of technology to enhance instructional delivery and students' acquisition of knowledge.</p> <p>Embed multi-cultural, ELL, and poverty framework strategies within instruction and activities.</p> <p>Fifth-grade classes will be gender based.</p>	Principal, Administrative Assistant, Guidance Counselor, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored.	CWT checklists, CBA, Discovery Education Assessment data, and lesson plan documentation.

Students will have the opportunity to participate in various motivational activities based on behavior and academic improvement.

Students will have the opportunity to participate in Family Fun/Learning Nights.

Middle school students and high school students from our community will be guest readers in classrooms.

ROTC Leadership from Rutherford High School will provide mentoring and academic assistance to students.

Community business partners will provide mentoring and academic assistance to students.

Teachers will incorporate Kagan and CRISS strategies in their instructional routines.

Ineffective implementation of data driven instruction and differentiated instructional strategies.

Classroom teachers will receive ongoing professional development in SRA, differentiated instructional strategies, meeting the standards, disaggregating data, and data driven instruction.

Administration will provide follow-up support to facilitate implementation of professional learning.

Administration will conduct one-on-one, grade level and school wide data-chats and discussions regarding students' assessment data and how the teacher's (s') efficacy affects student achievement.

Paraprofessionals will provide small group, remedial, and differentiated instruction.

Administration will promote increased collaboration with the media center and teachers (content and instruction).

Instructional Coaches will build teachers' capacity to access, view, manipulate, print and analyze student data.

Principal,
Administrative Assistant,
Instructional Coaches,
Classroom teachers

CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.

CWT checklists, IPDP, FCAT, Discovery Education Assessment

		<p>School-wide implementation of Professional Learning Communities.</p> <p>Teachers K-5 will receive ongoing professional development and support with understanding requirements of feeder grade levels.</p> <p>Teachers will receive ongoing professional development and support to ensure proper utilization of pacing guides, focus calendars, and Lesson Study.</p> <p>Teachers will continue to implement and receive ongoing professional development and support with Lexile-leveled passages, FCAT Item Specifications, NGSS and CCSS.</p>			
4	Lack of parental involvement.	<p>Monthly school newsletter</p> <p>Parental access to the media center before and after school.</p> <p>Family Fun/Learning Nights and dinners in connection with conferences and PTO/SAC meetings</p> <p>School and classroom websites</p> <p>Scholastic Book Fair</p> <p>Author's visits</p> <p>FCAT Information Nights</p> <p>FCAT Student Success Celebrations</p> <p>Encourage/promote parental access to Parent Portal</p>	Principal, Administrative Assistant, Classroom Teachers, Media Specialist, Instructional Coaches	Monitor percentage of parent participation and yearly survey.	Parent involvement logs, activity/meeting sign-in sheets, yearly survey
5	Lack of student motivation and engagement.	Fourth grade teachers will departmentalize for reading and math instruction.	Principal, Administrative Assistant, Guidance Counselors, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored.	CWT checklists, CBA, Discovery Education Assessment data, and lesson plan documentation.
6	Student population's need for systematic and explicit instruction and curriculum and extended time in mathematics.	<p>Teachers will receive intense professional development regarding direct instructional techniques designed to target and close students' instructional gaps.</p> <p>Teachers will maximize</p>	Principal, Administrative Assistant, Classroom Teachers, Instructional Coaches	CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.	FCAT, DEA, and CBA.

	instructional consistency through the use of established routines. Additional time during the school day has been added to the math time block.		
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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:

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:	Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics for grades 3-5 will increase from 8% to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (16/205)	50% (102/205)

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	Due to the class-size requirements, the possibility exists that combination classes may need to be created. The levels of instructional needs and differences among our student population are too varied to allow for success in combination classes.	Administration will ensure that classes remain pure in grade level assignments for grades 3-5.	Principal	Monitor student performance data from DIBELS, FCAT, and Discovery Education Assessment.	DIBELS, FCAT, Discovery Education Assessment and classroom-based assessment (CBA).
	Lack of student motivation and engagement.	Students' learning styles and preferences will be determined in order to	Principal, Administrative Assistant,	Classroom walk throughs (CWT), learning-style inventories, and student	CWT checklists, CBA, Discovery Education

	<p>provide varied instructional choices for preferred learning modals.</p> <p>Curriculum and instruction will be integrated across content areas to deepen students' understanding through continuity.</p> <p>Increase utilization of differentiated guided group instruction based on students' level of academic need for both remedial and enrichment activities.</p> <p>Increase the use of technology to enhance instructional delivery and students' acquisition of knowledge.</p> <p>Embed multi-cultural, ELL, and poverty framework strategies within instruction and activities.</p> <p>Enrichment classes will be provided by the Intervention Teacher to deepen and expand students' understanding through hands-on and collaborative learning experiences.</p> <p>Fifth-grade classes will be gender based.</p> <p>Students will have the opportunity to participate in various motivational activities based on behavior and academic improvement.</p> <p>Students will have the opportunity to participate in Family Fun/Learning Nights.</p> <p>ROTC Leadership from Rutherford High School will provide mentoring and academic assistance to students.</p> <p>Community business partners will provide mentoring and academic assistance to students.</p> <p>Teachers will incorporate Kagan and CRIS strategies in their instructional routines.</p> <p>A Gifted-endorsed teacher will provide extension activities.</p>	<p>Guidance Counselor, Classroom Teacher, Instructional Coaches</p>	<p>progress will be implemented and monitored.</p>	<p>Assessment data, and lesson plan documentation.</p>
Ineffective implementation of data driven instruction and	<p>Classroom teachers will receive ongoing professional development</p>	<p>Principal, Administrative Assistant,</p>	<p>CWT, grade level meetings, monitor teachers' implementation</p>	<p>CWT checklists, IPDP, FCAT, Discovery</p>

differentiated instructional strategies.	<p>in SRA, differentiated instructional strategies, meeting the standards, disaggregating data, and data driven instruction.</p> <p>Administration will provide follow-up support to facilitate implementation of professional learning.</p> <p>Administration will conduct one-on-one, grade level and school wide data-chats and discussions regarding students' assessment data and how the teacher's (s') efficacy affects student achievement.</p> <p>Paraprofessionals will provide small group, remedial, and differentiated instruction.</p> <p>Administration will promote increased collaboration with the media center and teachers (content and instruction).</p> <p>Instructional Coaches will build teachers' capacity to access, view, manipulate, print and analyze student data.</p> <p>School-wide implementation of Professional Learning Communities.</p> <p>Teachers K-5 will receive ongoing professional development and support with understanding requirements of feeder grade levels.</p> <p>Teachers will receive ongoing professional development and support to ensure proper utilization of pacing guides, focus calendars, and Lesson Study.</p> <p>Teachers will continue to implement and receive ongoing professional development and support to ensure proper utilization of Lexile-leveled passages, FCAT Item Specifications, NGSS and CCSS.</p>	Instructional Coaches, Classroom teachers	of strategies, student performance data chats with teachers and students.	Education Assessment
Lack of parental involvement.	<p>Monthly school newsletter</p> <p>Parental access to the media center before and after school.</p> <p>Family Fun/Learning</p>	Principal, Administrative Assistant, Classroom Teachers, Media Specialist, Instructional Coaches	Monitor percentage of parent participation and yearly survey	Parent involvement logs, activity/meeting sign-in sheets, yearly survey

4		<p>Nights and dinners in connection with conferences and PTO/SAC meetings</p> <p>School and classroom websites</p> <p>Scholastic Book Fair</p> <p>Author's visits</p> <p>FCAT Information Nights</p> <p>FCAT Student Success Celebrations</p> <p>Encourage/promote parental access to Parent Portal</p>			
5	Lack of student motivation and engagement	Fourth grade teachers will departmentalize for reading and math instruction.	Principal, Administrative Assistant, Guidance Counselor, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored	CWT checklists, CBA, Discovery Education Assessment data, and lesson plan documentation
6	Student population's need for systematic and explicit instruction and curriculum and extended time in mathematics.	<p>Teachers will receive intense professional development regarding direct instructional techniques designed to target and close students' instructional gaps.</p> <p>Teachers will maximize instructional consistency through the use of established routines.</p> <p>Additional time during the school day has been added to the math time block.</p>	Principal, Administrative Assistant, Classroom Teachers, Instructional Coaches	CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.	FCAT, DEA, and CBA.

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>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.</p> <p>Mathematics Goal #2b:</p>	
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
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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:	The percentage of student making Learning Gains in mathematics for grades 3-5 will increase from .
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%	65%

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	Due to the class-size requirements, the possibility exists that combination classes may need to be created. The levels of instructional needs and differences among our student population are too varied to allow for success in combination classes.	Administration will ensure that classes remain pure in grade level assignments for grades 3-5.	Principal	Monitor student performance data from FCAT, and Discovery Education Assessment.	FCAT, Discovery Education Assessment and classroom-based assessment (CBA).
2	Lack of student motivation and engagement.	<p>Students' learning styles and preferences will be determined in order to provide varied instructional choices for preferred learning modals.</p> <p>Curriculum and instruction will be integrated across content areas to deepen students' understanding through continuity.</p> <p>Increase utilization of differentiated guided group instruction based on students' level of academic need for both remedial and enrichment activities.</p> <p>Increase the use of technology to enhance instructional delivery and students' acquisition of knowledge.</p> <p>Embed multi-cultural, ELL, and poverty framework strategies within instruction and activities.</p> <p>Fifth-grade classes will be gender based.</p> <p>Students will have the opportunity to participate in various motivational</p>	Principal, Administrative Assistant, Guidance Counselor, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored.	CWT checklists, CBA, Discovery Education Assessment data, and lesson plan documentation.

activities based on behavior and academic improvement.

Students will have the opportunity to participate in Family Fun/Learning Nights.

Fourth grade teachers will departmentalize for reading and math instruction.

Teachers will incorporate Kagan and CRISS strategies in their instructional routines.

ROTC Leadership from Rutherford High School will provide mentoring and academic assistance to students.

Community business partners will provide mentoring and academic assistance to students.

Middle school and high school students from our community will be guest readers in classrooms.

Ineffective implementation of data driven instruction and differentiated instructional strategies.

Classroom teachers will receive ongoing professional development in SRA, differentiated instructional strategies, meeting the standards, disaggregating data, and data driven instruction.

Administration will provide follow-up support to facilitate implementation of professional learning.

Administration will conduct one-on-one, grade level and school wide data-chats and discussions regarding students' assessment data and how the teacher's (s') efficacy affects student achievement.

Paraprofessionals will provide small group, remedial, and differentiated instruction.

Administration will promote increased collaboration with the media center and teachers (content and instruction).

Instructional Coaches will build teachers' capacity to access, view, manipulate, print and analyze student data.

Principal, Administrative Assistant, Instructional Coaches, Classroom teachers

CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.

CWT checklists, IPDP, FCAT, Discovery Education Assessment

		<p>School-wide implementation of Professional Learning Communities.</p> <p>Teachers K-5 will receive ongoing professional development and support with understanding requirements of feeder grade levels.</p> <p>Teachers will receive ongoing professional development and support to ensure proper utilization of pacing guides, focus calendars, and Lesson Study.</p> <p>Teachers will continue to implement and receive ongoing professional development and support to ensure proper utilization of Lexile-leveled passages, FCAT Item Specifications, NGSS and CCSS.</p>			
4	Lack of parental involvement	<p>Monthly school newsletter</p> <p>Parental access to the media center before and after school.</p> <p>Family Fun/Learning Nights and dinners in connection with conferences and PTO/SAC meetings</p> <p>School and classroom websites</p> <p>Scholastic Book Fair</p> <p>Author's visits</p> <p>FCAT Information Nights</p> <p>FCAT Student Success Celebrations</p> <p>Encourage/promote parental access to Parent Portal</p>	Principal, Administrative Assistant, Classroom Teachers, Media Specialist, Instructional Coaches	Monitor percentage of parent participation and yearly survey	Parent involvement logs, activity/meeting sign-in sheets, yearly survey
5	Student population's need for systematic and explicit instruction and curriculum and extended time in mathematics.	<p>Teachers will receive intense professional development regarding direct instructional techniques designed to target and close students' instructional gaps.</p> <p>Teachers will maximize instructional consistency through the use of established routines.</p> <p>Additional time during the school day has been added to the math time block.</p>	Principal, Administrative Assistant, Classroom Teachers, Instructional Coaches	CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.	FCAT, DEA, and CBA.

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:

The percentage of students in Lowest 25% making learning gains in mathematics in grades 3-5 will increase from

2012 Current Level of Performance:

2013 Expected Level of Performance:

61%

66%

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	Due to the class-size requirements, the possibility exists that combination classes may need to be created. The levels of instructional needs and differences among our student population are too varied to allow for success in combination classes.	Administration will ensure that classes remain pure in grade level assignments for grades 3-5.	Principal	Monitor student performance data from FCAT, and Discovery Education Assessment.	FCAT, Discovery Education Assessment and classroom-based assessment (CBA).
	Lack of student motivation and engagement	Students' learning styles and preferences will be determined in order to provide varied instructional choices for preferred learning modals. Curriculum and instruction will be integrated across content areas to deepen	Principal, Administrative Assistant, Guidance Counselor, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored.	CWT checklists, CBA, Discovery Education Assessment data, and lesson plan documentation.

students' understanding through continuity.

Increase utilization of differentiated guided group instruction based on students' level of academic need for both remedial and enrichment activities.

Increase the use of technology to enhance instructional delivery and students' acquisition of knowledge.

Embed multi-cultural, ELL, and poverty framework strategies within instruction and activities.

Enrichment classes will be provided by the Intervention Teacher to deepen and expand students' understanding through hands-on and collaborative learning experiences.

Fifth-grade classes will be gender based.

Students will have the opportunity to participate in various motivational activities based on behavior and academic improvement

Students will have the opportunity to participate in Family Fun/Learning Nights.

Fourth grade teachers will departmentalize for reading and math instruction.

ROTC Leadership from Rutherford High School will provide mentoring and academic assistance to students.

Community business partners will provide mentoring and academic assistance to students.

Middle school students and high school students from our community will be guest readers in classrooms.

Teachers will incorporate Kagan and CRIS strategies in their instructional routines.

Ineffective implementation of data driven instruction and differentiated

Classroom teachers will receive ongoing professional development in SRA, differentiated

Principal, Administrative Assistant, Instructional

CWT, grade level meetings, monitor teachers' implementation of strategies, student

CWT checklists, IPDP, FCAT, Discovery Education

<p>instructional strategies</p>	<p>instructional strategies, meeting the standards, disaggregating data, and data driven instruction.</p> <p>Administration will provide follow-up support to facilitate implementation of professional learning.</p> <p>Administration will conduct one-on-one, grade level and school wide data-chats and discussions regarding students' assessment data and how the teacher's (s') efficacy affects student achievement.</p> <p>Paraprofessionals will provide small group, remedial, and differentiated instruction.</p> <p>Administration will promote increased collaboration with the media center and teachers (content and instruction).</p> <p>Instructional Coaches will build teachers' capacity to access, view, manipulate, print and analyze student data.</p> <p>School-wide implementation of Professional Learning Communities.</p> <p>Teachers K-5 will receive ongoing professional development and support with understanding requirements of feeder grade levels.</p> <p>Teachers will receive ongoing professional development and support to ensure proper utilization of pacing guides, focus calendars, and Lesson Study.</p> <p>Teachers will continue to implement and receive ongoing professional development and support to ensure proper utilization of Lexile-leveled passages, FCAT Item Specifications, NGSS and CCSS.</p>	<p>Coaches, Classroom teachers</p>	<p>performance data chats with teachers and students.</p>	<p>Assessment</p>
<p>Lack of parental involvement</p>	<p>Monthly school newsletter</p> <p>Parental access to the media center before and after school.</p> <p>Family Fun/Learning Nights and dinners in</p>	<p>Principal, Administrative Assistant, Classroom Teachers, Media Specialist, Instructional Coaches</p>	<p>Monitor percentage of parent participation and yearly survey</p>	<p>Parent involvement logs, activity/meeting sign-in sheets, yearly survey</p>

4		<p>connection with conferences and PTO/SAC meetings</p> <p>School and classroom websites</p> <p>Scholastic Book Fair</p> <p>Author's visits</p> <p>FCAT Information Nights</p> <p>FCAT Student Success Celebrations</p> <p>Encourage/promote parental access to Parent Portal</p>			
5	<p>Student population's need for systematic and explicit instruction and curriculum and extended time in mathematics.</p>	<p>Teachers will receive intense professional development regarding direct instructional techniques designed to target and close students' instructional gaps.</p> <p>Teachers will maximize instructional consistency through the use of established routines.</p> <p>Additional time during the school day has been added to the math time block.</p>	<p>Principal, Administrative Assistant, Classroom Teachers, Instructional Coaches</p>	<p>CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.</p>	<p>FCAT, DEA, and CBA.</p>

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%.		<p>Elementary School Mathematics Goal #</p> <p>In six years, the percentage of students scoring at Levels 3 and above in reading will increase from 44% to 70%.</p> <p>5A :</p>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44%	49%	54%	59%	64%	

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 percentage of students in the ethnicity subgroups scoring at Level 3 or higher will increase from the current level of performance in 2012 to the 2013 target AMO level of performance as follows:		
Mathematics Goal #5B:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Black/African American 31% (29/95) White 42% (38/90)			Black/African American 43% (41/95) White 50% (45/90)		
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student motivation and engagement.	<p>Students' learning styles and preferences will be determined in order to provide varied instructional choices for preferred learning modals.</p> <p>Curriculum and instruction will be integrated across content areas to deepen students' understanding through continuity.</p> <p>Increase utilization of differentiated guided group instruction based on students' level of academic need for both remedial and enrichment activities.</p> <p>Increase the use of technology to enhance instructional delivery and students' acquisition of knowledge.</p> <p>Embed multi-cultural, ELL, and poverty framework strategies within instruction and activities.</p> <p>Fifth-grade classes will be gender based.</p> <p>Fourth grade teachers will departmentalize for reading and math instruction.</p> <p>Students will have the opportunity to participate in various motivational activities based on behavior and academic improvement.</p> <p>Students will have the opportunity to participate in Family Fun/Learning Nights.</p> <p>ROTC Leadership from Rutherford High School will provide mentoring and academic assistance to students.</p> <p>Community business partners will provide mentoring and academic assistance to students.</p> <p>Middle school students and high school students from our community will be guest readers in classrooms.</p> <p>Teachers will incorporate Kagan and CRISS strategies in their</p>	Principal, Administrative Assistant, Guidance Counselors, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored.	CWT checklists, CBA, Discovery Education Assessment data, and lesson plan documentation.

		instructional routines.			
	Ineffective implementation of data driven instruction and differentiated instructional strategies	<p>Classroom teachers will receive ongoing professional development in differentiated instructional strategies, meeting the standards, disaggregating data, and data driven instruction.</p> <p>Administration will provide follow-up support to facilitate implementation of professional learning.</p> <p>Administration will conduct one-on-one, grade level and school wide data-chats and discussions regarding students' assessment data and how the teacher's (s') efficacy affects student achievement.</p> <p>Instructional Coaches will collaborate with classroom teachers to ensure that differentiated instruction is implemented for students in subgroups not making satisfactory progress.</p> <p>Paraprofessionals will provide small group, remedial, and differentiated instruction.</p> <p>Administration will promote increased collaboration with the media center and teachers (content and instruction).</p> <p>Instructional Coaches will build teachers' capacity to access, view, manipulate, print and analyze student data.</p> <p>School-wide implementation of Professional Learning Communities.</p> <p>Teachers K-5 will receive ongoing professional development and support with understanding requirements of feeder grade levels.</p> <p>Teachers will receive ongoing professional development and support to ensure proper utilization of pacing guides, focus calendars, and Lesson Study.</p> <p>Teachers will continue to implement and receive ongoing professional development and support</p>	Principal, Administrative Assistant, Instructional Coaches, Classroom teachers	CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.	CWT checklists, IPDP, FCAT, Discovery Education Assessment

		to ensure proper utilization of Lexile-leveled passages, FCAT Item Specifications, NGSS and CCSS.			
3	Lack of parental involvement	<p>Monthly school newsletter</p> <p>Parental access to the media center before and after school.</p> <p>Family Fun/Learning Nights and dinners in connection with conferences and PTO/SAC meetings</p> <p>School and classroom websites</p> <p>Scholastic Book Fair</p> <p>Author's visits</p> <p>FCAT Information Nights</p> <p>FCAT Student Success Celebrations</p> <p>Encourage/promote parental access to Parent Portal</p>	Principal, Administrative Assistant, Classroom Teachers, Media Specialist, Instructional Coaches	Monitor percentage of parent participation and yearly survey	Parent involvement logs, activity/meeting sign-in sheets, yearly survey
4	Due to the class-size requirements, the possibility exists that combination classes may need to be created. The levels of instructional needs and differences among our student population are too varied to allow for success in combination classes.	Administration will ensure that classes remain pure in grade level assignments for grades 3-5.	Principal	Monitor student performance data from FCAT, and Discovery Education.	FCAT, Discovery Education and classroom-based assessment (CBA).
5	Student population's need for systematic and explicit instruction and curriculum and extended time in mathematics.	<p>Teachers will receive intense professional development regarding direct instructional techniques designed to target and close students' instructional gaps.</p> <p>Teachers will maximize instructional consistency through the use of established routines.</p> <p>Additional time during the school day has been added to the math time block.</p>	Principal, Administrative Assistant, Classroom Teachers, Instructional Coaches	CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.	FCAT, DEA, and CBA.

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:	Per FLDOE, this goal is not applicable to Springfield Elementary based on the small population.
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA			NA	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of students in the students with disabilities subgroup scoring at Level 3 or higher will increase from the current level of performance in 2012 to the 2013 target AMO level of performance as follows:
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
1	Due to the class-size requirements, the possibility exists that combination classes may need to be created. The levels of instructional needs and differences among our student population are too varied to allow for success in combination classes.	Administration will ensure that classes remain pure in grade level assignments for students in the subgroup Students with Disabilities for grades 3-5.	Principal	Monitor student performance data from FCAT, and Discovery Education Assessment.	FCAT, Discovery Education Assessment and classroom-based assessment (CBA).
	Lack of student motivation and engagement	<p>Students' learning styles and preferences will be determined in order to provide varied instructional choices for preferred learning modals.</p> <p>Curriculum and instruction will be integrated across content areas to deepen students' understanding through continuity.</p> <p>Increase utilization of differentiated guided group instruction based on students' level of academic need for both remedial and enrichment activities.</p> <p>Increase the use of technology to enhance instructional delivery and</p>	Principal, Administrative Assistant, Guidance Counselors, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored.	CWT checklists, CBA, Discovery Education Assessment data, and lesson plan documentation.

students' acquisition of knowledge.

Fifth grade classes will be gender based.

Fourth grade teachers will departmentalize for reading and math instruction.

Embed multi-cultural, ELL, and poverty framework strategies within instruction and activities.

Students will have access to electronic tools for language and literacy development through all content areas.

Students will have the opportunity to participate in various motivational activities based on behavior and academic improvement.

Students will have the opportunity to participate in Family Fun/Learning Nights.

ROTC Leadership from Rutherford High School will provide mentoring and academic assistance to students.

Community business partners will provide mentoring and academic assistance to students.

Middle school students and high school students from our community will be guest readers in classrooms.

Teachers will incorporate Kagan and CRIS strategies in their instructional routines.

Ineffective implementation of data driven instruction and differentiated instructional strategies

Classroom teachers will receive ongoing professional development in differentiated instructional strategies, meeting the standards, disaggregating data, and data driven instruction.

Administration will provide follow-up support to facilitate implementation of professional learning.

Administration will conduct one-on-one, grade level and school wide data-chats and discussions regarding students' assessment

Principal, Administrative Assistant, Instructional Coaches, Classroom teachers

CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.

CWT checklists, IPDP, FCAT, Discovery Education Assessment

data and how the teacher's (s') efficacy affects student achievement.

Instructional Coaches will collaborate with classroom teachers to ensure that differentiated instruction is implemented for students in subgroups not making satisfactory progress.

Teachers of students in the Students with Disabilities subgroup will participate in a push-in model and collaboration with regular education and special education teachers.

ESE Teachers will have full-time paraprofessional support.

Paraprofessionals will provide small group, remedial, and differentiated instruction.

Administration will promote increased collaboration with the media center and teachers (content and instruction).

Instructional Coaches will build teachers' capacity to access, view, manipulate, print and analyze student data.

School-wide implementation of Professional Learning Communities.

Teachers K-5 will receive ongoing professional development and support with understanding requirements of feeder grade levels.

Teachers will receive ongoing professional development and support to ensure proper utilization of pacing guides, focus calendars, and Lesson Study.

Teachers will continue to implement and receive ongoing professional development and support to ensure proper utilization of Lexile-leveled passages, FCAT Item Specifications, NGSS and CCSS.

Lack of parental involvement

Monthly school newsletter

Principal,
Administrative Assistant,

Monitor percentage of parent participation and yearly survey

Parent involvement logs, activity/meeting

4		<p>Parental access to the media center before and after school.</p> <p>Family Fun/Learning Nights and dinners in connection with conferences and PTO/SAC meetings</p> <p>School and classroom websites</p> <p>Scholastic Book Fair</p> <p>Author's visits</p> <p>FCAT Information Nights</p> <p>FCAT Student Success Celebrations</p> <p>Encourage/promote parental access to Parent Portal</p>	Classroom Teachers, Media Specialist, Instructional Coaches		sign-in sheets, yearly survey
5	Student population's need for systematic and explicit instruction and curriculum and extended time in mathematics.	<p>Teachers will receive intense professional development regarding direct instructional techniques designed to target and close students' instructional gaps.</p> <p>Teachers will maximize instructional consistency through the use of established routines.</p> <p>Additional time during the school day has been added to the math time block.</p>	Principal, Administrative Assistant, Classroom Teachers, Instructional Coaches	CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.	FCAT, DEA, and CBA.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.	Students in the Economically Disadvantaged subgroup not making satisfactory progress in math will decrease
Mathematics Goal E:	
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
1	Due to the class-size requirements, the possibility exists that combination classes may need to be created. The levels of instructional needs and differences	Administration will ensure that classes remain pure in grade level assignments for grades 3-5.	Principal	Monitor student performance data from FCAT, and Discovery Education Assessment.	FCAT, Discovery Education Assessment and classroom-based assessment (CBA).

	among our student population are too varied to allow for success in combination classes.				
	Lack of student motivation and engagement	<p>Students' learning styles and preferences will be determined in order to provide varied instructional choices for preferred learning modals.</p> <p>Curriculum and instruction will be integrated across content areas to deepen students' understanding through continuity.</p> <p>Increase utilization of differentiated guided group instruction based on students' level of academic need for both remedial and enrichment activities.</p> <p>Increase the use of technology to enhance instructional delivery and students' acquisition of knowledge (Smart Boards, instructional videos and software).</p> <p>Embed multi-cultural, ELL, and poverty framework strategies within instruction and activities.</p> <p>Fifth-grade classes will be gender based.</p> <p>Fourth grade teachers will departmentalize for reading and math instruction.</p> <p>Students will have the opportunity to participate in various motivational activities based on behavior and academic improvement</p> <p>Students will have the opportunity to participate in Family Fun/Learning Nights.</p> <p>ROTC Leadership from Rutherford High School will provide mentoring and academic assistance to students.</p> <p>Community business partners will provide mentoring and academic assistance to students.</p> <p>Middle school students and high school students from our community will be guest readers in classrooms.</p>	Principal, Administrative Assistant, Guidance Counselors, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored.	CWT checklists, CBA, Discovery Education Assessment data and lesson plan documentation.

		Teachers will incorporate Kagan and CRISS strategies in their instructional routines.			
	Ineffective implementation of data driven instruction and differentiated instructional strategies	<p>Classroom teachers will receive ongoing professional development in differentiated instructional strategies, meeting the standards, disaggregating data, and data driven instruction.</p> <p>Administration will provide follow-up support to facilitate implementation of professional learning.</p> <p>Administration will conduct one-on-one, grade level and school wide data-chats and discussions regarding students' assessment data and how the teacher's (s') efficacy affects student achievement.</p> <p>Instructional Coach will collaborate with classroom teachers to ensure that differentiated instruction is implemented for students in subgroups not making satisfactory progress.</p> <p>Paraprofessionals will provide small group, remedial, and differentiated instruction.</p> <p>Administration will promote increased collaboration with the media center and teachers (content and instruction).</p> <p>Instructional Coaches will build teachers' capacity to access, view, manipulate, print and analyze student data.</p> <p>School-wide implementation of Professional Learning Communities.</p> <p>Teachers K-5 will receive ongoing professional development and support with understanding requirements of feeder grade levels.</p> <p>Teachers will receive ongoing professional development and support to ensure proper utilization of pacing guides, focus calendars, and Lesson Study.</p> <p>Teachers will continue to</p>	Principal, Administrative Assistant, Instructional Coaches, Classroom teachers	CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.	CWT checklists, IPDP, FCAT, Discovery Education Assessment

		implement and receive ongoing professional development and support to ensure proper utilization of Lexile-leveled passages, FCAT Item Specifications, NGSS and CCSS.			
4	Lack of parental involvement	<p>Monthly school newsletter</p> <p>Parental access to the media center before and after school.</p> <p>Family Fun/Learning Nights and dinners in connection with conferences and PTO/SAC meetings</p> <p>School and classroom websites</p> <p>Scholastic Book Fair</p> <p>Author's visits</p> <p>FCAT Information Nights</p> <p>FCAT Student Success Celebrations</p> <p>Encourage/promote parental access to Parent Portal</p>	Principal, Administrative Assistant, Classroom Teachers, Media Specialist, Instructional Coaches	Monitor percentage of parent participation and yearly survey	Parent involvement logs, activity/meeting sign-in sheets, yearly survey
5	Student population's need for systematic and explicit instruction and curriculum and extended time in mathematics.	<p>Teachers will receive intense professional development regarding direct instructional techniques designed to target and close students' instructional gaps.</p> <p>Teachers will maximize instructional consistency through the use of established routines.</p> <p>Additional time during the school day has been added to the math time block.</p>	Principal, Administrative Assistant, Classroom Teachers, Instructional Coaches	CWT, grade level meetings, monitor teachers' implementation of strategies, student performance data chats with teachers and students.	FCAT, DEA, and CBA.

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
Continuous Improvement Model	K-5 Math	Instructional Coaches	School-wide	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches

CCSS	K-2 Math	Instructional Coaches	Grades K-2	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
MTSS/RtI	K-5 Math	Instructional Coaches; Guidance Counselor; Administration	School-wide	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
NGSS	2-5 Math	Instructional Coaches	Grades 2-5	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
FCAT Rigor and Relevance	3-5 Math	Instructional Coaches	Grades 3-5	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
Data-driven Instruction; Differentiated Instructional Strategies (to include focus calendars, pacing guides, Lesson Study)	K-5 Math	Instructional Coaches	School-wide	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches

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
	Stipends for summer planning	Title I	\$1,128.00
	Substitute pay for professional development	Title I	\$1,608.00
			Subtotal: \$2,736.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
	Salary and benefits for intervention teacher	Title I	\$13,178.00
	Salary and benefits for a classroom teacher	Title I	\$13,425.00
	Salary and benefits for paraprofessionals	Title I	\$89,111.00
			Subtotal: \$115,714.00
			Grand Total: \$118,450.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		Students achieving proficiency (FCAT Level 3) in science in grade 5 will increase from 15% to 50%.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
15% (11/75)		50% (35/75)		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:		Students achieving above proficiency (FCAT Levels 4 and 5) in science in grade 5 will increase from 3% to 50%.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
3% (2/75)		50% (35/75)		

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:				
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
Continuous Improvement Model	K-5 Science	Instructional Coaches	School-wide	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
NGSS	3-5 Science	Instructional Coaches	Grades 3-5	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
Data-driven Instruction; Differentiated Instructional Strategies (to include focus calendars, pacing	K-5 Science	Instructional Coaches	School-wide	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches

guides, Lesson Study)						
CCSS	K-2 Science	Instructional Coaches	Grades K-2	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
FCAT Rigor and Relevance	3-5 Science	Instructional Coaches	Grades 3-5	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches

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
	Substitute pay	Title I	\$1,608.00
			Subtotal: \$1,608.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
	Salary and benefit for classroom teacher	Title I	\$8,950.00
			Subtotal: \$8,950.00
			Grand Total: \$10,558.00

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:			Students achieving satisfactory progress (FCAT Level 3.0 and higher) in writing in grade 4 will increase from 55% to 75%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
55% (34/62)			75% (46/62)		
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	Due to the class-size requirements, the possibility exists that combination classes may need to be created. The levels of instructional needs and differences among our student population are too varied to allow for success in combination classes.	Administration will ensure that classes remain pure in grade level assignments for grades 3-5.	Principal	Monitor student performance data from FCAT, and Discovery Education Assessment.	FCAT, Discovery Education Assessment and classroom-based assessment (CBA).
2	Lack of student motivation and engagement	<p>Students' learning styles and preferences will be determined in order to provide varied instructional choices for preferred learning modals.</p> <p>Curriculum and instruction will be integrated across content areas to deepen students' understanding through continuity.</p> <p>Increase utilization of differentiated guided group instruction based on students' level of academic need for both remedial and enrichment activities.</p> <p>Increase the use of technology to enhance instructional delivery and students' acquisition of knowledge.</p> <p>Embed multi-cultural, ELL, and poverty framework strategies within instruction and activities.</p> <p>Students will have the opportunity to participate in various motivational activities based on behavior and academic improvement.</p> <p>ROTC Leadership from Rutherford High School will provide mentoring and academic assistance to students.</p> <p>Community business partners will provide mentoring and academic assistance to students.</p> <p>Teachers will incorporate Kagan and CRISS strategies in their instructional routines.</p>	Principal, Administrative Assistant, Guidance Counselor, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored.	CWT checklists, CBA, and Discovery Education Assessment, and lesson plan documentation.
	Ineffective implementation of data	Classroom teachers will receive ongoing	Principal, Administrative	CWT, grade level meetings, monitor	CWT checklists, IPDP, FCAT,

<p>driven instruction and differentiated instructional strategies.</p>	<p>professional development in differentiated instructional strategies, meeting the standards, disaggregating data, and data driven instruction.</p> <p>Administration will provide follow-up support to facilitate implementation of professional learning.</p> <p>Administration will conduct one-on-one, grade level and school wide data-chats and discussions regarding students' assessment data and how the teacher's (s') efficacy affects student achievement.</p> <p>Intervention teacher will collaborate with classroom teachers to ensure that differentiated instruction is implemented for students in subgroups not making satisfactory progress.</p> <p>Paraprofessionals will provide small group, remedial, and differentiated instruction.</p> <p>Administration will promote increased collaboration with the media center and teachers (content and instruction).</p> <p>Instructional Coaches will build teachers' capacity to access, view, manipulate, print and analyze student data.</p> <p>In grades 3-4, students' monthly writing prompts (Tiger Writes) will be scored by the classroom teacher and the Intervention Teacher. Discussion will follow to ensure that teachers are scoring consistently and providing corrective feedback to students for additional instruction.</p> <p>Teachers will receive ongoing professional development and support to ensure proper utilization of</p>	<p>Assistant, Instructional Coaches, Classroom teachers</p>	<p>teachers' implementation of strategies, student performance data chats with teachers and students.</p>	<p>Discovery Education Assessment, School-based writing assessments</p>
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		<p>acing guides, focus calendars, and Lesson Study.</p> <p>Teachers will continue to implement and receive ongoing professional development and support to ensure proper utilization of FCAT Item Specifications and NGSS.</p>			
4	Lack of parental involvement	<p>Monthly school newsletter</p> <p>Parental access to the media center before and after school.</p> <p>Family Fun/Learning Nights and dinners in connection with conferences and PTO/SAC meetings</p> <p>School and classroom websites</p> <p>Scholastic Book Fair</p> <p>Author's visits</p> <p>FCAT Information Nights</p> <p>FCAT Student Success Celebrations</p>	Principal, Administrative Assistant, Classroom Teachers, Media Specialist, Instructional Coaches	Monitor percentage of parent participation and yearly survey	Parent involvement logs, activity/meeting sign-in sheets, yearly survey
5	Student populations' need for systematic and explicit instruction and curriculum in writing.	<p>Use SMILE Writing program.</p> <p>Intervention teacher will provide ongoing support with instructional scope and sequence.</p> <p>Intervention teacher will provide ongoing support with FCAT Writing requirements (scoring, expectations, etc.).</p> <p>Intervention teacher will work with teachers in grades 2-4 to implement cohesive writing instruction and vocabulary development.</p>	Principal, Administrative Assistant, Classroom Teachers, Intervention Teacher	CWT, monitor teachers' implementation of strategies, student performance data chats with teachers and students	CWT checklists, FCAT, school-based writing 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 4 or higher in writing.	
Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS	K-2 Writing	Instructional Coaches	Grades K-2	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
Continuous Improvement Model	K-5 Writing	Instructional Coaches	Grades K-5	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
Data-driven Instruction; Differentiated Instructional Strategies (to include focus calendars, pacing guides, Lesson Study)	K-5 Writing	Instructional Coaches	Grades K-5	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
NGSS	3-5 Writing	Instructional Coaches	Grades 3-5	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
SMILE Writing - Rapid Response	K-5 Writing	Instructional Coaches	Grades K-5	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches
FCAT Rigor and Relevance	3-5 Writing	Instructional Coaches	Grades 3-5	Bi-weekly to monthly	CWT; lesson plan review; diagnostic, formative, summative assessments; data chats with teachers	Principal; Assistant Principal; Instructional Coaches

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
	Stipends for summer planning	Title I	\$1,128.00
Subtotal: \$1,128.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
	Salary and benefits for intervention teacher	Title I	\$27,090.00
Subtotal: \$27,090.00			
Grand Total: \$28,218.00			

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance					
Attendance Goal # 1:			The attendance rate will increase from 93% to 98%.		
2012 Current Attendance Rate:			2013 Expected Attendance Rate:		
93% (458/493)			98% (483/493)		
2012 Current Number of Students with Excessive Absences (10 or more)			2013 Expected Number of Students with Excessive Absences (10 or more)		
42% (209/493)			25% 123/493		
2012 Current Number of Students with Excessive Tardies (10 or more)			2013 Expected Number of Students with Excessive Tardies (10 or more)		
25% (124/493)			10% (49/493)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of parental involvement	Monthly school newsletter Parental access to the media center before and after school. Family Fun/Learning	Principal, Administrative Assistant, Classroom Teachers, Media Specialist, Instructional Coaches, District	Monitor percentage of parent participation and yearly survey	Parent involvement logs, activity/meeting sign-in sheets, yearly survey

1			<p>Nights and dinners in connection with conferences and PTO/SAC meetings</p> <p>School and classroom websites</p> <p>Scholastic Book Fair</p> <p>Author's visits</p> <p>FCAT Information Nights</p> <p>FCAT Student Success Celebrations</p> <p>Utilize District Behavioral Specialist, CeCe Brown, for home visits and collaboration with teachers and parents</p> <p>Encourage/promote parental access to Parent Portal</p>	Behavioral Specialist			
2	Lack of student motivation and engagement		<p>Students' learning styles and preferences will be determined in order to provide varied instructional choices for preferred learning modals.</p> <p>Curriculum and instruction will be integrated across content areas to deepen students' understanding through continuity.</p> <p>Increase utilization of differentiated guided group instruction based on students' level of academic need for both remedial and enrichment activities.</p> <p>Increase the use of technology to enhance instructional delivery and students' acquisition of knowledge.</p> <p>Embed multi-cultural, ELL, and poverty framework strategies within instruction and activities.</p> <p>Students will have the opportunity to participate in various motivational activities based on behavior and academic improvement.</p> <p>Students will have the opportunity to earn awards and recognition for perfect attendance.</p>	Principal, Administrative Assistant, Guidance Counselor, Classroom Teacher, Instructional Coaches	Classroom walk throughs (CWT), learning-style inventories, and student progress will be implemented and monitored	CWT checklists, CBA, and Discovery Education Assessment data, and lesson plan documentation.	

		<p>Fourth grade teachers will departmentalize for reading and math instruction.</p> <p>ROTC Leadership from Rutherford High School will provide mentoring and academic assistance to students.</p> <p>Community business partners will provide mentoring and academic assistance to students.</p> <p>Middle school students and high school students from our community will be guest readers in classrooms.</p> <p>Teachers will incorporate Kagan and CRISS strategies in their instructional routines.</p> <p>Fifth-grade classes will be gender based.</p>			
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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
Parent Involvement	PreK-5	Principal; Administrative Assistant; Behavioral Intervention Specialist	Classroom teachers	Monthly	CWT; teacher-parent communication	Principal; Administrative Assistant; Behavioral Intervention Specialist
MTSS/RtI PBS	PreK-5	Principal; Administrative Assistant; Behavioral Intervention Specialist	Classroom teachers and paraprofessionals	Monthly	CWT; teacher-parent communication	Principal; Administrative Assistant; Behavioral Intervention Specialist

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:			The number of suspensions for the 2012-2013 school year will decrease from 195 to 98.		
2012 Total Number of In-School Suspensions			2013 Expected Number of In-School Suspensions		
14			5		
2012 Total Number of Students Suspended In-School			2013 Expected Number of Students Suspended In-School		
9			5		
2012 Number of Out-of-School Suspensions			2013 Expected Number of Out-of-School Suspensions		
181			93		
2012 Total Number of Students Suspended Out-of-School			2013 Expected Number of Students Suspended Out-of-School		
64			50		
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
	The economic status of the family often contributes to the undesired school behaviors as they are modeled in the home.	Provide opportunities for parents to gain information that will strengthen parenting skills and provide alternatives in the area of discipline.	Principal, Behavioral Intervention Specialist	Parent survey	Principal, Behavioral Intervention Specialist

1		Implementation of character education core values as sponsored by Chik-fil-A. Monthly school-wide assembly to promote positive student behavior. MTSS/RtI (PBS)			
2	Referrals by staff members for behavior.	Work to educate school staff members more thoroughly in the area of behavior management. MTSS/RtI (PBS)	Principal, Behavioral Intervention Specialist	Staff training and professional development opportunities that correlate with the Positive Behavior Support (PBS) program currently utilized by the school.	Reduction in the amount of behavior referrals generated by school staff members.
3	Lack of parental support.	Increase parental support by providing opportunities for parents to take ownership in their child's school and education. MTSS/RtI (PBS)	Principal, Behavioral Intervention Specialist	Attendance records will be maintained to track the number of parents who are attending each school sponsored event.	The increase or decrease in the amount of parents attending school functions.

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
Parent Involvement	PreK-5	Principal; Administrative Assistant; Behavioral Intervention Specialist	Classroom teachers	Monthly	CWT; teacher-parent communication	Principal; Administrative Assistant; Behavioral Intervention Specialist
MTSS/RtI PBS	PreK-5	Principal; Administrative Assistant; Behavioral Intervention Specialist	Classroom teachers	Monthly	CWT; teacher-parent communication	Principal; Administrative Assistant; Behavioral Intervention Specialist

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
	Stipends for summer planning	Title I	\$1,128.00
	Substitute pay	Title I	\$1,608.00
	Salary and benefits for crisis intervention teacher 2 days a week	Title I	\$28,264.00
			Subtotal: \$31,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$31,000.00

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>				
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
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						

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
	Stipends for teachers to conduct parent workshops	Title I	\$670.00
	Salary and benefits of the parent liaison	Title I	\$12,248.00
	refreshments, materials, supplies, and equipment for parent involvement activities and check-out materials for the parent center	Title I	\$1,878.00
			Subtotal: \$14,796.00
			Grand Total: \$14,796.00

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:			Students scoring at above proficiency in math as measured by the FCAT will increase from 37% (75/205) to 50% (102/205). Students scoring at above proficiency in science as measured by the FCAT will increase from 17% (13/75) to 50% (37/75).		
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
	Student population's need for systematic	Teachers will receive intense professional	Principal, Administrative	CWT, grade level meetings, monitor	FCAT, Discovery Education, CWT

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)

Safety Goal:

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

1. Safety Goal Safety Goal #1:	The percentage of students, teachers and parents who feel that Springfield is a safe school will increase from 90% (142/157) to 95% (149/157).
2012 Current level:	2013 Expected level:
90% (142/157)	95% (149/157)

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	Communication of safety measures and policies to stakeholders	Multiple avenues of communication will be utilized to ensure that all stakeholders are aware of and understand the school's safety measures and policies (meetings, drills, newsletters, website, announcements, IRIS, school sign). Safety measures and policies will be visibly implemented (visibility of administration, posted rules and procedures related to various emergency issues, Raptor ID program, visitor's badges, Safety Patrol, Student Council, PBS).	Principal, Assistant Principal, Classroom teachers	Yearly survey	School climate survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Safety	PreK-5	Principal	School-wide; students, teachers, staff, parents	Monthly	School Climate Survey	Principal

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 Safety Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		SRA Reading Mastery Signature	Title I	\$93,000.00
				Subtotal: \$93,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		Registration fees for Reading By the Bay Conference	Title I	\$320.00
Reading		Stipends for summer planning	Title I	\$1,128.00
Reading		Substitute pay	Title I	\$1,608.00
Reading		Stipends for summer SRA training for teachers and paras	Title I	\$11,950.00
Reading		Registration and travel expenses for the reading coach's SRA training	Title I	\$4,200.00
Mathematics		Stipends for summer planning	Title I	\$1,128.00
Mathematics		Substitute pay for professional development	Title I	\$1,608.00
Science		Substitute pay	Title I	\$1,608.00
Writing		Stipends for summer planning	Title I	\$1,128.00
Suspension		Stipends for summer planning	Title I	\$1,128.00
Suspension		Substitute pay	Title I	\$1,608.00
Suspension		Salary and benefits for crisis intervention teacher 2 days a week	Title I	\$28,264.00
				Subtotal: \$55,678.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading		Salary and benefits for paraprofessionals	Title I	\$207,927.00
Reading		Salary and benfits for classroom teacher	Title I	\$22,374.00
Reading		Salary and benefits for media center paraprofessional.	Title I	\$11,821.00
Reading		Salary and benefits for intervention teacher	Title I	\$32,945.00
Reading		Supplemental materials and supplies	Title I	\$2,919.00
Mathematics		Salary and benefits for intervention teacher	Title I	\$13,178.00
Mathematics		Salary and benefits for a classroom teacher	Title I	\$13,425.00
Mathematics		Salary and benefits for paraprofessionals	Title I	\$89,111.00
Science		Salary and benefit for classroom teacher	Title I	\$8,950.00
Writing		Salary and benefits for intervention teacher	Title I	\$27,090.00
Parent Involvement		Stipends for teachers to conduct parent	Title I	\$670.00

	workshops		
Parent Involvement	Salary and benefits of the parent liaison	Title I	\$12,248.00
Parent Involvement	refreshments, materials, supplies, and equipment for parent involvement activities and check-out materials for the parent center	Title I	\$1,878.00
			Subtotal: \$444,536.00
			Grand Total: \$593,214.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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



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

Describe projected use of SAC funds	Amount
No data submitted	

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

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

Bay School District SPRINGFIELD ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	62%	61%	38%	217	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	58%	57%			115	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	67% (YES)			125	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					457	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Bay School District SPRINGFIELD ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	58%	62%	30%	211	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	61%	59%			120	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	65% (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					454	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested