

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: PHILLIPPI SHORES ELEMENTARY SCHOOL

District Name: Sarasota

Principal: Allison S. Foster

SAC Chair: Rachel Williamson

Superintendent: Lori White

Date of School Board Approval: November 2012

Last Modified on: 10/9/2012

Gerard Robinson, Commissioner
Florida Department of Education
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Tallahassee, Florida 32399

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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Allison Foster	B.S. - Business Communications B.S. - Elementary Education M.A. -	4	7	2011-2012 School Grade - A High Standards in Reading - 73% High Standards in Math - 71% High Standards in Writing - 84% High Standards in Science - 72% Learning Gains in Reading - 75% Learning Gains in Math - 79% Lowest 25% Learning Gains Reading - 65% Lowest 25% Learning Gains Math - 49% AYP - No 2010-2011 School Grade - A High Standards in Reading - 89% High Standards in Math - 89% High Standards in Writing - 90% High Standards in Science - 81% Learning Gains in Reading - 71% Learning Gains in Math - 71% Lowest 25% Learning Gains Reading - 53% Lowest 25% Learning Gains Math - 72% AYP - No

	Curriculum and Instruction Ed.D. - Educational Leadership			2009-2010 School Grade - A High Standards in Reading - 89% High Standards in Math - 86% High Standards in Writing - 82% High Standards in Science - 63% Learning Gains in Reading - 75% Learning Gains in Math - 66% Lowest 25% Learning Gains Reading - 74% Lowest 25% Learning Gains Math - 64% AYP - No 2008-2009 School Grade - A High Standards in Reading - 89% High Standards in Math - 89% High Standards in Writing - 91% High Standards in Science - 69% Learning Gains in Reading - 66% Learning Gains in Math - 73% Lowest 25% Learning Gains Reading - 63% Lowest 25% Learning Gains Math - 68% AYP - Yes
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INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular Meetings with New Teachers	1. Principal	1. On-Going	
2	2. Give New Teachers a Mentor for the First Year	2. Principal and District Personnel	2. First Year	

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
We currently have four staff members teaching out-of-field (2 in gifted, 2 in ESOL).	The teachers are all working toward certification in these areas. In addition, they are collaborating with certified professionals at our school for support as needed.

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
52	5.8%(3)	11.5%(6)	50.0%(26)	32.7%(17)	82.7%(43)	0.0%(0)	1.9%(1)	13.5%(7)	71.2%(37)

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
Ann Matthews	Christina Eicher	Ann Matthews is a trained SCIP mentor. She has been paired with Christina Eicher, a new teacher to Phillippi. In Sarasota County, a SCIP mentor is paired with a teacher who is either a first year teacher or a teacher who is teaching in a new subject content area. Teachers who have been displaced during the staffing process may also be afforded a SCIP mentor.	A trained mentor provides modeling and coaching as well as visitations to other model classroom teachers. A mentor also assists in developing classroom procedures and instructional materials. Time is given for the feedback, coaching and planning.
Marta Calabrese	Tara Frostad	Marta Calabrese is a trained SCIP mentor. She has been paired with Tara Frostad, a new teacher to Phillippi. In Sarasota County, a SCIP mentor is paired with a teacher who is either a first year teacher or a teacher who is teaching in a new subject content area. Teachers who have been displaced	A trained mentor provides modeling and coaching as well as visitations to other model classroom teachers. A mentor also assists in developing classroom procedures and instructional materials. Time is given for the feedback, coaching and planning.

		during the staffing process may also be afforded a SCIP mentor.	
Ginger Rosenberger	Tiffany Mercier	Ginger Rosenberger is a trained SCIP mentor. She has been paired with Tiffany Mercier, a new teacher to Phillippi. In Sarasota County, a SCIP mentor is paired with a teacher who is either a first year teacher or a teacher who is teaching in a new subject content area. Teachers who have been displaced during the staffing process may also be afforded a SCIP mentor.	A trained mentor provides modeling and coaching as well as visitations to other model classroom teachers. A mentor also assists in developing classroom procedures and instructional materials. Time is given for the feedback, coaching and planning.
Cherie Feaster	Anne Bertelsen	Cherie Feaster is a trained SCIP mentor. She has been paired with Anne Bertelsen, a new teacher to Phillippi. In Sarasota County, a SCIP mentor is paired with a teacher who is either a first year teacher or a teacher who is teaching in a new subject content area. Teachers who have been displaced during the staffing process may also be afforded a SCIP mentor.	A trained mentor provides modeling and coaching as well as visitations to other model classroom teachers. A mentor also assists in developing classroom procedures and instructional materials. Time is given for the feedback, coaching and planning.
		Shannon Haddad is a trained SCIP mentor. She has been paired with Amy Yusko, a new teacher	

Shannon Haddad	Amy Yusko	to Phillippi. In Sarasota County, a SCIP mentor is paired with a teacher who is either a first year teacher or a teacher who is teaching in a new subject content area. Teachers who have been displaced during the staffing process may also be afforded a SCIP mentor.	A trained mentor provides modeling and coaching as well as visitations to other model classroom teachers. A mentor also assists in developing classroom procedures and instructional materials. Time is given for the feedback, coaching and planning.
Lona Sims	Kim Schnathmann	Lona Sims is a trained SCIP mentor. She has been paired with Kim Schnathmann, a new teacher to Phillippi. In Sarasota County, a SCIP mentor is paired with a teacher who is either a first year teacher or a teacher who is teaching in a new subject content area. Teachers who have been displaced during the staffing process may also be afforded a SCIP mentor.	A trained mentor provides modeling and coaching as well as visitations to other model classroom teachers. A mentor also assists in developing classroom procedures and instructional materials. Time is given for the 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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RtI Leadership Team is comprised of general education personnel that facilitate PBS/RtI as a related but distinct process from the CARE (Children At Risk in Education) eligibility determination process.

At Phillippi Shores Elementary, the RtI Leadership Team is comprised of:

The Principal & Assistant Principal: Provide a common vision for the use of data-based decision making; ensure that the school-based team is implementing RtI; ensure implementation of intervention support and documentation to make sure adequate professional development is offered to support RtI implementation; communicate with parents regarding school-based RtI plans and activities.

General Education Teachers: All provide information about core instruction; participate in student data collection; provide Tier 1 instruction and interventions; collaborate with other staff to implement Tier 2 interventions; integrate Tier 1 materials/instruction with Tier 2/3 activities.

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

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

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

The RtI Leadership Team at Phillippi Shores Elementary school will do the following to develop and implement our SIP:

- Analyze relevant school profile data for the purpose of problem analysis
- Review and revise RtI infrastructure already established
- Analyze data in order to identify trends and groups in need of more intervention

On a monthly basis, team leaders in collaboration with support staff will oversee the implementation of the SIP plan.

MTSS Implementation

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

The school uses a variety of reports produced by the district Office of Research, Assessment, and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data for reading, mathematics, science, and writing is utilized. Further, the school participates in the FAIR Reading assessment and utilizes the Florida Achieves Science assessments, as well as district testing in Math to summarize data for students at Tier 1, 2, and 3.

Describe the plan to train staff on MTSS.

The Phillippi Shores Elementary RtI/PBS Team provided training on RtI/PBS to 100% of the staff in August of 2012. Also, the team will provide additional trainings throughout the year for teachers needing extra assistance.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT is made up of the following members:
Principal, Assistant Principal Intern, IB Coordinator, ESOL Liaison, ESE Liaison, and Guidance Counselor.

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

The LLT meets throughout the year to analyze data to determine strategies so all students can be successful readers.

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

There will be three major initiatives this year: 1. To disaggregate FAIR and SuccessMaker data to develop and assist in the implementation of one-on-one and small group interventions, 2. to utilize a school-wide reading incentive program, and 3. to provide support to students who scored a Level 1 or 2 on the FCAT last year to help them make annual learning gains.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 24%(79) Level 3,4,5 - 73% (142)	Level 3 - 29% Level 3,4,5 - 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
1	1. The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom	1. The school will monitor the FAIR and StoryTown assessments to determine student progress	1. Principal, Assistant Principal Intern	1. Review of FAIR and StoryTown data reports to ensure teachers are following assessment schedule	1. FAIR and StoryTown data reports
2	2. The need to focus on specific skills in order to intervene and remediate	2. The school will use SuccessMaker to monitor student progress	2. Principal, Assistant Principal Intern	2. Review of SuccessMaker data reports to ensure teachers are effectively utilizing the computer-based program	2. SuccessMaker data reports
3	3. Differentiating instruction to meet the individual learning needs of each child	3. Develop specific blocks of time reserved for one-on-one and small group interventions	3. Principal, Assistant Principal Intern	3. Lessons will include instructional groups during intervention blocks. Observations will focus on the effective use of interventions.	3. Effectiveness will be determined by growth as evidenced by progress monitoring using FAIR and SuccessMaker.
4	4. Increasing the scores of our lowest 25%	4. Everyone on the administrative team will mentor students who scored a Level I or II on the FCAT last year.	4. Principal, Assistant Principal Intern	4. Analyze 2012 and 2013 FCAT scores to determine if lowest 25% made learning gains	4. 2013 FCAT scores for lowest 25%

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
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 49%(163) Level 3,4,5 - 73%(142)	Level 4,5 - 53% Level 3,4,5 - 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
1	1. Increase in economically disadvantaged students due to the economy.	1. Grant funding and community resources will be sought to provide for the needs and bridge the economic gap	1. Principal, Assistant Principal, Guidance Counselor	1. FAIR and StoryTown assessments will be tracked for all students in the school.	1. FAIR and StoryTown data reports
2	2. Differentiating instruction to meet the individual learning needs of each child	2. Develop specific blocks of time reserved for one-on-one and small group enrichment	2. Principal, Assistant Principal Intern	2. Lessons will utilize instructional groups during reading block. Observations will be done to determine the effectiveness of enrichment activities.	2. Effectiveness will be determined by growth as evidenced by progress monitoring using FAIR and SuccessMaker.

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
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(145)	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
1	1. The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom	1. The school will monitor the FAIR and StoryTown assessments to determine student progress	1. Principal, Assistant Principal Intern	1. Review of FAIR and StoryTown data reports to ensure teachers are following assessment schedule	1. FAIR and StoryTown data reports
2	2. The need to break away from whole group instruction to differentiate instruction based on the identification of individual academic needs	2. Develop specific blocks of time reserved for one-on-one and small group interventions	2. Principal, Assistant Principal Intern	2. Lessons will include instructional groups during intervention blocks. Observations will focus on the effective use of interventions.	2. Effectiveness will be determined by growth as evidenced by progress monitoring using FAIR and SuccessMaker.
3	3. The need to focus on specific skills in order to intervene and remediate	3. The school will use SuccessMaker to monitor student progress	3. Principal, Assistant Principal Intern	3. Review of SuccessMaker data reports to ensure teachers are effectively utilizing the computer-based program	3. SuccessMaker data reports
4	4. Providing the necessary support to help our lowest 25% make learning gains	4. Each member of the administrative team will mentor students who scored a level 1 or 2 on the FCAT.	4. Administrative Team Members	4. We will meet with the students and parents throughout the year to assess the growth the students are making.	4. 2013 FCAT Reading results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(32)	67%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom	1. The school will monitor the FAIR and StoryTown assessments to determine student progress	1. Principal, Assistant Principal Intern	1. Review of FAIR and StoryTown data reports to ensure teachers are following assessment schedule	1. FAIR and StoryTown data reports
2	2. The need to focus on specific skills in order to intervene and remediate	2. The school will use SuccessMaker to monitor student progress	2. Principal, Assistant Principal Intern	2. Review of SuccessMaker data reports to ensure teachers are effectively utilizing the computer-based program	2. SuccessMaker data reports
3	3. Differentiating instruction to meet the individual learning needs of each child	3. Develop specific blocks of time reserved for one-on-one and small group interventions	3. Principal, Assistant Principal Intern	3. Lessons will include instructional groups during intervention blocks. Observations will focus on the effective use of interventions.	3. Effectiveness will be determined by growth as evidenced by progress monitoring using FAIR and SuccessMaker.
4	4. Providing support to help our lowest 25% make learning gains	4. Each member of the administrative team will mentor students who scored a Level 1 or 2 on the FCAT last year.	4. Administrative Team	4. We will meet with the students and parents throughout the year to assess the growth the students are making.	4. 2013 FCAT Reading results

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

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

	76	78	81	83	85	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 79%(194) Hispanic 75%(15) Black 25%	White 83% Hispanic 83% Black 37%

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	1. The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom	1. The school will monitor the FAIR and StoryTown assessments to determine student progress	1. Principal, Assistant Principal Intern	1. Review of FAIR and StoryTown data reports to ensure teachers are following assessment schedule	1. FAIR and StoryTown data reports
2	2. The need to focus on specific skills in order to provide interventions and remediate	2. The school will use SuccessMaker to monitor student progress	2. Principal, Assistant Principal Intern	2. Review of SuccessMaker data reports to ensure teachers are effectively utilizing the computer-based program	2. SuccessMaker data reports
3	3. Differentiating instruction to meet the individual learning needs of each child	3. Develop specific blocks of time reserved for one-on-one and small group interventions	3. Principal, Assistant Principal Intern	3. Lessons will include instructional groups during intervention blocks. Observations will focus on the effective use of interventions.	3. Effectiveness will be determined by growth as evidenced by progress monitoring using FAIR and SuccessMaker.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%	81%

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 number of ELL	The ESOL Liaison and	ELL Liaison	We will use progress	2013 FCAT

1	students has increased with limited support staff.	para-professional will provide resources and instructional support for students needing reading help.		monitoring tests to determine the growth the students are making throughout the year.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
39%	56%

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	1. The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom	1. The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom	1. Principal, Assistant Principal Intern	1. Review of FAIR and StoryTown data reports to ensure teachers are following assessment schedule	1. Review of FAIR and StoryTown data reports to ensure teachers are following assessment schedule
2	2. The need to focus on specific skills in order to provide interventions and remediate	2. The school will use SuccessMaker to monitor student progress	2. Principal, Assistant Principal Intern	2. Review of SuccessMaker data reports to ensure teachers are effectively utilizing the computer-based program	2. SuccessMaker data reports
3	3. Differentiating instruction to meet the individual learning needs of each child	3. Develop specific blocks of time reserved for one-on-one and small group interventions	3. Principal, Assistant Principal Intern	3. Lessons will include instructional groups during intervention blocks. Observations will focus on the effective use of interventions.	3. Effectiveness will be determined by growth as evidenced by progress monitoring using FAIR and SuccessMaker.
4	4. Limited ESE resource support	4. This year we plan to use a flexible schedule with our resource support to provide more time for the students to receive additional support from an ESE certified teacher.	4. Principal, ESE Liaison, ESE Resource Teacher	4. Review of SuccessMaker and FAIR data to assess the growth the students are making in reading.	4. 2013 FCAT Results

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

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

61%						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	1. The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom	1. The school will monitor the FAIR and StoryTown assessments to determine student progress	1. Principal, Assistant Principal Intern	1. Review of FAIR and StoryTown data reports to ensure teachers are following assessment schedule	1. FAIR and StoryTown data reports	
2	2. The need to focus on specific skills in order to provide interventions and remediate	2. The school will use SuccessMaker to monitor student progress	2. Principal, Assistant Principal Intern	2. Review of SuccessMaker data reports to ensure teachers are effectively utilizing the computer-based program	2. SuccessMaker data reports	
3	3. Differentiating instruction to meet the individual learning needs of each child	3. Develop specific blocks of time reserved for one-on-one and small group interventions	3. Principal, Assistant Principal Intern	3. Lessons will include instructional groups during intervention blocks. Observations will focus on the effective use of interventions.	3. Effectiveness will be determined by growth as evidenced by progress monitoring using FAIR and SuccessMaker.	
4	4. Limited remediation support due to current staffing and budget constraints	4. Each member of the administrative team will mentor students who scored a Level 1 or 2 on the FCAT last year.	4. Administrative Team Members	4. We will review their FAIR, SuccessMaker, and StoryTown results to assess if the students are making growth throughout the year.	4. 2013 FCAT Results	

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
Reading Block Components and Text Complexity	Grade Levels: Kindergarten, 1st, 2nd, 3rd, 4th, and 5th	Administrative Team, Landings Staff, and Team Leaders	Grade Level	Quarterly	Collaboration and training with grade level teams during CPT	Principal, Assistant Principal, Team Leaders
Daily Five Book Study	Open to All Staff Members - Afterschool PD Opportunity	Ann Matthews	School-Wide	Weekly	Collaboration with other participants during weekly meetings	Ann Matthews (Professional Development Coordinator)
Using Progress Monitoring Assessments and Data to Improve Instruction and Learning - Teachers will analyze student data from FCAT, SM, common assessments, FAIR, and	Grade Levels: Kindergarten, 1st, 2nd, 3rd, 4th, and 5th	Team Leaders with Support from the Administrative Support Team	Grade Level	Weekly	Collaborative Planning Minutes	Principal, Assistant Principal, Team Leaders

classroom lessons. Based on the data, lesson plans will be developed.					
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Partners in Print (parent literacy training)	District Grant	Community Foundation	\$5,800.00
Rally FCAT 2.0 Materials	Materials for students to review FCAT 2.0 reading concepts.	School Funds from Fundraisers	\$4,000.00
Florida Coach FCAT 2.0 Practice Workbook	FCAT 2.0 instructional reading materials for parents to work with their children	PTA & School Funds from Fundraisers	\$4,000.00
			Subtotal: \$13,800.00
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
Daily Five Book Study		School Funds from Fundraisers	\$1,000.00
Professional Development Training Days - Text Complexity - Common Core - Writing - FCAT & Progress Monitoring Information	Funds to pay for substitutes on set training days (2 days/grade level).	Title II & School Funds from Fundraisers	\$10,000.00
			Subtotal: \$11,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
To increase the use of differentiated instruction by providing classroom reading books on various levels	Reading Books for Classroom Libraries	PTA	\$1,500.00
			Subtotal: \$1,500.00
			Grand Total: \$26,300.00

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of vocabulary	1. Concentrated selection of words with visual representations 2. Concentrated teaching of context clues	Ginger Rosenberger, Maria Hauff, and classroom teachers	Student outcomes towards mastery of objectives	CELLA Scores and Classroom Demonstration

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

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 27%(88) Level 3,4,5 - 71%(234)	Level 3 - 29% Level 3,4,5 - 73%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3. Differentiating instruction to meet the individual learning needs of each child	3. Develop specific blocks of time reserved for one-on-one and small group interventions.	3. Principal and Assistant Principal Intern	3. Lessons will include instructional groups during intervention blocks. Observations will focus on the effective use of interventions.	3. Effectiveness will be determined by growth as evidenced by progress monitoring using the Math Benchmark Assessments and SuccessMaker.
2	2. Adequate pacing of math curriculum	2. Utilize the District's Instructional Focus Calendars for math classes.	2. Principal and Assistant Principal Intern	2. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom observations.	2. Effectiveness will be determined through Math Benchmark Assessments & core math standardized assessments.
3	1. Technology/network usage and support	1. Utilize common assessments to monitor students in the core curriculum who need interventions and/or enrichment.	1. Principal and Assistant Principal Intern	1. Review student progress monitoring data to ensure groups are redesigned to target student need.	1. Effectiveness will be determined through Math Benchmark Assessments & core math standardized assessments.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 44%(146) Level 3,4,5 - 71%(234)	Level 4,5 - 46% Level 3,4,5 - 73%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Technology/network usage and support	1. Utilize common assessments to monitor students in the core curriculum who need interventions and/or enrichment.	1. Principal and Assistant Principal Intern	1. Review student progress monitoring data to ensure groups are redesigned to target student need.	1. Effectiveness will be determined through Math Benchmark Assessments & core math standardized assessments.
2	3. Differentiating instruction to meet the individual learning needs of each child	3. Develop specific blocks of time reserved for one-on-one and small group enrichment.	3. Principal and Assistant Principal Intern	3. Lessons will include instructional groups during intervention blocks. Observations will focus on the effective use of enrichment.	3. Effectiveness will be determined by growth as evidenced by progress monitoring using the Math Benchmark Assessments and SuccessMaker.
3	2. Adequate pacing of math curriculum	2. Utilize the District's Instructional Focus Calendars for math classes.	2. Principal and Assistant Principal Intern	2. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom observations.	2. Effectiveness will be determined through Math Benchmark Assessments & core math standardized assessments.
4	4. Challenging our gifted and advanced students	4. Expand our gifted and advanced program to adequately challenge our high achieving students	4. Principal and Gifted/Advanced Teachers	4. Review progress monitoring data to make sure the advanced students are making learning gains.	4. 2013 FCAT Scores

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (153)	79%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom	1. The school will monitor the Math Benchmark and enVision Math assessments to determine student progress.	1. Principal and Assistant Principal Intern	1. Review of Math Benchmark and enVision Math assessments to ensure teachers are following assessment schedule	1. Math Benchmark and enVision Math Assessments
2	3. The need to focus on specific skills in order to intervene and remediate	3. The school will use SuccessMaker to monitor student progress	3. Principal and Assistant Principal Intern	3. Review of SuccessMaker data reports to ensure teachers are effectively utilizing the computer-based program	3. SuccessMaker data reports
3	2. The need to break away from whole group instruction to differentiate instruction based on the identification of individual academic needs	2. Develop specific blocks of time reserved for one-on-one and small group interventions.	2. Principal and Assistant Principal Intern	2. Lessons will include instructional groups during intervention blocks. Observations will focus on the effective use of interventions.	2. Effectiveness will be determined by growth as evidenced by progress monitoring using Math Benchmark and enVision Math assessments.
4	4. Providing the necessary support to help our lowest 25% make learning gains	4. Each member of the administrative team will mentor students who scored a level 1 or 2 on the FCAT.	4. Administrative Team Members	4. We will meet with the students and parents throughout the year to assess the growth the students are making.	4. 2013 FCAT Math Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lower quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (25)	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	3. The need to focus on specific skills in order to intervene and remediate	3. The school will use SuccessMaker to monitor student progress	3. Principal and Assistant Principal Intern	3. Review of SuccessMaker data reports to ensure teachers are effectively utilizing the computer-based program	3. SuccessMaker data reports
2	2. Breaking away from whole group instruction to differentiate instruction based on the identification of individual academic needs	2. Develop specific blocks of time reserved for one-on-one and small group interventions.	2. Principal and Assistant Principal Intern	2. Lessons will include instructional groups during intervention blocks. Observations will focus on the effective use of interventions.	2. Effectiveness will be determined by growth as evidenced by progress monitoring using Math Benchmark and enVision Math assessments.
3	1. The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom	1. The school will monitor the Math Benchmark and enVision Math assessments to determine student progress.	1. Principal and Assistant Principal Intern	1. Review of Math Benchmark and enVision Math assessments to ensure teachers are following assessment schedule	1. Math Benchmark and enVision Math Assessments
	4. Providing the	4. Each member of the	4. Administrative	4. We will meet with the	4. 2013 FCAT Math

4	necessary support to help our lowest 25% making learning gains	administrative team will mentor students who scored a level 1 or 2 on the FCAT.	Team Members	students and parents throughout the year to assess the growth the students are making.	Results
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year projection (2016-2017) is				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75	78	80	82	84	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 78%(190) Hispanic: 67%(13) Black 13%	White: 82% Hispanic: 73% Black 44%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3. The need to focus on specific skills in order to intervene and remediate	3. The school will use SuccessMaker to monitor student progress	3. Principal and Assistant Principal Intern	3. Review of SuccessMaker data reports to ensure teachers are effectively utilizing the computer-based program	3. SuccessMaker data reports
2	1. The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom	1. The school will monitor the Math Benchmark and enVision Math assessments to determine student progress.	1. Principal and Assistant Principal Intern	1. Review of Math Benchmark and enVision Math assessments to ensure teachers are following assessment schedule	1. Math Benchmark and enVision Math Assessments
3	2. The need to break away from whole group instruction to differentiate instruction based on the identification of individual academic needs	2. Develop specific blocks of time reserved for one-on-one and small group interventions.	2. Principal and Assistant Principal Intern	2. Lessons will include instructional groups during intervention blocks. Observations will focus on the effective use of interventions.	2. Effectiveness will be determined by growth as evidenced by progress monitoring using Math Benchmark and enVision Math assessments.
4	4. Providing the necessary support to help our lowest 25% make learning gains	4. Each member of the administrative team will mentor students who scored a level 1 or 2 on the FCAT.	4. Administrative Team Members	4. We will meet with the students and parents throughout the year to assess the growth the students are making.	4. 2013 FCAT Math Results

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%	49%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Vocabulary	Visual representation of words Concentrated focus on using context clues	Ginger Rosenberger, Maria Hauff, and Classroom Teachers	Student progress on tests throughout the year	2013 FCAT Math Scores

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	68%

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	The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom	The school will monitor the Math Benchmark and enVision Math assessments to determine student progress.	Principal and Assistant Principal Intern	Review of Math Benchmark and enVision Math assessments to ensure teachers are following assessment schedule	Math Benchmark and enVision Math Assessments
2	The need to focus on specific skills in order to intervene and remediate	The school will use SuccessMaker to monitor student progress	Principal and Assistant Principal Intern	Review of SuccessMaker data reports to ensure teachers are effectively utilizing the computer-based program	SuccessMaker data reports
3	Breaking away from whole group instruction to differentiate instruction based on the identification of individual academic needs	Develop specific blocks of time reserved for one-on-one and small group interventions.	Principal and Assistant Principal Intern	Lessons will include instructional groups during intervention blocks. Observations will focus on the effective use of interventions.	Effectiveness will be determined by growth as evidenced by progress monitoring using Math Benchmark and enVision Math assessments.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016- 1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%	64%

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	The need to focus on specific skills in order to intervene and remediate	The school will use SuccessMaker to monitor student progress	Principal and Assistant Principal Intern	Review of SuccessMaker data reports to ensure teachers are effectively utilizing the computer-based program	SuccessMaker data reports
2	The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom	The school will monitor the Math Benchmark and enVision Math assessments to determine student progress.	Principal and Assistant Principal Intern	Review of Math Benchmark and enVision Math assessments to ensure teachers are following assessment schedule	Math Benchmark and enVision Math Assessments
3	Breaking away from whole group instruction to differentiate instruction based on the identification of individual academic needs	Develop specific blocks of time reserved for one-on-one and small group interventions.	Principal and Assistant Principal Intern	Lessons will include instructional groups during intervention blocks. Observations will focus on the effective use of interventions.	Effectiveness will be determined by growth as evidenced by progress monitoring using Math Benchmark and enVision Math assessments.

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
Using Progress Monitoring Assessments and Data to Improve Instruction - Teachers will analyze students data and develop lesson plans based on the results.	Grade Levels: Kindergarten, 1st, 2nd, 3rd, 4th, and 5th	Team Leaders with Support from the Administrative Team	Grade-Level	Weekly	Collaborative Planning Minutes	Principal, Assistant Principal, Team Leaders
Differentiating		Team Leaders		Scheduled		Principal,

Instruction in the Math Block	All (Kindergarten - 5th)	with Support from the Administrative Team	Grade Level	Collaborative Meetings throughout Year	Collaborative Planning Minutes	Assistant Principal, Team Leaders
Math Instructional Strategies	All (Kindergarten - 5th)	Administrative Team and Select Teachers	Grade Level	November	Ongoing collaboration and evaluation of teacher implementation	Administrative Team and Classroom Teachers

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Coach	FCAT 2.0 instructional reading materials for parents to work with their children	PTA & School Funds from Fundraisers	\$4,000.00
Rally FCAT 2.0 Materials	Materials for students to review FCAT 2.0 reading concepts	School Funds from Fundraisers	\$4,000.00
			Subtotal: \$8,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 33% (35) Level 3,4,5 - 69% (74)	Level 3 - 37% Level 3,4,5 - 73%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Familiarity with the depth and complexity of the science standards & curriculum	1. Continue with the use of the instructional focus calendar in grades 3 and 4, and implement the instructional focus calendar in 5th	1. Principal, Assistant Principal Intern	1. Classroom observations and review of lesson plans	1. Informal assessments and Printout of Florida Achieves (FOCUS) Assessment results
2	2. Use of inquiry based instruction in science	2. Utilize the resources available in the new Science Fusion textbook to engage the students in science activities	2. Principal, Assistant Principal Intern	2. Classroom observations and review of lesson plans	2. FOCUS assessment results and assessments aligned with new science series

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
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.
Science Goal #2a:

By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.

2012 Current Level of Performance:

2013 Expected Level of Performance:

Level 4,5 - 37% (39)
Level 3,4,5 - 69% (74)

Level 4,5 - 41%
Level 3,4,5 - 73%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Familiarity with the	1. Continue with the	1. Principal,	1. Classroom	1. Informal

1	depth and complexity of the science standards & curriculum	use of the instructional focus calendar in grades 3 and 4, and implement the instructional focus calendar in 5th	Assistant Principal Intern	observations and review of lesson plans	assessments and Printout of Florida Achieves (FOCUS) Assessment results
2	2. Use of inquiry based instruction in science	2. Utilize the resources available in the new Science Fusion textbook to engage the students in science activities	2. Principal, Assistant Principal Intern	2. Classroom observations and review of lesson plans	2. FOCUS assessment results and assessments aligned with new science series

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
Science Instructional Strategies	All	Brad Porinchak (District Science Specialist)	School-Wide	December-January	Ongoing evaluation based on teacher implementation in the classroom and CPT collaboration	Administrative Team

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 3.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83%(96)	85%

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	Familiarity with the writing standards & scoring rubrics	Utilize the expertise of district support personnel for training and modeling of best practices	Principal, Assistant Principal Intern	Evaluation of progress with monthly writing prompts & district writing benchmark assessments	Monthly writing prompts data & district benchmark writing assessments
2	New writing approach with increased standards	Specialized writing training	Administrative Team and Classroom Teachers	Writing scores and performances	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.	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where
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Writing Goal #1b:	75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
41%(48)	45%				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Familiarity with the writing standards and scoring rubric	Utilize the expertise of the district support personnel for training and modeling of best practices	Principal, Assistant Principal Intern	Evaluation of progress with monthly writing prompts and district writing benchmark assessments	Monthly writing prompts data and district benchmark writing assessments
2	New writing approach with increased standards	Specialized writing training	Administrative Team and Classroom Teachers	Writing scores and performances	Writing assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Instructional Strategies	All Grades (K - 5th)	Ginger Rosenberger and District Support Personnel	Grade-Level - All Classroom Teachers	Three times throughout year (October, January, March)	Continual collaboration and refresher trainings as well as implementation in the classroom	Administrative Team and Select Teachers

Writing Budget:

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

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

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	<p>ATTENDANCE GOAL – RATE For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is less than 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage.</p> <p>ATTENDANCE GOAL- ABSENCES By the year 2013, there will be a decrease of students who are absent ten or more days. When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease. If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease .</p> <p>ATTENDANCE GOAL- TARDY By the year 2013, there will be a decrease of students who are Tardy ten or more days. When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2 percentage point decrease. If the current percent of Tardies is 10% or less, the school can maintain or decrease the percentage.</p>
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.2% (677/711)	97.2%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
212	198
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
87	73

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Motivating	1. Implement a positive	1. Principal,	1. Monitor attendance	1. Attendance

1	elementary children to come to school on time when their parents transport them	attendance reward system to recognize increases in student attendance for targeted students	Assistant Principal Intern, and Guidance Counselor	data on a monthly basis	data
2	2. Economic challenges in the community	2. Provide community outreach resources and supports where needed	2. Principal, Assistant Principal Intern, and Guidance Counselor	2. Monitor attendance data on a monthly basis and make parent calls/visits as needed.	2. Attendance data

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Recognition program which includes attendance component	Incentives for students with good attendance earning recognition program	PTA	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
47	47
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
26	26

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Increase in students struggling emotionally at home and at school due to the economy	1. Recognize and reward positive behavior	1. Classroom Teachers and Recognition Committee	1. Monthly review of discipline data	1. Discipline data
2	2. Students new to our school not knowing our PBS plan	2. Clearly communicate expectations & use common school language	2. PBS Team, Classroom Teachers, Principal, Assistant Principal Intern, Guidance Counselor	2. Monthly review of discipline data	2. Discipline data
3	3. Students not succeeding at school due to behavior concerns	3. Effectively use the RtI process to provide interventions for struggling students	3. RtI Team, Administrative Team	3. Weekly RtI, SWST (School-Wide Support Team), and CARE Minutes	3. RtI, SWST, and CARE minutes Discipline data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Training	All	Assistant Principal and Guidance Counselor	School-Wide	On-Going Throughout Year	Year round implementation and committee review	Administrative Team and PBS Team
RTI/MTSS	All Staff	Assistant Principal and Guidance Counselor	School-Wide	On-Going Throughout Year	Discipline Data, Collaborative Planning Agendas and Minutes, SWST Agendas and Minutes	Administrative Team and SWST Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Recognition program to recognize the students making good choices at school	Incentives for students earning recognition program	PTA	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

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>	By the year 2013, parent participation in school conferences and activities will increase by 2%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Approximately 90% of parents were involved in school activities.	Approximately 92% of parents will be involved in school activities.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase in economically disadvantaged students due to the economy	Provide community resources, home visits, and phone conferences with families	All staff, including guidance counselor, social worker, principal, and assistant principal intern	Increase in participation at parent/student conferences, Maintain high involvement in school events	Parent conference notes Climate survey results School events attendance rosters

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

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

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

Parent Involvement Budget:

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Partners in Print (parent literacy training)	District Grant	Community Foundation	\$5,800.00
Reading	Rally FCAT 2.0 Materials	Materials for students to review FCAT 2.0 reading concepts.	School Funds from Fundraisers	\$4,000.00
Reading	Florida Coach FCAT 2.0 Practice Workbook	FCAT 2.0 instructional reading materials for parents to work with their children	PTA & School Funds from Fundraisers	\$4,000.00
Mathematics	Florida Coach	FCAT 2.0 instructional reading materials for parents to work with their children	PTA & School Funds from Fundraisers	\$4,000.00
Mathematics	Rally FCAT 2.0 Materials	Materials for students to review FCAT 2.0 reading concepts	School Funds from Fundraisers	\$4,000.00
Attendance	Recognition program which includes attendance component	Incentives for students with good attendance earning recognition program	PTA	\$1,000.00
Suspension	Recognition program to recognize the students making good choices at school	Incentives for students earning recognition program	PTA	\$3,000.00
				Subtotal: \$25,800.00
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	Daily Five Book Study		School Funds from Fundraisers	\$1,000.00
Reading	Professional Development Training Days - Text Complexity - Common Core - Writing - FCAT & Progress Monitoring Information	Funds to pay for substitutes on set training days (2 days/grade level).	Title II & School Funds from Fundraisers	\$10,000.00
				Subtotal: \$11,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To increase the use of differentiated instruction by providing classroom reading books on various levels	Reading Books for Classroom Libraries	PTA	\$1,500.00
				Subtotal: \$1,500.00
				Grand Total: \$38,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/3/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
To support IB and common core trainings.	\$3,200.00

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

The School Advisory Council (SAC) is the sole body responsible for final decision making at the school relating to the implementation of the provisions of Sections 1001.42(16) and 1008.345, F.S. activities and duties are described in the guidelines and by-laws established by each School Advisory Council. These bylaws also detail the procedure for the election and appointment of SAC members.

Listed below are some of the functions of the SAC:

- Promote the International Baccalaureate philosophy school-wide
- Develop opportunities to increase parent involvement
- Review fund allocations, schedules, and professional development activities to ensure alignment with SIP focus areas and goals
- Assist in establishing and promoting the school mission statement

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Sarasota School District PHILLIPPI SHORES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	89%	90%	81%	349	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	71%	71%			142	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	72% (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					616	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Sarasota School District PHILLIPPI SHORES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	86%	82%	63%	320	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	75%	66%			141	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	64% (YES)			138	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					599	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested