FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: N. B. COOK ELEMENTARY SCHOOL

District Name: Escambia

Principal: Troy Brown

SAC Chair: Eric Lovell

Superintendent: Malcolm Thomas

Date of School Board Approval:

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Troy Brown	Degrees: B.A. in Elementary Education M.A. in Educational Leadership Certified In: Elementary Education, Educational Leadership, School Principal	1	7	Longleaf Elementary (2008-2009): School Grade = C, Reading Proficiency = 69%, Math Proficiency = 58%, Writing Proficiency = 78%, Reading Learning Gains = 63%, Math Learning Gains = 44%, Reading Gains for the Lowest 25% = 58%; Math Gains for the lowest 25% = 48; 85% of AYP Met Longleaf Elementary (2009-2010): School Grade = C, Reading Proficiency = 67% , Math Proficiency = 62%, Writing Proficiency = 65%, Reading Learning Gains = 56%, Math Learning Gains = 54%, Reading Gains for the Lowest 25% = 45%; Math Gains for the Lowest 25% = 63; 74% of AYP Met Longleaf Elementary (2010-2011): School Grade = B, Reading Proficiency = 70% , Math Proficiency = 71%, Writing Proficiency = 59%, Reading Learning Gains = 69%, Math Learning Gains = 62%, Reading Gains for the Lowest 25% = 64%; Math Gains for the Lowest 25% = 71; 87% of AYP Met N.B. Cook Elementary (2011-2012): School Grade = A, Reading Proficiency = 85% , Math Proficiency = 82%, Writing Proficiency

					= 92%, Reading Learning Gains = 74%, Math Learning Gains = 81%, Reading Gains for the Lowest 25% = 74%; Math Gains for the Lowest 25% = 72
Assis Principal	Jennifer Collins	Degrees: B.A. in Elementary Education M.A. in Educational Media Ed.S. in Educational Leadership Certified In: Elementary Education, Educational Leadership	.3	.3	Blue Angels Elementary (2009-2010): School Grade = B, Reading Proficiency = 75% , Math Proficiency = 79% , Writing Proficiency = 83%, Reading Learning Gains = 63% , Math Learning Gains = 65%, Reading Gains for the Lowest 25% = 52%; Math Gains for the Lowest 25% = 51%; 90% of AYP Met Ferry Pass Elementary (2009-2010): School Grade = C, Reading Proficiency = 71%, Math Proficiency = 65%, Writing Proficiency = 79% , Reading Learning Gains = 62%, Math Learning Gains = 51% , Reading Gains for the Lowest 56% = 64%; Math Gains for the Lowest 25% = 53%; 95% of AYP Met Montclair Elementary (2010-2011): School Grade = A, Reading Proficiency = 54% , Math Proficiency = 67%, Writing Proficiency = 98%, Reading Learning Gains = 58%, Math Learning Gains = 71%, Reading Gains for the Lowest 25% = 70%; Math Gains for the Lowest 25% = 77; 100% of AYP Met Montclair Elementary (2011-2012): School Grade = B, Reading Proficiency = 25% , Math Proficiency = 34%, Writing Proficiency = 69%, Reading Learning Gains = 56%, Math Learning Gains = 60%, Reading Gains for the Lowest 25% = 68%; Math Gains for the Lowest 25% = 73%; 100% of AYP Met

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

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	A mentor teacher will be assigned to all teachers new to the school.	Principal	August 20, 2012 (Preschool Week or within a week of hiring a new teacher)	
2	Meetings will be held at 30, 60, and 90 days to determine what additional support, resources, etc. may be needed.	Principal	After 30, 60, and 90 days of employment	N/A
3	Ensure school specific training (ex. Accelerated Reader, New Writing Requirements, Common Core State Standards, etc.) is provided for all new instructional staff.	Principal/Assistant Principal	October, 2012	

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
NA	NA

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
40	0.0%(0)	15.0%(6)	40.0%(16)	65.0%(26)	47.5%(19)	92.5%(37)	2.5%(1)	17.5%(7)	5.0%(2)

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
No "Rookie" teachers will be employed at Cook Elementary for 2012-2013, therefore there will not be a need to particpate in the district's START program	N/A	N/A	N/A

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Troy Brown(Principal): monitors the implementation of the RtI process at the school; assists in the collection, analysis, and interpretation of data and development of instructional strategies/interventions; ensures appropriate professional development is available for members of the team as well as members of the instructional staff

Dee Price-Williams (Guidance Counselor): assists in monitoring the implementation of the RtI process at the school, assists in the collection, analysis, and interpretation of data and development of instructional strategies/interventions; provides technical support and training for the team and other members of the staff

Patty Young (School Psychologist): participates in the collection, analysis, and interpretation of data; assists in the development of instructional strategies/interventions; provides technical support and training for the team and other members of the staff

Julie Myers (Speech and Language Pathologist): assists in the collection, analysis, and interpretation of data and development of instructional strategies/interventions; helps determine appropriate screening and assessment instruments and tools when needed

Cindy Foote/Pam Cebula (General Education Teachers): participates in the collection, analysis, and interpretation of data; assists in the development of instructional strategies/interventions; collaborates with colleagues to develop and implement Tier II and Tier III strategies/interventions; assists the team by providing information about core instruction

Jeni Sistrunk (ESE Teacher): participates in the collection, analysis, and interpretation of data; assists in the development of instructional strategies/interventions; assists with the integration of core instructional strategies/interventions in Tier III instruction; collaborates with general education teachers through inclusion and/or co-teaching

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 RtI Leadership Team meets on a regular basis throughout the school year. This team continually gathers, analyzes, and

interprets school-wide data to determine the effectiveness of programs and/or instructional strategies being used with all students. The team uses this data to identify the need for changes that will improve instruction, curriculum, and the learning environment for students who are not achieving to their potential. These Tier I responsibilities consider what is being done on a routine basis and what needs to be done to improve instruction for all students. This information is communicated by the RtI Leadership Team to all instructional staff and the input from the staff is used to assist in the development of the School Improvement Plan.

The RtI process continues when the RtI Leadership Team identifies individual students with either an academic or behavior problem. These students are not responding successfully to the core curriculum being implemented school-wide. The problem is defined and analyzed using documentation that compares this student to the class, school, socio-economic group, etc., and the student's current level of performance. This process is described as Tier II and the team works collaboratively to identify a possible cause and to develop a plan for solving the problem. This plan includes interventions that address the concern and the criteria for success are determined. A timeline for evaluating the success of the interventions is also implemented. The teacher is then expected to utilize the interventions and continue to collect data to document student performance. If the student's performance does not improve, the team begins Tier III of the RtI process. This tier involves the development of different strategies or more intensive support for the student. During this phase of the RtI process the team will continue to work collaboratively to provide support as the teacher assesses the effectiveness of the interventions and makes modifications to the strategies being used. Grade level teams and Professional Learning Communities (book study groups, technology learning groups) provide additional support when different interventions are needed and when modifications are made to the existing interventions.

The problem-solving process utilized by this team also helps to identify any professional development needs of the staff. These professional development needs are prioritized and scheduled after school or on teacher plan days.

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 elements of school improvement planning include a vision and a mission, the development of a profile for the school, goals with action steps, and a system for monitoring and evaluating results. The RtI process is embedded into the school's process for continuous improvement as the RtI Leadership Team regularly collects, analyzes, and interprets schoolwide data. Student progress is continually monitored through the collection of baseline, mid-year, and end-of-year assessment data. A problem-solving process is applied that includes the development of strategies and interventions with a timeline for implementation. The evaluation and monitoring of results is ongoing and is used to determine the effectiveness of programs and/or instructional strategies.

The information gathered by this team is communicated to all staff and the input is then used to make revisions and/or additions to our School Improvement Plan.

MTSS Implementation

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

Tier I
Reading: F.A.I.R./Progress Monitoring and Reporting Network (PMRN)
FCAT Reading
Imagine It Benchmark Tests/Core Reading Program
STAR Reports/Accelerated Reading & Reading Renaissance
FCAT Explorer Reports

Math: Go Math Assessments /Think Central
FCAT Math
FCAT Explorer

Writing: FCAT Writing Assessment
Schoolwide Writing Prompts/School Data
Escambia Writing Test/Escambia County School District Language
Arts Department

Science: District Science Test (3rd & 4th Grades)/District Science Department
FCAT Science Test
FCAT Explorer

Behavior: Student Discipline Referrals/TERMS Student Information System
Student Attendance Reports/TERMS Student Information System

Tier II
Reading: F.A.I.R. Ongoing Progress Monitoring/Progress Monitoring and
Reporting Network (PMRN)
SuccessMaker Reports
Imagine It Intervention Assessments/Core Reading Program

Math: Go Math Prescriptive Assessments/Think Central
SuccessMaker Reports

Science: Science Benchmark Tests/Science Textbook & Assessment Program

Writing: Schoolwide Writing Prompts/School Data
Classroom Writing Prompts

Behavior: School Discipline Referrals/TERMS Student Information System
Classroom Behavior Records/Citizenship Grades
Student Attendance Records/TERMS Student Information System

Tier III
Reading: F.A.I.R. Ongoing Progress Monitoring/Progress Monitoring and
Reporting Network (PMRN)
SRA Reading Mastery/SRA Reading Mastery Assessments & Mastery
Checklist
SuccessMaker Reports

Math: Go Math Prescriptive Assessments/Think Central
Number World Math Program

Science: Science Benchmark Tests/Science Textbook
SuccessMaker Reports

Writing: Schoolwide Writing Prompts/School Data
Classroom Writing Prompts/Student Grades

Behavior: School Discipline Referrals/TERMS Student Information System

Describe the plan to train staff on MTSS.

A review of the process will be presented to the faculty before the start of the school year. Training will continue to be provided throughout the year in both large groups (Faculty Meetings and/or Teacher Plan Days) and with each grade level team.

Describe the plan to support MTSS.

The RtI Leadership Team meets on a regular basis throughout the school year. This team continually gathers, analyzes, and interprets school-wide data to determine the effectiveness of programs and/or instructional strategies being used with all students. The team uses this data to identify the need for changes that will improve instruction, curriculum, and the learning environment for students who are not achieving to their potential. These Tier I responsibilities consider what is being done on a routine basis and what needs to be done to improve instruction for all students. This information is communicated by the RtI Leadership Team to all instructional staff and the input from the staff is used to assist in the development of the School Improvement Plan.

The RtI process continues when the RtI Leadership Team identifies individual students with either an academic or behavior problem. These students are not responding successfully to the core curriculum being implemented school-wide. The problem is defined and analyzed using documentation that compares this student to the class, school, socio-economic group, etc., and the student's current level of performance. This process is described as Tier II and the team works collaboratively to identify a possible cause and to develop a plan for solving the problem. This plan includes interventions that address the concern and the criteria for success are determined. A timeline for evaluating the success of the interventions is also implemented. The teacher is then expected to utilize the interventions and continue to collect data to document student performance. If the student's performance does not improve, the team begins Tier III of the RtI process. This tier involves the development of different strategies or more intensive support for the student. During this phase of the RtI process the team will continue to work collaboratively to provide support as the teacher assesses the effectiveness of the interventions and makes modifications to the strategies being used. Grade level teams and Professional Learning Communities (book study groups, technology learning groups) provide additional support when different interventions are needed and when modifications are made to the existing interventions.

The problem-solving process utilized by this team also helps to identify any professional development needs of the staff. These professional development needs are prioritized and scheduled after school or on teacher plan days.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Troy Brown, Principal
Jennifer Collins, Assistant Principal
Becky Mills, Media Specialist
Cindy Peake, Jamie Cain, Melissa Culbertson, Paula Stillman, Classroom Teachers
Julie Myers, Speech Language Pathologist

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

The school's Literacy Leadership Team meets monthly. The membership includes representation from each grade level including the ESE program. Each meeting includes a review of the most current benchmark and progress monitoring data. This data includes SuccessMaker Cumulative Gain Reports, Reading Renaissance STAR Reports, Imagine It Benchmark Tests, SRA Reading Mastery Checklists and Assessments, F.A.I.R. Ongoing Progress Monitoring Reports, and Escambia County School District Mastery Checklists. Analysis of this data is used to evaluate the effectiveness of the literacy programs and instructional strategies being used at our school.

This team also coordinates professional development activities and assists in the planning and implementation of literacy events for students, parents, and the community.

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

The Literacy Leadership Team has three goals for this school year.

Goal 1: To increase the use of differentiated instruction in classrooms. Teachers will participate in training to learn additional strategies and will be given opportunities to observe in classrooms using these strategies effectively.

Goal 2: The LLT will learn to use F.A.I.R. data more effectively. Training will be provided and grade level meetings will be used to review reports and develop strategies to use with low performing students.

Goal 3: The LLT will increase the effectiveness of the Reading Renaissance/Accelerated Reader Program by reviewing the operational procedures for the program with all teachers. This training will also focus on ways to help students set reading goals help students reach higher levels of certification.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/15/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

N/A

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

N/A

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase the percent of students in 3rd, 4th, and 5th grade scoring at a level 3 on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd =14% (16); 4th = 32% (31); 5th = 17% (15)	3rd = maintain 14% or higher (16); 4th = maintain 32% or higher(31); 5th = maintain 17% or higher (15)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiated instruction, use of data to drive curriculum, student effort and home support are anticipated barriers in the area of students who are not proficient or score below level 3 on FCAT.	Teachers will use many different teaching strategies including small groups, differentiated instruction, peer tutoring, data driven instruction, and frequent school/home communication to help students become proficient on FCAT.	Principal, Assistant Principal	Frequent classroom visits, Classroom Walkthroughs, Data Meetings, Grade Level Meetings, and professional development will be used as an on going process to check for fidelity. At the end of the year, 2012-2013 FCAT Scores will determine success.	2012-2013 FCAT Scores
2	Students with different ability levels	Use differentiated instruction strategies to address the needs of each student	Principal Assistant Principal	F.A.I.R. Assessment Data Benchmark Tests Classroom Walkthroughs	FCAT Reading Test
3	New teachers with no prior experience and/or limited experience	Provide CRISS (Creating Independent Student-Owned Strategies) training for new teachers	Principal Assistant Principal	F.A.I.R. Assessment Data Benchmark Tests Classroom Walkthroughs	FCAT Reading Test

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

	Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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:	Increase or maintain the percent of students scoring at or above level 4 on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd = 67% (78); 4th = 56% (54); 5th = 68% (60)	3rd = maintain 67% or higher (78); 4th = maintain 56% (54); 5th = maintain 68% (60)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Daily Lessons taught to FCAT Rigor and Data Driven Curriculum decisions by teachers are an anticipated barrier.	Teachers will use FCAT standards and grade level expectations to drive curriculum.	Principal, Assistant Principal	Frequent classroom visits, lesson plan checks, and data meetings with grade level teachers will be used to determine success.	2012-2013 FCAT Scores
2	Lack of enrichment opportunities for higher performing students	Departmentalize and/or regroup across grade levels to provide enrichment opportunities for higher performing students Utilize a self-contained gifted model for fourth grade students to better meet the needs of the students identified as gifted.	Principal Assistant Principal Grade Level Chairperson	Benchmark Tests STAR Reports (Reading Renaissance) Classroom Walkthroughs	FCAT Reading Test
3	Length of instructional day	Extend time for students and parents to have access to the library to include after school hours one afternoon each week	Principal Assistant Principal Media Specialist	Library Circulation Reports Benchmark Tests Star Reports (Reading Renaissance)	FCAT Reading Test

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

Problem-Solving Process to Increase Student Achievement

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

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:	Increase the percent of students making a learning gain in reading in 4th and 5th grades.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (129)	75% (140)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiated instruction, use of data to drive curriculum, student effort and home support are anticipated barriers in the area of students making learning gaines on 2012 FCAT.	Teachers will use many different teaching strategies including small groups, differentiated instruction, peer tutoring, data driven instruction, and frequent school/home communication to help students make learning gains on FCAT.	Principal, Assistant Principal	Frequent classroom visits, lesson plan checks, and data meetings with grade level teachers will be used to determine success.	2012-2013 FCAT Scores
2	Meeting the needs of Exceptional Student Education (ESE) students in the regular classroom	Continue an inclusion model for ESE students to better meet the instructional needs of these students in the regular classroom	Principal Assistant Principal Exceptional Student Education (ESE) Teachers Classroom Teachers	Frequent classroom visits, lesson plan checks, and data meetings with grade level teachers will be used to determine success.	2012-2013 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:

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

Problem-Solving Process to Increase Student Achievement

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

1	NA	NA	NA	NA	NA

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:	Increase the percent of the lowest 25% of students making a learning gain in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (35)	75% (36)

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Knowledge of which students are in the lowest 25 %, lack of differentiated instruction, use of data to drive curriculum, student effort and home support are anticipated barriers in the area of students making learning gaines on 2012 FCAT.</td><td>Teachers will be given a list of students who are in the lowest 255 and will use many different teaching strategies including small groups, differentiated instruction, peer tutoring, data driven instruction, and frequent school/home communication to help students make learning gains on FCAT.</td><td>Princpal, Assistant Principal</td><td>Frequent classroom visits, lesson plan checks, and data meetings with grade level teachers will be used to determine success.</td><td>2012-2013 FCAT Scores</td></tr>
<tr><td>2</td><td>Scheduling iii time for lower performing students</td><td>Use an inclusive model for Exceptional Student Education (ESE) students to provide additional instructional time for these students.</td><td>Principal Assistant Principal ESE Teachers</td><td>F.A.I.R. Ongoing Progress Monitoring Data Benchmark Tests SuccessMaker Reports</td><td>2012-2013 FCAT Scores</td></tr>
<tr><td>3</td><td>Lack of small group instructional time to meet the needs of Level 1 students</td><td>Use differentiated instruction srategies to address the needs of each student.</td><td>Principal Assistant Principal</td><td>F.A.I.R. Ongoing Progress Monitoring Data</td><td>2012-2013 FCAT Scores</td></tr>
</table>

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 # In six years the school will reduce the achievement gap by 50% 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	85	87	89	91	93	

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:	Increase the % of black students scoring at or above grade level in reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (35)of black students made satisfactory progress in reading.	60% (37) of black students will score at or above proficiency in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Criteria for AYP is very rigorous.	Teachers will use many different teaching strategies including small groups, differentiated instruction, peer tutoring, data driven instruction, and frequent school/home communication to help all students increase achievement on FCAT.	Principal, Assistant Principal	Frequent classroom visits, Classroom Walkthroughs, Data Meetings, Grade Level Meetings, and professional development will be used as an on going process to check for fidelity. At the end of the year, 2012-2013 FCAT Scores will determine success.	2012-2013 FCAT Scores
2	Struggling Readers	Early identification and intervention for struggling readers using the intervention component of the Imagine-It reading series. Frequent assessment reviews to drive instruction	Classroom teacher, Principal, Assistant Principal	FAIR Data Benchmark Assessments	2012-2013 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 subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barrier will effect learning.	Teachers will use many different teaching strategies including small groups, differentiated instruction, peer tutoring, data driven instruction, and frequent school/home communication to help all students increase achievement on FCAT.	Principal, Assistant Principal	Frequent classroom visits, Classroom Walkthroughs, Data Meetings, Grade Level Meetings, and professional development will be used as an on going process to check for fidelity. At the end of the year, 2012-2013 FCAT Scores will determine success.	2012-2013 FCAT Scores
2	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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA
2	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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Increase the % of Economically Disadvantaged students scoring at or above grade level in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (70) of economically disadvantaged students made satisfactory progress in reading	70% (71) of economically disadvantaged students will make satisfactory progress in reading

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically Disadvantaged students have less support at home.	Teachers will use many different teaching strategies including small groups, differentiated instruction, peer tutoring, data driven instruction, and frequent school/home communication to help all students increase achievement on FCAT.	Principal, Assistant Principal	Frequent classroom visits, Classroom Walkthroughs, Data Meetings, Grade Level Meetings, and professional development will be used as an on going process to check for fidelity. At the end of the year, 2012-2013 FCAT Scores will determine success.	2012-2013 FCAT Scores
2	N/A	N/A	N/A	N/A	N/A

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
Common Core State Standards	K-5	Grade Level Representatives Jamie Cain	K-5 teachers	Quarterly PD Dates	Classroom walk-throughs	Principal/Assistant Principal
K-2 Expectation Checklists	K-2	Troy Brown Jennifer Collins	K-2 teachers	No later than October 2012	Completed checklist per student	Principal / Assistant Principal
DRA testing	1st grade	Betsy Kilpatrick	1st grade teachers	No later than October 2012	Observation of teacher administering assessments	Principal / Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Renaissance	Program designed to provide teachers with independent reading abilities for individual students over the course of the school year as well as provide access to Accelerated Reader.	Library Funds and Fundraisers	$2,000.00
			Subtotal: $2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	NA

2012 Current Percent of Students Proficient in listening/speaking:				
NA				
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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:	NA			
2012 Current Percent of Students Proficient in reading:				
NA				
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:	NA			
2012 Current Percent of Students Proficient in writing:				
NA				
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Increase or maintain the percent of students in 3rd, 4th, and 5th grades scoring at level 3 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd = 35% (41); 4th = 28% (27); 5th = 25% (22)	3rd = maintain 35% or higher (41); 4th = maintain 28% or higher (27); 5th = maintain 25% or higher (22)

		Problem-Solving Process to Increase Student Achievement		

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiated instruction, use of data to drive curriculum, student effort and home support are anticipated barriers in the area of students who are not proficient or score below level 3 on FCAT.	Teachers will use many different teaching strategies including small groups, differentiated instruction, peer tutoring, data driven instruction, and frequent school/home communication to help students become proficient on FCAT.	Principal, Assistant Principal	Frequent classroom visits, Classroom Walkthroughs, Data Meetings, Grade Level Meetings, and professional development will be used as an on going process to check for fidelity. At the end of the year, 2012-2013 FCAT Scores will determine success.	2012-2013 FCAT Scores
2	Science content in the lower grades is weak or not geared towards FCAT rigor.	Train teachers in grades K-4 with FCAT Science standards and expectations.	Principal, Assistant Principal	Frequent classroom visits and teacher participation in science mini-workshops will be used to determine success.	2012-2013 FCAT Science Scores
3	Technology issues with GoMath online resources.	Technology training to assist teachers with the mastering of the online component of GoMath.	Math Leader, Principal, Assistant Principal	Classroom Walkthroughs, GoMath assessment data	2012-2013 FCAT Scores
4	Teachers lack the ability to effectively use the Go Math assessment results to improve instruction	Provide small group training to increase knowledge of the interpretation and use of math assessment data	Principal Assistant Principal Math Leader	Go Math Assessments (Prerequisite Tests, Beginning of Year Tests, Prescriptive Assignments	2012-2013 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:

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

		Problem-Solving Process to Increase Student Achievement		

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase or maintain the percent of students in 3rd, 4th, and 5th grades scoring at or above level 4 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd = 46% (53); 4th = 51% (49); 5th = 63% (55)	3rd = maintain 46% or higher (53); 4th = maintain 51% or higher (49); 5th = maintain 63% or higher (55)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Daily Lessons taught to FCAT Rigor and Data Driven Curriculum decisions by teachers are an anticipated barrier.</td><td>Teachers will use FCAT standards and grade level expectations to drive curriculum.</td><td>Principal, Assistant Principal</td><td>Frequent classroom visits, lesson plan checks, and data meetings with grade level teachers will be used to determine success.</td><td>2012-2013 FCAT Scores</td></tr>
<tr><td>2</td><td>Providing enrichment activities for higher performing students that incorporates higher level and critical thinking skills</td><td>Continue to implement Sunshine Math Club to motivate higher performing students through the use of challenging math activities

Utilize a self-contained gifted model for third and fifth grade students to better meet the needs of students identified as gifted</td><td>Principal
Assistant Principal
Math Lead Teacher
Gifted Teachers</td><td>Sunshine Math Results
Go Math Assessments</td><td>2012-2013 FCAT Scores</td></tr>
</table>

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

		Problem-Solving Process to Increase Student Achievement		

			Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase the percent of 4th and 5th grade students making a learning gain in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (152)	82% (153)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of differentiated instruction, use of data to drive curriculum, student effort and home support are anticipated barriers in the area of students making learning gaines on 2012 FCAT.	Teachers will use many different teaching strategies including small groups, differentiated instruction, peer tutoring, data driven instruction, and frequent school/home communication to help students make learning gains on FCAT.	Principal, Assistant Principal	Frequent classroom visits, lesson plan checks, and data meetings with grade level teachers will be used to determine success.	2012-2013 FCAT Scores
2	Meeting the instructional needs of all students in the classroom.	Use differentiated instruction strategies to increase instructional effectiveness and meet the diverse needs of students.	Principal Assistant Principal	Go Math Assessments (Prerequisite Tests, Beginning of the Year Tests, Prescriptive Assignments)	2012-2013 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase the percent of the lowest 25% of students making a learning gain in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (34)	73% (35)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Knowledge of which students are in the lowest 25 %, lack of differentiated instruction, use of data to drive curriculum, student effort and home support are anticipated barriers in the area of students making learning gaines on 2012 FCAT.	Teachers will be given a list of students who are in the lowest 255 and will use many different teaching strategies including small groups, differentiated instruction, peer tutoring, data driven instruction, and frequent school/home communication to help students make learning gains on FCAT.	Princpal, Assistant Principal	Frequent classroom visits, lesson plan checks, and data meetings with grade level teachers will be used to determine success.	2012-2013 FCAT Scores
2	Providing individual and/or small group instruction for lower performing students	Use an inclusion model for Exceptional Student Education (ESE) students to provide additional and more appropriate instruction for these students	Principal Assistant Principal ESE Teachers	Go Math Assessments (Prerequisite Tests, Beginning of the Year Tests, Prescriptive Assignments) Classroom Walkthroughs	2012-2013 FCAT Scores

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 # In six years the school will reduce the achievement gap by 50% 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	82	84	86	88	90	

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:	Increase the % of black students scoring at or above grade level in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (31) of black students made satisfactory progress in	51% (32) of black students will make satisfactory progress in

mathematics. | mathematics.

	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	Criteria for AYP is very rigorous.	Teachers will use many different teaching strategies including small groups, differentiated instruction, peer tutoring, data driven instruction, and frequent school/home communication to help all students increase achievement on FCAT.	Principal, Assistant Principal	Frequent classroom visits, Classroom Walkthroughs, Data Meetings, Grade Level Meetings, and professional development will be used as an on going process to check for fidelity. At the end of the year, 2012-2013 FCAT Scores will determine success.	2012-2013 FCAT Scores
2	Parents do not understand how to help students at home with homework.	Parent training will be provided to increase understand of the Next Generation Standards for Math	Principal Assistant Principal Volunteer Coordinator Math Lead Teacher	Go Math Assessments (Prerequisite Tests, Beginning of the Year Tests, Prescriptive Assignments)	2012-2013 FCAT Scores
3	Students lack the prerequisite skills to be successful working on grade level skills	In addition to using the core math program, use a remedial program (Number Worlds) to strengthen deficit skills	Principal Assistant Principal ESE Teachers Classroom Teachers	Go Math Assessments (Prerequisite Tests, Beginning of the Year Tests, Prescriptive Assignments)	2012-2013 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 subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barrier will effect learning.	Teachers will use many different teaching strategies including small groups, differentiated instruction, peer tutoring, data driven instruction, and frequent school/home communication to help all students increase achievement on FCAT.	Principal, Assistant Principal	Frequent classroom visits, Classroom Walkthroughs, Data Meetings, Grade Level Meetings, and professional development will be used as an on going process to check for fidelity. At the end of the year, 2012-2013 FCAT Scores will determine success.	2012-2013 FCAT Scores
2	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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Increase the percent of Economically Disadvantaged students scoring at or above grade level in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (77) of economically disadvantaged students made satisfactory progress in mathematics.	75% (78) of economically disadvantaged students will make satisfactory progress in mathematics.

	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	Economically Disadvantaged students have less support at home.	Teachers will use many different teaching strategies including small groups, differentiated instruction, peer tutoring, data driven instruction, and frequent school/home communication to help all students increase achievement on FCAT.	Principal, Assistant Principal	Frequent classroom visits, Classroom Walkthroughs, Data Meetings, Grade Level Meetings, and professional development will be used as an on going process to check for fidelity. At the end of the year, 2012-2013 FCAT Scores will determine success.	2012-2013 FCAT Scores
2	Teachers lack the ability to effectively use the Go Math assessment results to improve instruction	Provide small group training to increase knowledge of the interpretation and use of math assessment data	Principal, Assistant Principal	Go Math Assessments (Prerequisite Tests, Beginning of Year Tests, Prescriptive Assignments	2012-2013 FCAT Scores

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
NA	NA	NA	NA	NA	NA	NA

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Increase the percent of 5th grade students scoring at level 3 on the science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (33)	39% (35)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implement new science series.	Teachers attend district level training with continuous monitoring and updates	District TrainersPrincipal Assistant Principal	Benchmark Tests District Science Test	2012-2013 FCAT Science Scores

			Science Lead Teacher		

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:	NA

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Increase the percent of 5th grade students scoring at or above level 4 on the science test.

2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (44)	51% (46)

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 integration of science into other curriculum areas to reinforce vocabulary, concepts, and skills	Arts teachers will meet with grade levels on a rotating basis to collaboratively plan for the integration of science units into the arts program	Principal Assistant Principal	Benchmark Tests	FCAT Science Test
2	Lack of time for hands-on science activities	New science curriculum has more lab activities built in to the series.	Principal Assistant Principal Classroom Teacher	Benchmark Tests	FCAT Science Test

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.	NA

Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the students' opportunity for hands on experiences in science.	Science Lab Materials	Science Lab Budget	$599.00
			Subtotal: $599.00
			Grand Total: $599.00

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:	Increase the percent of 4th grade students scoring at proficiency on the FCAT Writing Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (84)	89% (86)

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	A method for writing instruction is not being used consistently in all grade levels.	Provide Four Square Writing refresher training for all teachers	Principal Assistant Principal Writing Team Members	School-wide Practice Writing Tests Classroom Walkthroughs	2012-2013 FCAT Writing 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:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Step-Up to Writing	K-5	Melissa Culbertson	K-5 teachers	No later than October 2012	Observations Classroom Walk-through	Principal / Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$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:	The number of students with excessive tardies (10 or more) will be reduced by 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Average Daily Attendance Rate = 96.9	Average Daily Attendance Rate = 97.4
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
105	100
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

180	150

	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	As our school is a magnet program, students attend our school from throughout the district. Most students are transported by car.	Send letters to parents of students with excessive tardies and/or absencesat the end of each month of school to request a conference for the purpose of developing strategies for improving attendance	Principal Assistant Principal	Attendance Records for Students

Number of Letters Sent to Parents for Excessive Tardies and/or Absences | Attendance Records for Students |

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
NA	NA	NA	NA	NA	NA	NA

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Decrease the percent of students with out of school suspensions by 1% from the previous school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
12	8
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
8	4
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
3	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3	0

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 parent follow-up for chronic misbehavior	Schedule parent conferences to develop a plan to improve behavior	Principal Assistant Principal	Suspension Rate Citizenship Grades	Suspension Rate
2	Increase in reports of bullying-like behaviors	Ensure 100% of staff and students received bullying training each year	Principal Assistant Principal Guidance Councelor	Discipline Referral Report Safe School Training Report	Suspension Rate

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
NA	NA	NA	NA	NA	NA	NA

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase the percent of parents participating in parent involvement activities to support literacy, math, science, and writing programs at the school.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
We had over 7,000 hours of documented volunteer hours during the 2011-2012 school year.	We expect to maintain or increase the number of volunteer hours in the 2012-2013 school year.

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	Working parents	Provide mutiple sessions and on a variety of days/times to accommodate working parents	Principal Assistant Principal Volunteer Coordinator	F.A.I.R. Data Benchmark Test (Math, Science School-wide Practice Writing Tests	FCAT Reading, Mathematics, Science, and Writing Tests

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
NA	NA	NA	NA	NA	NA	NA

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Utilizing school data for science and mathematics, our teachers will focus on implementing more technology for students in science and mathematics. This is a new goal, therefore we will establish baseline data this year.

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 updated technology	Use funding sources to purchase updated technology for students and teachers.	Principal Assistant Principal Technology Coordinator	2012-2013 FCAT Math and Science scores	FCAT 2.0 Go-Math District Science 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
NA	NA	NA	NA	NA	NA	NA

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	$0.00
CELLA	NA	NA	NA	$0.00
Science	NA	NA	NA	$0.00
Writing	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
Parent Involvement	NA	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Renaissance	Program designed to provide teachers with independent reading abilities for individual students over the course of the school year as well as provide access to Accelerated Reader.	Library Funds and Fundraisers	$2,000.00
CELLA	NA	NA	NA	$0.00
Science	NA	NA	NA	$0.00
Writing	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
Parent Involvement	NA	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
				Subtotal: $2,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	$0.00
CELLA	NA	NA	NA	$0.00
Mathematics	na	na	na	$0.00
Science	NA	NA	NA	$0.00
Writing	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
Parent Involvement	NA	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	$0.00
CELLA	NA	NA	NA	$0.00
Science	Increase the students' opportunity for hands on experiences in science.	Science Lab Materials	Science Lab Budget	$599.00
Writing	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
Parent Involvement	NA	NA	NA	$0.00

STEM	NA	NA	NA	$0.00
				Subtotal: $599.00
				Grand Total: $2,599.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

◉ Priority	◉ Focus	◉ Prevent	◉ NA

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 10/26/2012)

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
na	$0.00

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

The School Advisory Council (SAC) has an important function for the success of NB Cook Elementary. The following are some functions of the SAC: assist in the preparation of and approve the annual School Improvement Plan, provide input to the Principal in preparing the school's annual budget and plan, advise the faculty and staff on issues considered important to the welfare of the school, act as an ambassador to promote community involvement and awareness.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Escambia School District
N. B. COOK ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	91%	84%	72%	341	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	78%	69%			147	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?	71% (YES)	74% (YES)			145	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					633	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Escambia School District
N. B. COOK ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	87%	86%	66%	333	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	64%	61%			125	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?	64% (YES)	53% (YES)			117	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					575	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested