FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GEORGE C. MILLER, JUNIOR INTERMEDIATE

District Name: Putnam

Principal: Dr. Melissa Coleman

SAC Chair: Roger Horacek

Superintendent: Tom Townsend

Date of School Board Approval:

Last Modified on: 12/11/2012

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	Dr. Melissa Coleman	BS Biology and Chemistry, minor Education, Masters Ed Leadership, Doctorate Ed Leadership, Certifications-School Principal all levels, Ed Leadership, Biology 6-12, Chemistry 6-12	3	9	Miller Intermediate School-2012-B, 2011-C-No AYP, Mandarin High School-2011-A-No AYP, 2009-B-No AYP, 2008-B-No AYP, 2007-B-No AYP, 2006-B-No AYP, First Coast HS-2005-B-No AYP, 2004-C-No AYP
Assis Principal	Regina Gilyard Thomas	Elementary Education, Ed Leadership, Masters Reading, Masters Science	2		Miller Intermediate School-2012-B, 2011-C

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)
Reading	Kristin Germany	BS Rehabilitative Counseling, Masters Ed. Leadership, Certifications- Elem. Ed., Ed. Leadership	3	3	Miller Intermediate School: 2012 Grade B, 2011 Grade C, No AYP

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				
2	1. Recruit Highly Qualified Teachers from Job Fair and Florida Teach-In	Dr. Melissa Coleman	As Needed	
3	2. Disseminate information on effective strategies for improving teacher quality of instruction	Dr. Melissa Coleman, Regina Gilyard Thomas, District Personnel, CRT	As Needed	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
8 (32%)	• Ask staff to take certification tests and enroll in classes • Disseminate course and test information to staff • Maintain certification files in Executive Secretary's office

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

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
Priscilla Campbell	Emily Kirby, Hannah Standiford, Heather Higbee, Taylor Vanderslice	Years of successful teaching experience	Monthly mentoring meetings, mentoring discussions as needed

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

Improving the Academic Achievement of the Disadvantaged by Improving Basic Programs Operated by Local Educational Agencies. Title I, Part A programs are coordinated through the District Instructional Team (IT) and includes the above mentioned personnel and the Directors of Elementary, Secondary, Exceptional Student Education, and Federal Programs. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure all entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. Communication throughout the year is ongoing with the building level administrators regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways: (1) Principal meetings are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school. (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year; (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed.

Title I, Part C- Migrant

In addition to the services provided by Title I, part A, the district uses Part C funds to Improve the Academic Achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the district Instructional Team (IT) and includes the above mentioned personnel at the school site and the Directors of Elementary, Secondary and Exceptional Student Education.

Title I, Part D

See Title I, Part A. In addition, Putnam County District Schools maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health (Health services for students) to serve Homeless and Neglected and Delinquent students by providing health services. The District also partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II

Preparing, Training, and Recruiting High Quality Teachers and Principals includes Part A, Teacher and Principal Training and Recruiting Fund and Part D, Enhancing Education Through Technology. Initiatives to improve the quality of instruction are directed by Local Educational Agencies. These programs are directed through the district's Curriculum and Instruction Team (IT) and includes the above mentioned personnel and the Directors of Staff Development, Elementary, Secondary, Exceptional Education, and Federal Programs.

Title III

The school coordinates language Instruction for Limited English Proficient and Immigrant students to improve their academic achievement. LEP and Immigrant education initiatives are supervised by the Putnam Department of Curriculum and Instruction. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure that services are aligned to specific school needs and are efficiently funded without duplication.

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 consists of: School administrators, CRT, guidance counselor, school psychologist, teachers of the particular students, and other personnel as appropriate such as staffing specialists (for students with (IEP's) behavior specialists, speech and language therapists and mental health counselors.

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 will meet monthly to review individual student's intervention data.
In order to comply with Federal Legislation (IDEA 2004) mandates as well as state regulations, the lead team decided to implement a standard protocol process for research-based academic interventions and a diagnostic-prescriptive process for research-based behavioral interventions. Teachers and RtI tutors will be responsible for providing the intervention with fidelity and recording data. RtI coaches/Curriculum Resource Teachers will monitor, coach, and assist with professional development and graphing data as needed. Skyward data will be utilized to monitor the need for behavioral interventions. On-going progress monitoring will be completed, graphed and analyzed at monthly follow-up school-based Solutions team meetings. At these meetings, a decision to discontinue T2 support, continue and/or modify T2 interventions or provide additional T3 support will be made. RtI is a regular education initiative. The RtI team will coordinate with the ESE department, parents, and all stakeholders.

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 will work with the School Improvement Team to make sure that the RtI process is thoroughly integrated into the 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.

> District Interim Assessments for Reading, Math & Science
> DATA STAR system
> FAIR for Reading
> Skyward student information system for tracking behavior patterns and trends
> Putnam Writes

Describe the plan to train staff on MTSS.

> The school guidance counselor and psychologist conduct ongoing workshops on RTI strategies and monitor fidelity. The School-based RTI team has monthly meetings with grade level teams to help assist with implementation clarification and addressing concerns. The team meets with teachers as needed to ensure RTI implementation. The Assistant Superintendent for Curriculum shares professional development with school leadership as needed.

Describe the plan to support MTSS.

> The MTSS team will be supported by the leadership team at the school. The leadership team meets every other week and will coordinate with MTSS members as needed to provide advice regarding tiered interventions and approaches and assist with student needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> The School-based LLT Leadership Team consists of school administrators, CRT, guidance counselor, school psychologist, and team teacher leaders.

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

> The team meets every other week on Tuesdays after school to discuss data and instructional strategies

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

> Adherence to content standards
> Literacy and vocabulary
> Perfecting the art and craft of teaching

Public School Choice

> Supplemental Educational Services (SES) Notification
> View uploaded file (Uploaded on 9/12/2012)

*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.

Instructional faculty meetings and professional development sessions focus on the use of reading strategies across the curriculum. All teachers are asked to post reading strategies in the classroom and incorporate reading strategies into each lesson. Ongoing professional development is held both at the school site and at District trainings.

*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?

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

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 end of the 2012-2013 school year, there will be a 5% decrease in the number of student scoring below level 3 on FCAT reading grades 4-6 for every subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	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	1A.1. Lack of consistent academic interventions for students scoring below level 3 on FCAT	1A.1. •SFA Program Implementation, Read Right Tutoring, Great Leaps Tutoring •Vocabulary strategies infused into reading curriculum •Great Source -AIM Higher! And Florida Ready used during reading intervention	1A.1. Instructional Leadership Team	1A.1. • SRI • District Interim assessments • Teacher-developed formative assessments	1A.1. FCAT

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	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
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By the end of the 2012-2013 school year, there will be a 1% increase in the number of student scoring level 4 and 5 on FCAT reading grades 4-6 for every subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%	21%

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	2.1. Lack of exposure to rich vocabulary	2.1. •Expose students to a high level of vocabulary through additional classroom word walls •Use enrichment materials to increase the level of rigor used in lesson planning and instruction •Incorporate oral presentations into lesson plans •Use a high level vocabulary during think alouds.	2.1 Instructional Leadership Team	2.1. •SRI •District Interim assessments •Teacher-developed formative assessments	2.1 FCAT

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:	All students will score at or above a level 7 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%	100%

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	2B.1. Lack of consistent academic interventions for students scoring below level 4,5,6 on the alternative assessment	2B.1. •FastTrack Phonics used with targeted group	2B.1. Instructional Leadership Team	2B.1. •Teacher-developed formative assessments	2B.1. Alternative Assessment

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

	3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By the end of the 2012-2013 school year, 75% of students in grades 4, 5, and 6 will make learning gains in reading.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	65%	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	3.1. Lack of understanding of content area standards for Reading	3.1. • Classroom monitoring by leadership team • Reading action plans done with individual teachers • Modeling by reading coach	3.1. Instructional Leadership Team	3.1. • SRI • District Interim cycle assessments • Teacher-developed formative assessments • School-based periodic assessments	3.1. FCAT

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:	All students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	100%

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	3B.1. Lack of consistent academic interventions for students.	3B.1. •FastTrack Phonics used with targeted group	3B.1. Instructional Leadership Team	3B.1. •Teacher-developed formative assessments	3B.1. Alternative Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By the end of the 2012-2013 school year, 79% of the lowest quartile of students in grades 4, 5, and 6 will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%	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	4A.1 Lack of consistent academic interventions	4A.1 • SFA Program Implementation, Read Right Tutoring, Great Leaps Tutoring • Vocabulary infused into reading curriculum • Great Source - AIM Higher!, Florida Ready	4A.1. Instructional Leadership Team	4A.1. Instructional Leadership Team	4A.1. FCAT

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 # N/A 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	By the end of the 2012-2013 school year, all subgroups in grades 4, 5, and 6 will make annual yearly progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	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	5B.1 Lack of consistent academic interventions	5B.1 • SFA Program Implementation, Read Right Tutoring, Great Leaps Tutoring • Vocabulary infused into reading curriculum • Great Source - AIM Higher!, Florida Ready	5B.1 Instructional Leadership Team	5B.1 • SRI • District Interim cycle assessments • Teacher-developed formative assessments	5B.1 FCAT

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:	By the end of the 2012-2013 school year, all subgroups in grades 4, 5, and 6 will make annual yearly progress in reading.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	51%	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	5C.1. Fidelity - ESOL Strategies	5C.1. Classroom Walkthroughs Updates/trainings from onsite visits	5C.1. Leadership Team	5C.1. SRI District Interim Assessment	5C.1. FCAT

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:	By the end of the 2012-2013 school year, all subgroups in grades 4, 5, and 6 will make annual yearly progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	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	5D.1 Lack of consistent academic interventions	5D.1 • SFA Program Implementation, Read Right Tutoring, Great Leaps Tutoring • Vocabulary infused into reading curriculum • Great Source - AIM Higher!, Florida Ready	5D.1 Instructional Leadership Team	5D.1 • SRI • District Interim cycle assessments • Teacher-developed formative assessments	5D.1 FCAT

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:	By the end of the 2012-2013 school year, all subgroups in grades 4, 5, and 6 will make annual yearly progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	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	5E.1 Lack of consistent academic interventions	5E.1 • SFA Program Implementation, Read Right Tutoring, Great Leaps Tutoring • Vocabulary infused into reading curriculum • Great Source - AIM Higher!, Florida Ready	5E.1 Instructional Leadership Team	5E.1 • SRI • District Interim cycle assessments • Teacher-developed formative assessments	5E.1 FCAT

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
Twice Monthly Site-Based PD in the mornings	All Grades	Dr. Coleman	All Reading Teachers	Twice Monthly	Classroom walkthroughs, Coaching Meetings	Administration, CRT
District TIF Sessions	All Grades	District TIF Facilitator	All Reading Teachers	Twice each 9 weeks	Classroom walkthroughs, Coaching Meetings	Administration, CRT

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No materials needed			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
no materials needed			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No cost for PD other than the district paying for subs	subs	District TIF funds	$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

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:	At the end of the 2012-2013 school year, 55% of the students will score at a proficient level on listening/speaking.

2012 Current Percent of Students Proficient in listening/speaking:

45.7

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	1.1. Fidelity - ESOL Strategies	1.1. Site based bi-monthly training Classroom modeling	1.1. Leadership Team	1.1. SRI District Interim Assessment	1.1. FCAT

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:	At the end of the 2012-2013 school year, 50% of the students will score at a proficient level on reading.

2012 Current Percent of Students Proficient in reading:

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	2.1. Fidelity - ESOL Strategies	2.1. Site based bi-monthly training Classroom modeling	2.1. Leadership Team	2.1. SRI District Interim Assessment	2.1. FCAT

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

	CELLA Goal #3:	At the end of the 2012-2013 school year, 50% of the students will score at a proficient level on writing.

2012 Current Percent of Students Proficient in writing:
42%

	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	3.1. Fidelity - ESOL Strategies	3.1. Site based bi-monthly training Classroom modeling	3.1. Leadership Team	3.1. SRI District Interim Assessment	3.1. FCAT

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No materials needed			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No materials needed			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Bi-monthly site-based professional development			$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 end of the 2012-2013 school year, there will be a 1% increase in the number of students scoring level 3 on FCAT math
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	65%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1 Depth/Rigor of Instruction Manipulatives	1A.1 *Ongoing Power Teaching training and monitoring *Curriculum maps will be used to guide instruction and ensure alignment to standards *Analyze data from District Interim assessments to determine instructional focus *Frequent Classroom Walkthroughs *Math manipulatives will be used	1A.1 Dr. Melissa Coleman Regina Gilyard Thomas Leadership Team	1A.1 District Interim School-based Periodic Assessments Teacher Assessments	1A.1 FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The goal is that all students score above a level 6 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1 student	0 students

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1B.1 Depth/Rigor of Instruction	1B.1 *Ongoing Power Teaching training and	1B.1 Dr. Melissa Coleman	1B.1 District Interim	1B.1 Alternative Assessment

		monitoring *Curriculum maps will be used to guide instruction and ensure alignment to standards *Analyze data from District Interim assessments to determine instructional focus *Frequent Classroom Walkthroughs *Math manipulatives will be used	Regina Gilyard Thomas Leadership Team	School-based Periodic Assessments Teacher Assessments	
1	Manipulatives				

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 end of the 2012-2013 school year, there will be a 1% increase in the students scoring level 4 and level 5 in FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34.3%	36%

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	2A.1 Depth/Rigor of Instruction Manipulatives	2A.1 *Ongoing Power Teaching training and monitoring *Curriculum maps will be used to guide instruction and ensure alignment to standards *Analyze data from District Interim assessments to determine instructional focus *Frequent Classroom Walkthroughs *Math manipulatives will be used	2A.1 *Ongoing Power Teaching training and monitoring *Curriculum maps will be used to guide instruction and ensure alignment to standards *Analyze data from District Interim assessments to determine instructional focus *Frequent Classroom Walkthroughs *Math manipulatives will be used	2A.1 District Interim School-based Periodic Assessments Teacher Assessments	2A.1 FCAT

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:	The goal is for all students to achieve at least a level 7 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:

1 student	All students

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1 Depth/Rigor of Instruction Manipulatives	2B.1 *Ongoing Power Teaching training and monitoring *Curriculum maps will be used to guide instruction and ensure alignment to standards *Analyze data from District Interim assessments to determine instructional focus *Frequent Classroom Walkthroughs *Math manipulatives will be used	2B.1 Dr. Melissa Coleman Regina Gilyard Thomas Leadership Team	2B.1 District Interim School-based Periodic Assessments Teacher Assessments	2B.1 Alternative Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	At the end of the 2012-2013 school year, there will be a 10% increase in the number of students making learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%	88%

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	3A.1 Depth/Rigor of Instruction Manipulatives	3A.1 *Ongoing Power Teaching training and monitoring *Curriculum maps will be used to guide instruction and ensure alignment to standards *Analyze data from District Interim assessments to determine instructional focus *Frequent Classroom Walkthroughs *Math manipulatives will be used	3A.1 Dr. Melissa Coleman Regina Gilyard Thomas Leadership Team	3A.1 District Interim School-based Periodic Assessments Teacher Assessments	3A.1 FCAT

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:	All of the students will make learning gains in math.			

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	100%

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	3B.1 Depth/Rigor of Instruction Manipulatives	3B.1 *Ongoing Power Teaching training and monitoring *Curriculum maps will be used to guide instruction and ensure alignment to standards *Analyze data from District Interim assessments to determine instructional focus *Frequent Classroom Walkthroughs *Math manipulatives will be used	3B.1 Dr. Melissa Coleman Regina Gilyard Thomas Leadership Team	3B.1 District Interim School-based Periodic Assessments Teacher Assessments	3B.1 Alternative Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	At the end of the 2012-2013 school year, there will be a 10% increase in the percentage of students in the lowest 25% making learning gains in math.

2012 Current Level of Performance:	2013 Expected Level of Performance:
67%	77%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1 Depth/Rigor of Instruction Manipulatives	4A.1 *Ongoing Power Teaching training and monitoring *Curriculum maps will be used to guide instruction and ensure alignment to standards *Analyze data from District Interim assessments to determine instructional	4A.1 Dr. Melissa Coleman Regina Gilyard Thomas Leadership Team	4A.1 District Interim School-based Periodic Assessments Teacher Assessments	4A.1 FCAT

		focus *Frequent Classroom Walkthroughs *Math manipulatives will be used			

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 # N/A 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	By the end of the 2012-2013 school year, 10% more students in all subgroups will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	74%

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	5B.1 Depth/Rigor of Instruction Manipulatives	5B.1 *Ongoing Power Teaching training and monitoring *Curriculum maps will be used to guide instruction and ensure alignment to standards *Analyze data from District Interim assessments to determine instructional focus *Frequent Classroom Walkthroughs *Math manipulatives will be used	5B.1 Dr. Melissa Coleman Regina Gilyard Thomas Leadership Team	5B.1 District Interim School-based Periodic Assessments Teacher Assessments	5B.1 FCAT

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:	By the end of the 2012-2013 school year, 10% more students in all subgroups will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:

64%	74%

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	5C.1 Depth/Rigor of Instruction Manipulatives	5C.1 *Ongoing Power Teaching training and monitoring *Curriculum maps will be used to guide instruction and ensure alignment to standards *Analyze data from District Interim assessments to determine instructional focus *Frequent Classroom Walkthroughs *Math manipulatives will be used	5C.1 Dr. Melissa Coleman Regina Gilyard Thomas Leadership Team	5C.1 District Interim School-based Periodic Assessments Teacher Assessments	5C.1 FCAT

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:	By the end of the 2012-2013 school year, 10% more students in all subgroups will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	74%

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	5D.1 Depth/Rigor of Instruction Manipulatives	5D.1 *Ongoing Power Teaching training and monitoring *Curriculum maps will be used to guide instruction and ensure alignment to standards *Analyze data from District Interim assessments to determine instructional focus *Frequent Classroom Walkthroughs *Math manipulatives will be used	5D.1 Dr. Melissa Coleman Regina Gilyard Thomas Leadership Team	5D.1 District Interim School-based Periodic Assessments Teacher Assessments	5D.1 FCAT

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:	By the end of the 2012-2013 school year, 10% more students in all subgroups will make satisfactory progress in math.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	64%	74%

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	5E.1 Depth/Rigor of Instruction Manipulatives	5E.1 *Ongoing Power Teaching training and monitoring *Curriculum maps will be used to guide instruction and ensure alignment to standards *Analyze data from District Interim assessments to determine instructional focus *Frequent Classroom Walkthroughs *Math manipulatives will be used	5E.1 Dr. Melissa Coleman Regina Gilyard Thomas Leadership Team	5E.1 District Interim School-based Periodic Assessments Teacher Assessments	5E.1 FCAT

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
Bi-monthly PD sessions with teachers	All teachers	Dr.Coleman	All teachers	Bi-monthly in the mornings	Classroom visits, monitoring meetings	Leadership Team
District PD sessions	All teachers	District trainers	All teachers	Quarterly	Classroom visits, monitoring meetings	Leadership Team

Mathematics Budget:

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No PD money needed			$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:	By the end of the 2012-2013 school year, there will be a 10% decrease in the number of students scoring below level 3 on FCAT Science
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	43%

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	1A.1 Rigor/Relevance of Instruction Science Materials	1A.1 "Hands On" Science Discovery Instruction Next Generation Sunshine State Standards Training Effective Cycle of Instruction Training Frequent Classroom Walkthroughs	1A.1 Dr. Melissa Coleman Regina Gilyard Thomas	1A.1 Teacher Assessments	1A.1 FCAT

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:	The goal is that all of the students will receive a level 7 on the science assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	100%

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	1B.1 Rigor/Relevance of Instruction Science Materials	1B.1 "Hands On" Science Discovery Instruction Next Generation Sunshine State Standards Training Effective Cycle of Instruction Training Frequent Classroom Walkthroughs	1B.1 Dr. Melissa Coleman Regina Gilyard Thomas	1B.1 Teacher Assessments aligned to Access Points	1B.1 Alternative Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	At the end of the 2012-2013 school year, there will be a 2 student increase in the number of students scoring above level 4 on FCAT Science
2012 Current Level of Performance:	2013 Expected Level of Performance:
6 students	8 students

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1 Rigor/Relevance of Instruction Science Materials	2A.1 "Hands On" Science Discovery Instruction Next Generation Sunshine State Standards Training Effective Cycle of Instruction Training Frequent Classroom Walkthroughs	2A.1 Dr. Melissa Coleman Regina Gilyard Thomas	2A.1 Teacher Assessments	2A.1 FCAT

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:	The goal is that all of the students will receive a level 7 on the science assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		100%		

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	2B.1 Rigor/Relevance of Instruction Science Materials	2B.1 "Hands On" Science Discovery Instruction Next Generation Sunshine State Standards Training Effective Cycle of Instruction Training Frequent Classroom Walkthroughs	2B.1 Dr. Melissa Coleman Regina Gilyard Thomas	2B.1 Teacher Assessments aligned to Access Points	2B.1 Alternative Assessment

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
Bi-monthly PD sessions with teachers	All teachers	Dr. Coleman	All teachers	Bi-monthly in the mornings	Classroom visits, monitoring meetings	Leadership Team
District PD sessions	5th grade teachers	District trainers	5th Grade science teachers	Quarterly	Classroom visits, monitoring meetings	Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No materials are needed			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No technology is needed			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No PD funds are needed			$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 end of the 2012-2013 school year, there will be a 10% increase in the number of students meeting high standards in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%	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	1A.1 • Language Barriers	1A.1 • Explicit Instruction with accommodations for ELL students	1A.1 • Writing instructors	1A.1 • Lesson plans to include ELL strategies	1A.1 FCAT

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:	All of the alternatively assessed students in the 4th grade will score at a 4 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	100%

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	1B.1 • Language Barriers	1B.1 • Explicit Instruction with accommodations for ELL students	1B.1 • Writing instructors	1B.1 • Lesson plans to include ELL strategies	1B.1 Alternative Assessment

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
PD provided to writing teachers by district trainer	4th grade	Cathy Oyster	4th grade writing teachers	Ongoing during morning PLC meetings	Classroom visits	Leadership Team, Cathy Oyster

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No materials are needed			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No technology is needed			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
There are no costs associated with PD			$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:	Our school goal will be to maintain our attendance rate at 99%,
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
99%	99%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

5	4
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
13	12

	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	1.1 Students unmotivated to attend school	1.1 The data clerk will make intervention phone calls Offer incentives for each class achieving perfect attendance for the quarter Instruction will be appropriately paced and lesson content will be engaging	1.1 Data Clerk School faculty, staff and administration	1.1 Analysis of attendance data	1.1 Attendance Reports FCAT

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
Assessing Attendance Data & Solutions	Grades 4,5,6	Ray Streets, Bonnie Clifton	Ray Streets, Bonnie Clifton, Teachers	Weekly	Monitor changes in attendance Report as necessary to Truant Officer	Bonnie Clifton

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No materials needed			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No technology needed			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No PD funds needed			$0.00

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal is to maintain no suspensions for the 2012-2013 school year.
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
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	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	We do not anticipate having any barriers	*Proactive approach to behavioral issues with the School wide Positive Behavior Support Plan * Research Based – ProSocial Skills Curriculum *Class Council meetings *Cougar Cash/ behavioral incentive program *Increase Parent Involvement	Administration, Faculty and Staff	Track referrals to RTI team and Administration	Skyward

		*RTI used with fidelity				

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
RtI /Solutions/PBS Training	Grades 4,5,6	Dr. Melissa Coleman	All Faculty and Staff	Pre-planning, ongoing throughout the year	Monitor discipline data	School Counselor and PBS team

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The percentage of parents who participate in school activities will increase by at least 25%

	2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
	50 attended open house	75 parents will attend open house

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	*Telephone Numbers are Invalid or Changed and not updated on pupil information documents. *Limited English Proficiency among parents	*Frequent telephone calls to parents with positive comments *Century 21 After School Program Activities for entire families *Non-school groups are encouraged to use school facilities * Activities/Meetings *Provide Translation	Dr. Melissa Coleman Team Leaders Faculty Dr. Melissa Coleman, Regina Gilyard Thomas Migrant Services	Sign-in sheets will be used to track Parent Participation at all school activities	Year end data from agendas, minutes, and sign-in sheets

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
Open house	All grade	Dr. Coleman	All parents	August	Ongoing parent conversations	Dr. Coleman

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School-wide Parent Newsletter	Photocopies	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No techology needed			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No PD money needed			$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

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:	Our goal is for all of our classrooms to have realistic access to the latest technology available.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Number of equipment requests Limited Budget	Query teachers about needs, purchase equipment as budget allows.	Dr. Coleman	Equipment needs surveys at beginning and end of year	Survey 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
Bi-monthly site PD incorporating technology into instructional best practices	All grades	Dr. Coleman	All teachers	Bi-monthly	Classroom visits, monitoring meetings	Administration, CRT

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Materials will be purchased based upon available SINI funds			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Materials will be purchased based upon available SINI funds			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

No PD funds needed			$0.00
			Subtotal: $0.00

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

End of STEM Goal(s)

Additional Goal(s)

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Technology Goal: Based on the analysis of school data, identify and define areas in need of improvement Goal Technology Goal: Based on the analysis of school data, identify and define areas in need of improvement Goal #1:	To increase access to technology tools and internet Inhance classroom instruction
2012 Current level:	2013 Expected level:
30% of our classrooms had adequate access to internet and technology tools needed to enhance their classroom in 2010.	60% of our classrooms will have adequate access to internet and technology tools needed to enhance instruction in 2011.
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						

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 Technology Goal: Based on the analysis of school data, identify and define areas in need of improvement Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No materials needed			$0.00
CELLA	No materials needed			$0.00
Mathematics	No materials needed			$0.00
Science	No materials are needed			$0.00
Writing	No materials are needed			$0.00
Attendance	No materials needed			$0.00
Suspension	No materials needed			$0.00
Parent Involvement	School-wide Parent Newsletter	Photocopies	N/A	$0.00
STEM	Materials will be purchased based upon available SINI funds			$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	no materials needed			$0.00
CELLA	No materials needed			$0.00
Mathematics	No technology needed			$0.00
Science	No technology is needed			$0.00
Writing	No technology is needed			$0.00
Attendance	No technology needed			$0.00
Suspension	No technology needed			$0.00
Parent Involvement	No techology needed			$0.00
STEM	Materials will be purchased based upon available SINI funds			$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No cost for PD other than the district paying for subs	subs	District TIF funds	$0.00
CELLA	Bi-monthly site-based professional development			$0.00
Mathematics	No PD money needed			$0.00
Science	No PD funds are needed			$0.00
Writing	There are no costs associated with PD			$0.00
Attendance	No PD funds needed			$0.00
Suspension	No PD money needed			$0.00
Parent Involvement	No PD money needed			$0.00
STEM	No PD funds needed			$0.00
				Subtotal: $0.00

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

⃝ 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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

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

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Putnam School District
GEORGE C. MILLER, JUNIOR INTERMEDIATE
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	69%	63%	49%	246	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	60%	70%			130	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?	54% (YES)	64% (YES)			118	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					494	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Putnam School District
GEORGE C. MILLER, JUNIOR INTERMEDIATE
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	59%	84%	28%	238	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	60%	56%			116	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?	55% (YES)	61% (YES)			116	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					470	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested