Florida Department of Education

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: St. John Elementary School	District Name: Gadsden
Principal:Allysun Davis	Superintendent: Reginald C. James
SAC Chair:	Date of School Board Approval:

Student Achievement Data:

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

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Adequate Yearly Progress (AYP) Trend Data(Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)
Florida Comprehensive Assessment Test (FCAT) Trend Data(Use this data to inform the problem-solving process when writing goals.)

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Highly Qualified Administrators

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Allysun Davis	Bachelor- History Masters- Educational Leadership Certifications- History 6-12 Educational Leadership K-12 School Principal - All Levels	6	10	2006-2007 Gadsden Elementary Magnet School School Grade "A" Made AYP in all Areas 2007-2008 St. John Elementary School School Grade "C" Did not Meet AYP Requirements 2008-2009 St. John Elementary School School Grade "A" Made AYP in all areas 2009-2010 St. John Elementary School School Grade "D" Did not meet AYP Requirements 2010-2011 St. John Elementary School School Grade "C" Made AYP in all areas except Reading

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Assistant Principal	Dr. Ronald Peterson	Bachelors- Elem Ed (1-6) Masters- Educational Leadership Doctors- Nouthetic Counseling Certification: Elementary Ed, Ed. Leadership Nouthetic Counseling	1	10	2010-2011: Assistant Principal of James A. Shanks Middle School, Grade B, Reading Mastery 47%, Learning Gains 60%, 76% of Lowest 25% Students Making Learning Gains, Math Mastery 56%, Learning Gains 68%, 77% of Students in the Lowest 25% Making Learning Gains, Writing 93%, Science 31%. Hispanic students did make AYP in Reading. 2009-2010, AP for Curriculum at George W. Munroe: Lowest 25% made adequate progress in Reading 54% and Math 68%. 2008-2009, AP for Curriculum at Carter-ParramoreAcademy: Students maintained learning gains in reading. 2007-2008, Principal at Shanks Middle: Grade D, Reading Mastery 40%, Learning Gains 55%, 63% of Lowest 25% Making Learning Gains, Math Mastery 36%, Learning Gains 59%, 66% of Lowest 25% Making Learning Gains, Writing 92%, Science 22%. AYP 72%. Black, Hispanic, ED, and SWD did not make AYP in Reading and Math. 2006-2007, AP for Curriculum & Discipline at Havana Elementary: Grade D, Reading Mastery 48%, Learning Gains 54%, 57% of Lowest 25% Making Learning Gains, Math Mastery 43%, Learning Gains 54%, 73% of Lowest 25% Making Learning Gains, Writing 87%, Science 10%. Black and ED students did not make AYP in Reading and Math. Lowest 25% made AYP in Reading 57% and Math 73%.

Highly Qualified Instructional Coaches

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)

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Reading	LaTonya Rollinson	Bachelor of Science Family, Child and Consumer Science Certification: Pre-K - Grade 3 Reading Endorsed	2	2	2004-2007 Havana Elementary School Taught KG 2007-2008 Havana Elementary School - 3rd Grade School's grade was a 'D'. Helped to moved the school to 'C' 86% of students scored level 3 or above in FCAT Reading 91% of students scored level 3 or above on FCAT Math 2008-2009 Havana Elementary School 3rd Grade instructor. During this time 55% of her students scored at least level 3 or above in Reading. 55% of her students scored level 3 or above in math. 2009-2010 Havana Elementary School- School Grade 'C' Mathematics instructor 57% of her students scored level 3 or above. 2010-2011 St. John Elementary School- School Grade "C" 62% of the students tested scored at levels 3 or above.

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. * Utilize the district's application tracking system to interview highly qualified people.	Principal	Until all positions have been filled	
2. * Provide incentives for high student achievement as a means of retaining highly qualified personnel	Principal	May 2013	
3. Teacher of the Month recognition in school newsletter and on school marquis	Asst. Principal	May 2013	
4.			

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Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Sheila McCaskill	Pre-K – 3	5th Grade	
Essence Bailey	English 6-12	2nd Grade	

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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
23	22	43	13	43	22	91	17	0	30

Teacher Mentoring Program

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

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
LaTonya Rollinson	Alondrea Williams	Mrs. Rollinson is the Reading Coach and she has prior experience in Kindergarten and third grade. During her tenure as a teacher she had outstanding results in reading and math on the FCAT and she also earned the honor of being named District Employee of the Year.	Modeling Peer Observations Lesson plan checklist
Janice Monroe	Lauren House	Ms. Monroe is a veteran teacher with proven student achievement results. This is based on school level assessments. She and Ms. House are on the same grade level and they share common planning times.	Common Level planning times Mentor check-sheets (lesson plans, duty, committees, etc) Modeling
Janice Monroe	Linda Battles	Ms. Monroe is a veteran teacher with proven student achievement results. This is based on school level assessments. She and Ms. Battles are on the same grade level and they share common planning times.	Mentor check-sheets (lesson plans, duty, committees, etc) Modeling
Shelia McCaskill	Christina Cummings	Mrs. McCaskill is teacher with proven success in raising student achievement. She has taught at various grade levels.	Common Level planning times Mentor check-sheets (lesson plans, duty, committees, etc) Modeling
Rhonda McMillian	Dominique Rora	Mrs. McMillian is an excellent teacher with proven success in the areas of reading and math. She is detailed oriented and will serve as an excellent model of Mr. Rora who is new to the teaching profession.	Common Level planning times Modeling Mentor check-sheets

Additional Requirements

Coordination and Integration-**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.

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Title I, Part A Title I, Part A funds will be used to fund supplemental resources, activities and personnel in the areas where the school failed to make AYP in reading. Such funding includes salaries for teachers and paraprofessionals, licensure for computer-assisted instruction and supplemental resources such as reading intervention kits, science kits and Kaplan resources. Title I, Part A will also provide support to teachers to become highly-qualified through tuition reimbursement for college courses or fee reimbursement for the teacher certification examination. Eligible students will be encouraged to enroll in Supplemental Educational Services (SES), free tutoring, which is funded through Title I, Part A, NCLB Public School Options. Title I, Part A will also support the school in parent involvement activities and resources by offering funding for attendance of in-services and conferences for parents and parent liaisons. Further, Title I, Part A will support the VPK program by through a program extension to include teacher and paraprofessional salaries and the provision of supplemental supplies.
Title I, Part C- Migrant The Migrant Coordinator provides support to parents, students, ESOL Teachers, and administration to ensure ELL students needs are met.
Title I, Part D The district receives funds to support alternative educational programs in partnership with Drop Out Prevention.
Title II The staff Development Coordinator makes funds available for the professional enhancement of all staff.
Title III The district's Migrant Coordinator provides educational materials and support services to our ELL students to ensure they're receiving equitable education
Title X- Homeless The district's homeless liaison will continue to work with the school to provide clothing and referrals to children identified as displaced.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer enrichment for Level I readers.
Violence Prevention Programs We will forge a partnership with the Spokes of Hope program to establish a mentor program for the students at St. John in hopes of reducing the number of discipline infractions. We will also develop a partnership with the Gadsden county Sheriff's Department to provide mentors for our students and significantly reduce the amount of bullying.
Nutrition Programs Students in Pre-K will receive fruits or vegetables on a daily basis. Students in grades K-5 will receive fruits/vegetables Tuesday - Thursday.
Housing Programs The district's homeless liaison will continue to support the school by finding adequate housing for students who have been displaced.
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other

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Response to Instruction/Intervention (RtI)

School-Based RtI Team
Identify the school-based RtI Leadership Team. The team will be comprised of the following members: Principal –   Allysun Davis Reading Coach-   LaTonya Rollinson Asst. Principal-   Dr. Ronald Peterson Guidance Counselor-   Cynthia Hagins Program Specialist-   Kristi Ward
Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/ coordinate RtI efforts? The purpose of the team is to ensure IDEA requirements are being met by requiring early interventions of additional academic and behavioral support. This is done through differentiating assignments and scaffolding instruction. Students in need of RTI are identified and given interventions. Interventions are monitored by the team to ensure proper implementation is taking place. The team meets to discuss student progress and to determine if changes need to be made.
Describe the role of the school-based RtI 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 team met with the Principal and the School Advisory Committee to revisit FCAT data and to establish goals for the 2011-2012 school year. The team analyzed the data and developed a plan of action to target the apparent areas of deficiency. The team will meet monthly to assess school level assessment data in an effort to meet desired yearly goals.
RtI Implementation

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT) 2.0

Progress Monitoring: PMRN, FCAT Simulation, Focus CIM

Midyear: FAIR

End of Year: FAIR, FCAT

Frequency of Data Days: Bi-Weekly

Describe the plan to train staff on RtI.

Professional development will be provided to teachers during common planning time and on selected Wednesday afternoons as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The team will be comprised of the following members: Principal -   Allysun Davis Asst. Principal-   Dr. Ronald Peterson Reading Coach-   LaTonya Rollinson Lead Teachers-   Grade Level Chairpersons Media Specialist-   Carolyn Green
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team will meet twice each month to discuss and/or analyze the effectiveness of the CIM, mini assessments, school assessments, focus calendar changes and revisions if necessary.

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

To encourage a love of reading for our students and faculty
To increase the percentage of students reading at or above grade level by 10%
To encourage parents to use story time as a fun family activity

NCLB Public School Choice

- **Notification of School in Need of Improvement (SINI) Status**
  Uploada copy of the Notification of SINI Status to Parents in the designated upload link on the "Upload" page.

- **Public School Choice with Transportation (CWT) Notification**
  Uploada copy of the CWT Notification to Parentsin the designated upload link on the "Upload" page.

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parentsin the designated upload link on the "Upload" page.

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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.

Pre-school students are housed on the campus next to the Kindergarten department in an effort to make the transition smooth. The pre-kindergarten department receives visitations from the pre-K resource teacher three times per year and conducts monthly meetings throughout the year. Students assemble with kindergarteners during the school day for several activities. The Pre-K teachers and the Kindergarten teachers collaborate throughout the year to familiarize the Pre-K students with Kindergarten skills.

*Grades 6-12 Only*Sec. 1003.413(b) F.S
For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

High Schools Only

Note: Required for High School- Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS
Reading Goals

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

	Problem-Solving Process to					

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READING GOALS	Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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| 1. Students achieving proficiency (FCAT Level 3) in reading

Reading Goal #1: | Ensuring a high level of rigor is present in instruction.

Teacher Preparedness

Providing instruction that is relevant to assessed skills

Teachers omitting portions of reading curriculum | 1.1.
Provide professional development on higher order questioning.

Monitor implementation of the Continuous Improvement model.

<table><tr><td>Analyze data weekly.</td><td>High</td></tr></table>

Monitor delivery of the Imagine It! program to ensure its being | 1.1.
Principal & Reading Coach

Principal & Asst. Principal

Principal, Asst. Prin. & All Teachers

Principal, Asst. Principal & Reading Coach | 1.1.
Instructional implementation methods and student achievement results will determine if the strategies used have been effective. | 1.1.
School, district and State Assessmentresults will collaboratively determine if the barrier has been neutralized. | | |

		presented with fidelity					
Sixty-five percent (65%) of students will score at levels 3 or above on FCAT Reading 2.0	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Forty-one percent (41%) of students scored at or above on 2012 FCAT Reading.	Sixty-five percent (65%) of students will score at level 3 or above on 2013 FCAT Reading 2.0.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
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:	Antici pated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading	2.1.	2.1.	2.1.	2.1.	2.1.		
Reading Goal #2:	Ensuring a high level of rigor is present in instruction.	Provide professional development on higher order questioning.	Principal & Reading Coach	Instructional implementation methods and student achievement results will determine if the strategies used have been effective.	School, district and State Assessmentresults will collaboratively determine if the barrier has been neutralized.		
	Teacher Preparedness		Principal & Asst. Principal				
	Providing instruction that is relevant to assessed skills	Monitor implementation of the Continuous Improvement model.	Principal, Asst. Prin. & All Teachers				
			Principal, Asst. Principal & Reading Coach				
	Teachers omitting portions of reading curriculum	Analyze data weekly. / High					
		Monitor delivery of the Imagine It!					

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		program to ensure its being presented with fidelity					
Twenty-Five percent (25%) of students will score at levels 4 or more of FCAT Reading 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Seventeen percent (17%) of students scored at or above level 4 on 2012 FCAT Reading.	Twenty-Five percent (25%) of students will score at levels 4 or more on FCAT Reading 2.0					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Antici pated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3. Percentage of students making Learning Gains in reading Reading Goal #3:	3.1. Ensuring a high level of rigor is present in instruction. Teacher Preparedness Providing instruction that is relevant to assessed skills Teachers omitting portions of reading curriculum	3.1. Provide profes sional develop ment on higher order questioning. Monitor implement ation of the Continuous Improveme nt model. Monitor delivery of the	3.1. Principal & Reading Coach Principal & Asst. Principal Principal, Asst. Prin. & All Teachers Principal, Asst. Principal & Reading Coach	3.1. Effectiveness of strategy will be determined by the number of students meeting the proficiency marks on external and internal tests.	3.1. School, district and State Assessmentresults will collaboratively determine if the barrier has been neutralized.		

An aly ze da ta we ekl y.	Hig h

		Imagine It! program to ensure its being presented with fidelity					
Seventy-Five percent (75%) of students will score at levels 4 or more of FCAT Reading 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Seventy-one percent (71%) of students made learning gains on 2012 FCAT Reading.	Seventy-five percent (75%) of students will make learning gains on 2013 FCAT Reading					

		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3..3.	3.3.	
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:	Antici pated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	4.1. Content Delivery	4.1. Provide profes sional develop ment on Differentiat ed Instruction Provide profes sional develop ment on higher order questioning Monitor implement ation of the Continuous Improveme nt Model	4.1. Principal, Asst. Principal, Reading Coach Principal, Asst. Principal, Reading Coach Principal &Asst. Principal	4.1. Effectiveness of strategy will be determined by the number of students meeting the proficiency marks on external and internal tests.	4.1. School, district and State Assessmentresults will collaboratively determine if the barrier has been neutralized.		

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Sixty-Five percent (65%) of the lowest twenty-five percent of students made learning gains on 2013 FCAT Reading							

	Fifty-one percent (51%) of the lowest twenty-five percent of students made learning gains on 2012 FCAT Reading.	Sixty-Five percent (65%) of the lowest twenty-five percent of students made learning gains on 2013 FCAT Reading				
		4.2.	4.2.	4.2.	4.2.	4.2.
		4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):	Antici pated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	5A.1. Attendance is a barrier for our black and Hispanic students meeting this goal.	5A.1. Provide monthly incentives for classes with the highest attendance rate.	5A.1. Office Manager	5A.1. Attendance reports will be submitted to the principal on a monthly basis. Reports will include grade level as well as individual percentages for each month.	5A.1. Attendance reports	
Sixty-Five percent (65%) of Black and Hispanic students will score at or above levels 3 or above on the 2012-2013 Reading FCAT 2.0	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

September 2012
Rule 6A-1.099811
Revised September 17, 2012

	Fifty-Six percent (56%)of Black and Hispanic students scored at level 3 or above on the 2010-2011 Reading FCAT 2.0	Sixty-Five percent (65%) of Black and Hispanic students will score at or above levels 3 or above on the 2011-2012 Reading FCAT 2.0				
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
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:	Antici pated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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| 5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading

Reading Goal #5B: | Reading Goal #5B: English Language Learners (ELL) | 5B.1.

Attendance

Insufficient grasp of grade level vocabulary | 5B.1.

Use personnel from the Migrant Office to serve as liaison between the school and the Hispanic parents to stress the importance of the students being in attendance.

Implement Elements of Reading Vocabulary with fidelity. | 5B.1.

Office Manager & Teachers

Reading Coach & Principal | 5B.1.

Monitoring of Attendance Reports

Achievement results on internal and external assessments | 5B.1.

Attendance Reports

CIM's Assessments, Successmaker, Imagine It Assessments, School, district & state assessments. | |
|---|---|---|---|---|---|---|---|

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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Fifty percent (50%) of ELL students will score at or above level 3 on FCAT Reading 2.0.							
	Forty-four percent (44%) of ELL students scored at or above level 3 on FCAT Reading.	Fifty percent (50%) of ELL students will score at or above level 3 on FCAT Reading 2.0.					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	Reading Goal #5C: Students with Disabilities (SWD)	5C.1. Students' reading comprehension will hinder them from achieving mastery on tests	5C.1. Students learned a systematic reading comprehension strategy (UNRAAVEL) that helped contributed to the increased percentage of students reading on and above proficiency levels.	5C.1. Principal & Reading Coach	5C.1. Effectiveness will be determined based on student achievement results.	5C.1. CIM's Assessments, Successmaker, Imagine It Assessments, School, district & state assessments

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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Fifty-eight percent (58%) of SWD students will score at or above proficiency in FCAT Reading							
	Fifty-five percent (55%) of students in the SWD sub-group scored at or above proficiency in FCAT Reading.	Fifty-eight percent (58%) of SWD students will score at or above proficiency in FCAT Reading.					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
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:	Antici pated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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| 5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading

Reading Goal #5D: | Reading Goal #5D: Economically Disadvantaged | 5D.1.

Attendance is a barrier for our Economically disadvantaged students meeting this goal. | 5D.1.

Provide monthly incentives for classes with the highest attendance rate. | 5D.1.

Office Manager | 5D.1.

Attendance reports will be submitted to the principal on a monthly basis. Reports will include grade level as well as individual percentages for each month. | 5D.1.

Attendance Reports | |
|---|---|---|---|---|---|---|---|

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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Sixty percent (60%) of the students in the Economically Disadvantaged subgroup will score at or above level 3 on the Reading FCAT.							
	Fifty-four percent (54%) of students in the Economically Disadvantaged sub-group scored at or above level 3 on FCAT Reading.	Sixty percent (60%) of the students in the Economically Disadvantaged subgroup will score at or above level 3 on the Reading FCAT.					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Require Lesson plan inclusion of skill groups with accompanying intervention/ maintenance activities.	Grades 2-5	Principal, Asst. Principal, & Reading Coach	All Core Area Teachers	Early release days, Teacher Planning days, district inservice days	Focused Walk Thru's Data submissions (CIMS Binders)	Principal & Asst. Principal

Reading Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Test Ready	Research based supplemental reading program	Title I	3431.00
Subtotal:3431.00			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

Mathematics Goals

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

MATHEMATICS GOALS	**Problem-Solving Process to Increase Student Achievement**					
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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1. Students achieving proficiency (Level 3) in mathematics Mathematics Goal #1:	1.1. Novice Teachers	1.1. Provide training on Next Generation Standards Increase the use of manipulatives Structure Math workshop stations Assess focus skills weekly Provide professional development in the new standards. Lack of time to provide adequate	1.1. Principal & Asst. Prin. Principal, Lead Teachers Assistant Principal Principal Principal Principal	1.1. Provide professional development bi-weekly Progress monitoring Progress Monitoring	1.1. Data Director. Go Math, Focus CIMS, SuccessMaker results will be used to determine the effectiveness of the strategies.		

		interventions				
83% of the students tested will score at or above proficiency level on the Math FCAT 2.0i	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Fifty-five percent (55%) of students scored at or above level 3 on FCAT Mathematics.	83% of the students tested will score at or above proficiency level on the Math FCAT 2.0i				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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2. Students achieving above proficiency (Levels 4 and 5) in mathematics	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2:	Pacing	Adjust master schedule to accommodate workshops and small groups during math block.	Principal Evaluation Tool 1.1. Data Director. Go Math, Focus CIMS, SuccessMaker results will be used to determine the effectiveness of the strategies.	Progress Monitoring	**Problem-Solving Process to Increase Student Achievement**	
45% of the students tested will score above level 3 on the Math FCAT2.0	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Twenty-six percent (26%) of students scored at or above level 4 on FCAT	45% of the students tested will score above level 3 on the Math FCAT2.0.				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade) Mathematics Goal #3:	3.1. Comprehension of Next Generation Standards	3.1. Use UNRAAVEL Strategies to assist students in Unwrapping the benchmarks.	3.1. Principal & Asst. Principal	3.1. UNRAAVEL Strategies will be used in grades 3-5 to promote skill mastery. Progress monitoring will be conducted daily.	3.1. Data Director. Go Math, Focus CIMS, SuccessMaker results will be used to determine the effectiveness of the strategies.		

	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
65% of students tested will make learning gains in math							

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	Forty-eight percent (48%) of students made learning gains in Mathematics.	65% of students tested will make learning gains in math				
		3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3..3.	3.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	4.1. Comprehension of next generation standards Students currently performing below grade level.	4.1. Provide professional development to teachers on differentiated instruction	4.1. Principal	4.1. UNRAAVEL Strategies will be used in grades 3-5 to promote skill mastery. Progress monitoring will be conducted daily	3.1. Data Director. Go Math, Focus CIMS, SuccessMaker results will be used to determine the effectiveness of the strategies.	

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60% of the students in the lowest 25% will score at the proficiency level on the Math FCAT 2.0.	2012 Current Level of Performance:*	2013Expected Level of Performance:*				

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	Forty-nine percent (49%) of students in the lowest 25% made learning gains in Mathematics.	60% of the students in the lowest 25% will score at the proficiency level on the Math FCAT 2.0					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5A. Student subgroups notmaking Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	5A.1. Attendance Unders tanding Vocabulary Terms Understanding what operation is needed to complete the problem Pacing	5A.1. Provide homeroom incentives to promote attendance Establish a basic math facts period in grade 3-5 Use UNRAAVEL strategies to teach recognition of key words Provide additional time in adjusted daily schedule for math workshops	5A.1. Office Manager	5A.1. Monthly Attendance Reports	5A.1. Attendance Reports	

	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
80% of the students in the African American Subgroup an d60% of the students in the Hispanic subgroup will score at or above the state's mandated proficiency level on the Math FCAT 2.0:.							

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	Seventy percent (70%) of students in the African-American sub-group scored at or above level 3 in FCAT Mathematics; Fifty percent (50%) of students in the Hispanic sub-group scored at or above level 3 in FCAT Mathematics.	80% of the students in the African American Subgroup and60% of the students in the Hispanic subgroup will score at or above the state's mandated proficiency level on the Math FCAT 2.0.				
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	Mathematics Goal #5B: English Language Learners (ELL)	5B.1. Understanding what the questions require. Attendance	5B.1. Increase the use of hands-on activities to reinforce the skills being taught. Provide more instruction that incorporates the use of hands-on activities. Provide incentives to increase attendance.	5B.1. Principal, Asst. Prin, & lead teacher	5B.1. Data Submissions Data Chats Progress Monitoring	5B.1. Data Director. Go Math, Focus CIMS, SuccessMaker results will be used to determine the effectiveness of the strategies.	
80% of ELL students will score at or above the proficiency level on the FCAT Math test	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

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	Seventy-eight percent (78%) of students in the ELL sub-group scored at or above level 3 on FCAT Mathematics	80% of ELL students will score at or above the proficiency level on the FCAT Math test					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3	5B.3.	5B.3.	5B.3.	5B.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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| 5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics

Mathematics Goal #5C: | Mathematics Goal #5C: Students with Disabilities (SWD) | 5C.1.

Comprehension of next generation standards

Pacing | 5C.1.

Use UNRAAVEL strategies to unwrap the benchmarks.

Provide additional time | 5C.1.

Principal, Asst. Prin. & grade level teachers | 5C.1.

Data submissions Progress Monitoring Data Chats | 3.1.

Data Director. Go Math, Focus CIMS, SuccessMaker results will be used to determine the effectiveness of the strategies. | |

	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
80% of students in the SWD subgroup will score at or above the proficiency level							

	Seventy - eight (78%) of students in the Students with Disabilities scored at or above level 3 in FCAT Mathematics.	80% of students in the SWD subgroup will score at or above the proficiency level					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	Mathematics Goal #5D: Economically Disadvantaged	5D.1. Comprehension of next generation standards	5D.1. Use UNRAAVEL strategies with fidelity. Daily exposure to FCAT strands FCAT Simulations	5D.1. Principal & Asst. Principal	5D.1. Data Submissions Progress Monitoring by Principal & Asst. Prin.	3.1. Data Director. Go Math, Focus CIMS, SuccessMaker results will be used to determine the effectiveness of the strategies.	
75% of the students in the Economically Disadvanteaged subgroup will score at the proficiency level	2012Current Level of Performance:*	2013Expected Level of Performance:*					

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	Seventy-two percent (72%) of students in the Economically Disadvantaged sub-group scored at above level 3 on FCAT Mathematics.	75% of the students in the Economically Disadvanteaged subgroup will score at the proficiency level.					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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.						

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
UNRAAVEL	3-5	Principal	3-5	October-March	Progress Monitoring	Principal
Acaletics	1-5	Todd Collins	All Teachers	October-March	Progress Monitoring	Principal
Next Generation Standards	1-5	Principal & Asst. Principal	All Teachers	September – May	Progress Monitoring	Principal & Asst. Principal

Mathematics Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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End of Mathematics Goals

Science Goals

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

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

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1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:	1.1. Lack of background knowledge	1.1. Teachers will revise their daily schedules to include labs at least once per week. Teachers will incorporate more hands on activities into their daily instruction.	1.1. Principal & Assistant Principal	1.1. Teachers will submit lab data along with other class level data on a weekly basis to Principal & Asst. Principal	1.1. CIM's Assessments, Successmaker, Imagine It Assessments, School, district & state assessments		
Forty percent (40%)of the students tested will score at or above level 3 on the Science FCAT	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

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	Thirty-two percent (32%) of the students tested scored at or above level 3 on the Science FCAT.	Forty percent (40%)of the students tested will score at or above level 3 on the Science FCAT					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2. Students achieving above proficiency (FCAT Levels 4 and 5) in science	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2:	Comprehension of science concepts and applying them to various situations.	Teachers will use a plethora of activities through the use of manipulatives, science labs, quarterly science fairs, etc to ensure students are being exposed to science concepts on a regular basis.	Principal & Assistant Principal	Bi weekly test results and class data will be used to determine if the strategies are effective.	CIM's Assessments, Successmaker, Imagine It Assessments, School, district & state assessments		
Fifteen percent (15%) of the students tested will score above proficiency (levels 4 and 5) on the 2011-2012 Science FCAT.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

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	Four percent (4%) of the students tested scored above the proficiency mark on the Science FCAT.	Fifteen percent (15%) of the students tested will score above proficiency (levels 4 and 5) on the 2011-2012 Science FCAT.				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Next Generation Standards FCAT 2.0	4 - 5	Science Lead Teacher	Teachers Grades 3-5	October - May	Lesson plans, Best Practices	Principal, Asst. Principal, Lead Teacher

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Science Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

Writing Goals

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

	Problem-Solving Process to						
WRITING							

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GOALS	Increase Student Achievement						
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1:	1.1. Meeting the new writing mandates and maintaining our prior year averages.	Students will be taught a structure writing program	1.1. 4th grade writing teacher	1.1. Students will be given a weekly prompt	1.1. Write Score		

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
95% of the students tested will score level 4 or more on the Writing test.						
	85% of the students tested scored at the proficiency mark on the Writing test	95% of the students tested will score level 4 or more on the Writing test.				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	2A.1. Meeting the new writing mandates and maintaining our prior year averages.	2A.1. Students will be taught a structure writing program	2A.1. Fourth grade writing teacher	2A.1. Students will be given a weekly prompt	2A.1. WriteScore	
85% of the students tested will score at or above the proficiency level.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	85% of students tested scored at the proficiency level.	95% of the students tested will score at or above the proficiency level.					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	Writing Goal #2B: English Language Learners (ELL)	2B.1.	3B.1.	2B.1.	2B.1.	2B.1.	
	2011 Current Level of Performance:*	2012Expected Level of Performance:*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	Writing Goal #2C: Students with Disabilities (SWD)	2C.1. *Staying focused on the topic*	2C.1. *Provide additional conference time in segmemted pieces.*	2C.1. Fourth grade writing teacher	2C.1. Weekly prompts with opportunities for edits.	2C.1. Write Score	
90% of the students tested will score at the proficiency mark	2011 Current Level of Performance:*	2012Expected Level of Performance:*					
	80%of the students tested scored at the proficiency mark	90% of the students tested will score at the proficiency mark					
		2C.2.	2C.2.	2C.2.	2C.2.	2C.2.	
		2C.3.	2C.3.	2C.3.	2C.3.	2C.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	**Writing Goal #2D: Economically Disadvantaged**	2A.1. Meeting the new writing mandates and maintaining our prior year averages. Students will be taught a structure writing program	2A.1. Fourth grade writing teacher	2A.1. Students will be given a weekly prompt	2A.1. WriteScore		
95% of the students tested will score at the proficiency level	2011 Current Level of Performance:* 2012Expected Level of Performance:*						
	92% of the students tested scored at the proficiency level	95% of the students tested will score at the proficiency level					
		2D.2.	2D.2.	2D.2.	2D.2.	2D.2.	
		2D.3.	2D.3.	2D.3.	2D.3.	2D.3.	

Professional Development (PD) aligned with Strategies through Professional						

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Writing Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

Attendance Goal(s)

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

ATTENDANCE GOAL(S)	Problem-solving Process to Increase Attendance					

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Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance Attendance Goal #1:	1.1. Students reporting to school everyday.	1.1. Monthly awards for perfect attendance. Students received individual awards and teachers received awards for having the highest percentage (by grade level) of students receiving awards.	1.1. Office Manager	1.1. Comparisons of attendance reports(2010/2011 to 2011/2012) will be made to determine if goals are met.	1.1. Attendance reports		
It is expected that the attendance rate for this school year will be 96%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					

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	The attendance rate for the school year was 95%.	It is expected that the attendance rate for this school year will be 96%.				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	Ninety-two (92) students in grades KG – 5 had 10 or more unexcused absences.	50 students in grades KG – 5 will have less than 10 unexcused absences.				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	Sixty-five (65) students in grades KG – 5 had 10 or more tardies to school.	30 students in grades KG – 5 will have fewer than 10 tardies to school.				
		1.2.	1.2.	1.2.	1.2.	1.2.

		1.3.	1.3.	1.3.	1.3.	1.3.	

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

Suspension Goal(s)

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

SUSPENSION GOAL(S)	**Problem-solving Process to Decrease Suspension**					
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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1. Suspension Suspension Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	2011Total Number of In –School Suspensions	2012 Expected Number of In- School Suspensions					
	Enter numerical data for current number of in-school suspensions	*Enter numerical data for expected number of in-school suspensions*					
	2011Total Number of Students Suspended In-School	2012 Expected Number of Students Suspended In -School					
	Enter numerical data for current number of students suspended in-school	*Enter numerical data for expected number of students suspended in- school*					
	2011Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions					
	Enter numerical data for current number of students suspended out- of- school	*Enter numerical data for expected number of students suspended out- of- school*					
	2011Total Number of Students Suspended Out- of- School	2012 Expected Number of Students Suspended Out- of-School					
	Enter numerical data for current number of students suspended out- of- school	*Enter numerical data for expected number of students suspended out- of- school*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through						

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Suspension Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

DROPOUT PREVENTION GOAL(S)	**Problem-solving Process to Dropout Prevention**						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2010-2011 school year.*	1.1.	1.1.	1.1.	1.1.	1.1.		

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	2011 Current Dropout Rate:*	2012 Expected Dropout Rate:*				
Enter narrative for the goal in this box.						
	Enter numerical data for dropout rate in this box.	*Enter numerical data for expected dropout rate in this box.*				
	2011 Current Graduation Rate:*	2012 Expected Graduation Rate:*				
	Enter numerical data for graduation rate in this box.	*Enter numerical data for expected graduation rate in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Dropout Prevention Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

PARENT INVOLVEMENT GOAL(S)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	1.1. Transportation to school	1.1. Host parent meetings in community churches, recreation centers	1.1. Office Manager	1.1. A volunteer log will be maintained and the results will be reviewed quarterly by the Principal.	1.1. Volunteer sign in sheets will be compared to prior year sheets to determine if the strategy was effective..		
By the end of the 2012 school year, 50% of the parents of enrolled students will actively volunteer a minimum of 20hrs.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	25% of the parents of enrolled students volunteered a minimum of 20hrs.	By the end of the 2012 school year, 50% of the parents of enrolled students will actively volunteer a minimum of 20hrs.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Families Building Better Readers	All grades	District Parent Resource person	All staff	Monthly meetings beginning in October	Volunteer sign in sheets will be compared to prior year sheets to determine if the strategy was effective..	Principal & Asst. Principal

Parent Involvement Budget

* Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

Additional Goal(s)

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

	Problem-Solving Process to Increase					
ADDITIONAL						

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GOAL(S)	Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal <u>Additional Goal #1:</u>	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	<u>2011 Current Level :*</u>	<u>2012 Expected Level :*</u>					
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through Professional Learning Community						

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(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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Additional Goal(s) Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.	
Evidence-based Program(s)/Materials(s)	
Strategy	Descr
Subtotal:	
Technology	
Strategy	Descr
Subtotal:	
Professional Development	
Strategy	Descr
Subtotal:	

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Other	
Strategy	Descr
Subtotal:	
Total:	

End of Additional Goal(s)

FINAL BUDGET (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:
Mathematics Budget
Total:
Science Budget
Total:
Writing Budget
Total:
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total:

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Additional Goals	
	Total:
	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status					
Intervene	Correct II	Prevent II	Correct I	Prevent I	N/A

- *Uploada copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page*

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   No

If No, describe measures being taken to comply with SAC requirement.

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Describe the activities of the School Advisory Council for the upcoming year.
Paint hallways and classrooms Replace blinds in classrooms and main office Plant flowers around campus Host parent nights Host Health Awareness Screenings

Describe projected use of SAC funds.	Amount
Replace Marquis	4000.00