

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: GRETNA ELEMENTARY SCHOOL

District Name: Gadsden

Principal: Delshuana Jackson

SAC Chair: Laquanda Bright-Brown

Superintendent: Reginald C. James

Date of School Board Approval:

Last Modified on: 10/19/2012

**Gerard Robinson,
Commissioner**
Florida Department of
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning

gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Delshuana Jackson	Educational Leadership Elementary Education	4	8	<p>Gretna Elementary School 2011-2012: Grade: A - Reading Mastery: 55%, Math Mastery: 84%, Science Mastery: 68%, Writing Mastery: 88%</p> <p>2010-2011: Grade: A - Reading Mastery: 65%, Math Mastery: 81%, Science Mastery: 21%. AYP: 95%</p> <p>2009-2010: Grade: A- Reading Mastery: 65%, Math Mastery: 70%, Science Mastery: 31%. AYP: 92%</p> <p>Gadsden Elementary Magnet School 2008-2009: Grade: A-Reading Mastery: 94% Math Mastery: 96%, Science Mastery: 53%. AYP: 100%</p> <p>2007-2008: Grade: A - Reading Mastery: 90%, Math Mastery: 90%, Science Mastery: 37%. AYP: 100%</p> <p>2006-2007 Grade: A - Reading Mastery: 84%, Math Mastery: 75%, Science Mastery: 26%. AYP: 100%</p>
Assis Principal	LaRonda Lee	Educational Leadership	5	7	Gretna Elementary School 2011-2012: Grade: A - Reading

		Elementary Education		<p>Mastery: 55%, Math Mastery: 84%, Science Mastery: 68%, Writing Mastery: 88%</p> <p>2010-2011: Grade: A - Reading Mastery: 65%, Math Mastery: 81%, Science Mastery: 21%. AYP: 95%</p> <p>2009-2010: Grade A- Reading Mastery: 65%, Math Mastery: 70%, Science Mastery: 31%. AYP: 92%</p> <p>2008-2009: Grade: C -Reading Mastery: 62%, Math Mastery: 62%, Science Mastery: 38%. AYP: 92%</p> <p>2007-2008: Grade: B-Reading Mastery: 61%, Math Mastery: 64%, Science Mastery: 51%. AYP: 95%</p> <p>St. John Elementary School 2006-2007: School Grade: B-Reading Mastery: 63%, Math Mastery: 58%, Science Mastery: 28%. AYP: 100%</p>
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning
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			School		Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Sheila Jackson	Educational Leadership, (All Levels) Elementary Education, (Grades K-6) Mathematics, (Grades 5-9) Social Science, (Grades 5-9)			

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Meet regularly with beginning teachers	Principal	On-going	
2	2. Ensure beginning teachers have a mentor	Assistant Principal	On-going	
3	3. Attend district-level recruitment fairs	Principal	On-going	
4	4. Recruit teachers via the electronic Application Tracking System (ATS)	Principal	On-going	
5	5. Promote professional growth (i.e. National Board Certification, Reading Edendorsement, ESOL Endorsement)	Principal	On-going	

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
N/A	N/A

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
25	4.0%(1)	16.0%(4)	40.0%(10)	40.0%(10)	32.0%(8)	100.0%(25)	12.0%(3)	0.0%(0)	24.0%(6)

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	Rationale	Planned Mentoring
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	Assigned	for Pairing	Activities
NayTasha Marshall	Sophia Perkins	NayTasha Marshall has years of experience and has been able to show student growth and effective ways to manage and educate students with high quality instruction.	Weekly Meetings Conferences Observations

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part A funds will be used to fund supplemental resources, activities, and personnel in the areas where the school failed to make AYP, specifically reading, mathematics, and science. 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 inservices and conferences for parents and parent liaisons. Furthermore, Title I, Part A will support the VPK program through a program extension to include a teacher and a paraprofessional salary and the provision of supplemental supplies.

Title I, Part C- Migrant

The Migrant Coordinator provides services and support to students and parents. The Migrant Coordinator coordinates with Title I, Part A and other federal programs to ensure student needs are met. The services include school tutoring, parent education programs, and summer enrichment.

Title I, Part D

The District does not receive funds under Title I, Part D.

Title II

The District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Title II, Part A provides an opportunity for teachers to participate in professional development to increase student achievement.

Title III

Services are provided through the district for education materials and English Language Learners (ELL) district support services to improve the education of immigrant and ELL.

Title X- Homeless

The Homeless Liaison provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Summer school for third grade students who scored level 1 on the FCAT Reading 2.0 is provided by Supplemental Academic Instruction (SAI) funds in coordination with Title I funds.

Violence Prevention Programs

Community partners will provide support in order to offer a non-violence and anti-drug program to students that incorporates incentives, field trips, assemblies, community service, and counseling.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

District Headstart Program Specialist coordinates the curriculum and provides resources in classrooms to prepare three and four year olds developmentally for school. VPK, Title I, and Headstart funds are coordinated to meet student needs.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides vision, ensures that the school-based team is implementing RtI, ensures implementation of intervention support, ensures adequate professional development is provided to support RtI and communicates with outside stakeholders regarding school-based RtI.

General Education Teachers: One representative from each grade level provides information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2, and 3 instruction and support.

Lead Reading Teacher: Participates in student data collection and evaluation of data, provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, 2, and 3 intervention plans.

ESE Teacher: Provides information about intervention instruction, participates in student data collection, and collaborates with general education teachers.

Program Specialist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. The specialist also provides professional development and technical assistance for problem-solving activities.

Speech Language Pathologist: Educates the team about the importance language plays in curriculum, assessment and instruction as a basis for an appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student needs with respect to language skills.

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 school MTSS Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team meets once a week. Examples of activities during weekly meetings include reviewing student data (screening and progress monitoring). The review of data will facilitate identification of students who are meeting/exceeding benchmarks, and are at moderate or high risk for not achieving the benchmarks. Based on evaluation of data and identification of student needs, the team will identify professional development and resources.

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

The MTSS Leadership team met with the administration and other staff representatives to help develop the School Improvement Plan. The team will collaborate with the School Advisory Council to obtain input from the council. The team will provide data, establish goals and expectations, and suggest strategies to ensure attainment of instructional goals.

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.

Progress Monitoring is conducted through the administration of FAIR, FCAT Simulations, FCIM mini-assessments and Successmaker.

Midyear data is obtained from the following: FAIR, FCAT Simulations, FCIM Mini-assessments and Successmaker.

End of year data is obtained from the following: FAIR, FCAT and Successmaker.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small group sessions will occur throughout the year. Mini-trainings on RtI topics will be addressed during weekly faculty meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Delshuana Jackson

Assistant Principal: Laronda Lee

Reading Coach: Sheila Jackson

Teachers: Carmisha West-Chestnut, Alice Bryant, Nancy Persak, Shirley Reese, Kameelah Weeks, Blossie McCloud, Sonya Wilson-Lewis, and Maurine Knight.

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

The LLT will meet monthly to ensure that School Improvement Plan (SIP) goals are being implemented and to plan workshop/school-wide literacy activities for the month. The LLT team will make school wide decisions regarding reading for all grade levels.

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

The major initiatives of the Literacy Leadership Team will include proper implementation of the Accelerated Reader program and K-12 Reading plan.

Public School Choice

- Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 12/12/2012)

***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.

The plan for assisting preschool children in transition from the early childhood program to the local elementary school program utilized by Gretna Elementary School is found in the curriculum for Gadsden County's School Readiness Initiatives which is based on Florida School Readiness Performance Standards, Head Start Performance Standards and the Core Knowledge Preschool Sequence. These standards include concepts and skills, which each child masters for educational growth and success.

Assessment tools to determine student readiness rates include: the LAP-R (Learning Accomplishment Profile-revised Edition) given to pre-kindergarteners three times a year (September, January, and April) and the FLKRS (Florida Kindergarten Readiness) assessment administered to kindergarteners and is state mandated. FLKRS is given at the beginning of the year and the FAIR (Florida Assessment for Reading Instruction) assessment is administered 3 times a year.

Needs Assessment: After the assessments are administered and scored, computer generated reports are provided for staff and later shared with parents during conferencing sessions (required for parents of pre-kindergarteners). The staff disaggregates the data to look for both strengths and weaknesses in student performance. Pre-planning/planning of developmentally appropriate lessons, activities, learning/language experiences, and alternative assessments are then developed and implemented. Parents are invited and expected to be involved in the stages of their child's progression of learning, as well.

Staff Responsible: The pre-kindergarten teachers, kindergarten teachers, paraprofessionals, administrative staff, parents, K-12 director and school-based coordinator of the Pre-K Program are responsible for preschoolers transition at this level.

Programs currently being used include the Core Knowledge and SRA Imagine It!

Parent Involvement: At the pre-kindergarten level, a Pre-K Coalition is organized, which is similar in its function, roles, and responsibilities to that of a school advisory council. This coalition advises the school-level administration on issues regarding students and their needs; makes decisions related to curriculum; assists with the development of the budget and provides input over the spending of the school-level Pre-K funds. This coalition---representative of all schools with Pre-K programs--- meets on a regularly established basis and is open to all Pre-K parent representatives along with District-level Pre-K staff. Minutes, plans, and/or initiatives are communicated back to the school-level parents and acted upon. Parents of kindergarten-level students have extended opportunities to participate on the school's established School Advisory Council (SAC) as members, officers, and/or meeting attendees. They are either elected to the council by their peers or appointed by the SAC Chairperson or Principal. As members, they are provided opportunities to help make decisions which impact the school's climate, curriculum, budget, etc.

To acclimate parents and their children to the elementary school setting prior to attending Pre-K and/or kindergarten, an orientation is scheduled, advertised, and held inviting new-comers to the campus site. Information regarding expectations, policies, the curriculum, and activities are shared during this time. Accommodations are also made to provide parents with health screening, immunizations, and physicals for their children. Through a partnership with a local health agency we are able to assist needy families with free physicals for incoming students. After the orientation is held, parents and students tour the campus, meet their teachers and key staff members, and visit their classrooms. Parents of children who have not attended a daycare facility or instructional program prior to attending school are given a collection of preschool activities and readiness for school suggestions. These activities assists the parent and child with the school's expectations for first-time 4 and 5 year olds.

Funding and resources: Both Federal and State funds are utilized for the pre-kindergarten and kindergarten programs at Gretna Elementary.

Methods for evaluating the quality and effectiveness of the plan and programs include feedback from climate and parent surveys, achievement of goals according to District and school-level Improvement plans, attainment of state and federal mandates, and results/reports from required assessments reflecting students' gains and achievement.

***Grades 6-12 Only**

Sec. 1003.413(b) F.S.

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

***High Schools Only**

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.

In grades 3-5, 60% (72) of students will score at or above level 3 on the FCAT Reading 2.0.

Reading Goal #1a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

55% (64)

60% (72)

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. Students have a limited vocabulary.	1. The Elements of Reading Vocabulary Program will be utilized daily to expose students to rich, sophisticated words via read alouds.	Administration Reading Coach	Review of Elements of Reading Vocabulary Assessments	Elements of Reading Vocabulary Assessments
2	2. Students have difficulty responding to complex text and higher order questions.	1. Larry Bell's Reading Unravel strategy will be implemented in grades 3-5 to assist students with test-taking strategies and to expose students to common	Administration Reading Coach	Review of Mini-Assessments	District Assessments Mini-Assessments SRA Imagine It! Assessments

		<p>terminology that will be assessed on the FCAT Reading 2.0.</p> <p>2. Provide opportunities for school-wide, district-wide and off-site professional development related to the English Language Arts (ELA) Common Core State Standards (CCSS).</p> <p>3. Provide professional development in determining the complexity of texts and close reading of read alouds.</p> <p>4. Provide professional development in the fomulation of higher order questions.</p> <p>4. Provide professional development focusing on close reading exercises to be used with read alouds.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment:

Students scoring at Levels 4, 5, and 6 in reading.

Reading Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.

In grades 3-5, 31% (37) of students will score at level 4 and 5 on the FCAT Reading 2.0.

Reading Goal #2a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

26% (31)

31% (37)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Differentiating instruction to enhance learning experiences for our higher performing students, while meeting the needs of our below grade	1. Teachers will provide interventions/enrichment activities based on assessment data. 2. Provide professional development in differentiating reading instruction.	Administration Reading Coach	Frequent progress monitoring of student data. Conduct frequent classroom walkthroughs.	District Assessments Mini-Assessments SRA Imagine It! Assessments

level and struggling readers.	3. Monitor lesson plans to ensure teachers are providing intervention/enrichment activities daily.			
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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:

**2b. Florida Alternate Assessment:
Students scoring at or above Achievement
Level 7 in reading.**

Reading Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.

In grades 3-5, 81% (97) of students will make learning gains on the FCAT Reading 2.0.

Reading Goal #3a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

76% (89)

81% (97)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
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			Responsible for Monitoring	Effectiveness of Strategy	
1	1. Differentiating instruction to enhance learning experiences for our higher performing students, while meeting the needs of our below grade level and struggling readers.	1. Teachers will provide interventions/enrichment activities based on assessment data. 2. Provide professional development in differentiating reading instruction. 3. Monitor lesson plans to ensure teachers are providing intervention/enrichment activities daily.	Administration Reading Coach	Evaluation of Lesson Plans Classroom Walkthroughs Reading Coach Log	Mini-Assessments Professional Development Sign-In Sheets District Assessments SRA Imagine It! Assessments

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

**3b. Florida Alternate Assessment:
Percentage of students making Learning Gains in reading.**

Reading Goal #3b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in In grades 3-5, 95% (114) of students in the

Lowest 25% making learning gains in reading.

lowest 25% will make learning gains on the FCAT Reading 2.0.

Reading Goal #4:

2012 Current Level of Performance:

2013 Expected Level of Performance:

90% (105)

95% (114)

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. Lack of reading intervention materials.	1. Students will be provided intensive reading instruction via supplemental materials.	Administration Reading Coach	Observations Evaluation of Lesson Plans	Mini-Assessments District Assessments SRA Imagine It! Assessments
2	2. Differentiating instruction to enhance learning experiences for students who are below grade level and struggling readers.	1. Teachers will provide intervention activities based on weekly assessment data. 2. Provide professional development in differentiating reading instruction. 3. Monitor lesson plans to ensure teachers are providing intervention activities daily.	Administration Reading Coach	Evaluation of weekly lesson plans Observations Reading Coach Log	Mini-Assessments Professional Development Sign-In Sheets District Assessments SRA Imagine It! Assessments
3	3. Student lack of	1. Students will be	Administration	Lexile scores	AR Reports

	motivation to read for pleasure.	required to participate in the Accelerated Reader (AR) Program.	Reading Coach Media Specialist Classroom Teachers		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.



Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	54	59	63	68	

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.

Based on the 2011-12 FCAT Reading 2.0 data, 46% (45) of African American students in grades 3-5 did not meet proficiency in reading. During the 2012-13 school term, 51% (61) of students will score at or above level 3 on the FCAT Reading 2.0.

Reading Goal #5B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

46% (45)

51% (61)

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. Lack of motivation to read for pleasure.	1. Students will be required to participate in the Accelerated Reader	Administration Reading Coach	Lexile Scores	AR Reports AR Logs

		(AR)Program.	Media Specialist Classroom Teachers		
2	2. Differentiating instruction to enhance learning experiences for students who are below grade level and struggling readers.	1. Teachers will provide interventions activities based on weekly assessment data. 2. Provide professional development in differentiating reading instruction. 3. Monitor lesson plans to ensure teachers are providing intervention activities daily.	Administration Reading Coach	Evaluation of Lesson Plans Observations Reading Coach Log	Mini-Assessments Professional Development Sign-In Sheets District Assessments SRA Imagine It! Assessments
3	3. Lack of reading intervention program.	1. Students will be provided intensive reading instruction via supplemental materials.	Administration Reading Coach	Observations Evaluation of Lesson Plans	Mini-Assessments District Assessments SRA Imagine It! Assessments
4	4. Parents lack of knowledge in the area of reading.	1. Provide quarterly Reading Parent Nights to enhance parents knowledge of core reading benchmarks.	Administration Reading Coach Media Specialist	Sign-in sheets	Student Homework Student Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions",

identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.

Reading Goal #5C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Reading Goal #5D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in

Based on the 2011-12 FCAT Reading 2.0 data, 45% (53) of Economically

reading.

Disadvantaged students in grades 3-5 did not meet proficiency in reading. During the 2012-13 school term, 50% (60) of students will score at or above level 3 on the FCAT Reading 2.0.

Reading Goal #5E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

45% (53)

50% (60)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Student lack of motivation to read for pleasure.	1. Students will be required to participate in the Accelerated Reader (AR) Program.	Administration Reading Coach Media Specialist Classroom Teachers	Lexile scores	AR Reports AR Logs
2	2. Differentiating instruction to enhance learning experiences for students who are below grade level and struggling readers.	1. Teachers will provide intervention activities based on weekly assessment data. 2. Provide professional development in differentiating reading instruction. 3. Monitor lesson plans to ensure teachers are providing intervention activities daily.	Administration Reading Coach	Evaluation of Lesson Plans Observations Reading Coach Log	Mini-Assessments Professional Development Sign-In Sheets District Assessments SRA Imagine It! Assessments

3	3. Lack of reading intervention program.	1. Students will be provided intensive reading instruction via supplemental materials.	Administration Reading Coach	Observations Evaluation of Lesson Plans	Mini-Assessments District Assessments SRA Imagine It! Assessments
4	4. Parents lack of knowledge in the area of reading.	1. Provide quarterly Reading Parent Nights to enhance parents knowledge of core reading benchmarks.	Administration Reading Coach	Sign-in sheets	Student Homework Student Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
English Language Arts (ELA) Common Core State Standards (CCSS)	K - 5	Reading Coach	Classroom Teachers	On-going	Classroom Walkthroughs	Administration Reading Coach
Text Complexity	K - 5	Reading Coach	Classroom Teachers	On-going	Classroom Walkthroughs	Administration Reading Coach

Read Alouds	K - 5	Reading Coach	Classroom Teachers	On-going	Classroom Walkthroughs	Administration Reading Coach
Differentiating Instruction	K - 5	Reading Coach	Classroom Teachers	On-going	Classroom Walkthroughs	Administration Reading Coach
Performance Matters	K - 5	District	Classroom Teachers	TBA	Review of Data Notebooks	Administration Reading Coach
Higher Order Questions	K - 5	Reading Coach	Classroom Teachers	On-going	Classroom Walkthroughs	Administration Reading Coach
Comprehension Instructional Sequence (CIS)	K - 5	District Reading Coach	Classroom Teachers	August, 2012	Classroom Walkthroughs	Administration Reading Coach
Success Maker	2-5	Jonathan Hamilton	Classroom Teachers (Grades - 2-5)	August, 2012	Success Maker Reports	Administration

Reading 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 Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.

The percentage of ELL students proficient in listening/speaking will increase by 5% as evidenced by their performance on CELLA.

CELLA Goal #1:

2012 Current Percent of Students Proficient in listening/speaking:

29%(9)

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	English language acquisition is limited to school hours.	1. ESOL strategies are incorporated into lessons. 2. ESOL strategies are aligned in lesson plans.	Administration ESOL Teachers Classroom Teachers	Classroom Walkthroughs Review of Lesson Plans Attendance	CELLA Results

		3. Parent nights are scheduled to assist parents with student academics.			
		4. Elements of Reading Vocabulary is incorporated daily.			

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

2. Students scoring proficient in reading. The percentage of ELL students proficient in reading will increase by 5% as evidenced by their performance on CELLA.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

13%(4)

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	Comprehension of the English language is limited to school hours.	1. Students are placed with ESOL teachers. 2. ESOL strategies are reflected in the lesson plans. 3. Elements of Reading Vocabulary is implemented daily.	Administration ESOL Teachers Classroom Teachers	Mini Assessments District Assessments FAIR SuccessMaker	CELLA Results

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

3. Students scoring proficient in writing. The percentage of ELL students proficient in writing and English will increase by 5% as evidenced by their performance on CELLA.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

42%(13)

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	Comprehension of the English language is limited to school hours.	1. Students are placed with an ESOL teacher. 2. ESOL strategies are reflected in the lesson plans. 3. Parent nights are scheduled to keep parents abreast of school activities. 4. Elements of Reading is implemented daily.	Administration ESOL Teachers Classroom Teachers	Mini Assessments District Assessments	CELLA Results

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.

In grades 3-5, 89 (107)% of students will score at or above level 3 on the FCAT Mathematics 2.0.

Mathematics Goal #1a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

84% (98)

89% (107)

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. Students have difficulty responding to complex mathematics problems.	1. Larry Bell's Mathematics Unraavel strategy will be implemented in grades 3-5 to assist students with test-taking strategies and to expose students to common terminology that will be assessed on the FCAT Mathematics 2.0. 2. Provide opportunities for school-wide, district-wide, and off-site professional	Administration	Classroom Walkthroughs Evaluation of Lesson Plans	District Assessments Mini-Assessments Classroom Walkthroughs

		development related to the Mathematics Common Core State Standards (CCSS).			
2	2. Students lack knowledge of mathematics facts.	1. Students will practice basic facts daily.	Administration	Classroom Walkthroughs	District Assessments Mini-Assessments Classroom Walkthroughs

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

**1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in mathematics.**

Mathematics Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.

In grades 3-5, 66% (79) of students will score at levels 4 and 5 on the FCAT Mathematics 2.0.

Mathematics Goal #2a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

61% (70)

66% (79)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Differentiating instruction to enhance learning experiences for our higher performing students, while meeting the needs of our below grade level and struggling students.	1. Teachers will provide enrichment activities based on assessment data. 2. Provide professional development in differentiating mathematics instruction. 3. Monitor lesson plans to ensure teachers are providing enrichment activities daily.	Administration	Observations Evaluation of Lesson Plans	Mini-Assessments Professional Development Sign-In Sheets District Assessments

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

**2b. Florida Alternate Assessment:
Students scoring at or above Achievement
Level 7 in mathematics.**

Mathematics Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.

In grades 3-5, 91% (109) of students will make learning gains on FCAT Mathematics 2.0.

Mathematics Goal #3a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

86% (101)

91% (109)

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. Teachers will need additional training on how to utilize the "Go Math" Differentiated kits.	Teachers will use the "Go Math" Differentiated kits during intervention.	Administration	Classroom Walkthroughs	District Assessments Mini-Assessments
2	2. Students lack knowledge of mathematics facts.	1. Students will practice basic facts daily.	Administration	Classroom Walkthroughs	District Assessments Mini-Assessments Classroom Walkthroughs
3	3. Students have difficulty responding to complex mathematics	1. Larry Bell's Mathematics Unraavel strategy will be implemented in	Administration	Classroom Walkthroughs Evaluation of Lesson Plans	District Assessments Mini Assessments

	problems.	grades 3-5 to assist students with test-taking strategies and to expose students to common terminology that will be assessed on the FCAT Mathematics 2.0. 2. Provide opportunities for school-wide, district-wide, and off-site professional development related to the Mathematics Common Core State Standards (CCSS).			Classroom Walkthroughs
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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:

**3b. Florida Alternate Assessment:
Percentage of students making Learning Gains in mathematics.**

Mathematics Goal #3b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

In grades 3-5, 91% (109) of lowest 25% will achieve learning gains on the FCAT Mathematics 2.0.

Mathematics Goal #4:

2012 Current Level of Performance:

2013 Expected Level of Performance:

86% (101)

91% (109)

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. Students have difficulty responding to complex mathematics problems.	1. Larry Bell's Mathematics Unraavel strategy will be implemented in grades 3-5 to assist students with test-taking strategies and to expose students to common terminology that will be assessed on the FCAT Mathematics 2.0. 2. Provide opportunities for school-wide, district-wide, and off-site professional development related to the Mathematics Common Core State Standards	Administration	Classroom Walkthroughs Evaluation of Lesson Plans	District Assessments Mini-Assessments Classroom Walkthroughs

		(CCSS).			
2	2. Student lack knowledge of mathematics facts.	1. Students will practice basic facts daily.	Administration	Classroom Walkthroughs	District Assessments Mini-Assessments Classroom Walkthroughs
3	3. Differentiating instruction to enhance learning experiences for students who are below grade level.	1. Teachers will provide intervention activities based on weekly assessment data. 2. Provide professional development in differentiating mathematics instruction. 3. Monitor lesson plans to ensure teachers are providing intervention activities daily.	Administration	Evaluation of Lesson Plans Classroom Walkthroughs	District Assessments Mini-Assessments Professional Development Sign-In Sheets

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 # 5A :

In six years the scho

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	70	73	76	79	

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 N/A

making satisfactory progress in mathematics.

Mathematics Goal #5B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

N/A

N/A

Problem-Solving Process to Increase Student Achievement

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

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:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

mathematics.

Mathematics Goal #5D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.

N/A

Mathematics Goal E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

N/A

N/A

Problem-Solving Process to Increase Student Achievement

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

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
Mathematics Common Core State Standards (CCSS)	K - 5	District	Classroom Teachers	On-going	Classroom Walkthroughs	Administration
Performance Matters	K - 5	District	Classroom Teachers	On-going	Classroom Walkthroughs	Administration
Go Math	K - 5	Publisher District	Classroom Teachers	On-going	Classroom Walkthroughs	Administration
Differentiated Instruction	K - 5	District	Classroom Teachers	On-going	Classroom Walkthroughs	Administration
Acaletics	K - 5	Publisher	Classroom Teachers	On-going	Classroom Walkthroughs	Administration

Mathematics Budget:

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

			Amount
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 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.

In grade 5, 73% (26) of students will score at or above level 3 on FCAT Science 2.0.

Science Goal #1a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

68% (20)

73% (26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Students lack of prior knowledge, experience, and exposure.	1. Provide real-world science and engaging experiences via science labs twice a week. 2. Provide in class science	Administration	Classroom Walkthroughs Evaluation of Lesson Plans	District Assessments Mini-Assessments

		investigation activities daily. 3. Utilize the "Interactive Science" program and leveled science readers daily.			
2	2. Parents lack of knowledge in the area of science.	1. Provide quarterly Science Parent Nights to enhance parents knowledge of core science benchmarks.	Administration	Sign-in sheets	Student Homework Student Assessments

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

**1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in science.**

Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

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

In grade 5, 28% (8) of students will score at levels 4 and 5 on the FCAT Science 2.0.

Science Goal #2a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

23% (7)

28% (8)

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. Students lack of prior knowledge, experience, and exposure.	1. Provide real-world science and engaging experiences via science labs twice a week. 2. Provide in class science investigation activities daily. 3. Utilize the "Interactive Science" program and leveled science readers daily.	Administration	Classroom Walkthroughs Evaluation of Lesson Plans	District Assessments Mini-Assessments
2	2. Parents lack of knowledge in the area of science.	1. Provide quarterly Science Parent Nights to enhance parents knowledge of core science benchmarks.	Administration	Sign-in sheets	Student Homework Student Assessments

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

**2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in science.**

Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Hands-on Science	K - 5	District	Classroom Teachers	On-going	Walkthroughs	Administration
Interactive Science	K - 5	Publisher District	Classroom Teachers	On-going	Walkthroughs	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.

In grade 4, 88% (33) of students scored at 3.0 or higher on FCAT Writing 2.0.

Writing Goal #1a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

88% (33)

93% (33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
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			Responsible for Monitoring	Effectiveness of Strategy	
1	Students lack of knowledge to foster creative responses to prompts.	Students will participate in school-wide mock writing assessments. Students will participate in the writing process daily.	Administration	Classroom Walkthroughs Review of Student Writing Samples	Progress between the Pretest, Mid-year and End of Year Writing Assessments
2	Students lack of knowledge in conventions and mechanics.	Increase instructional focus on the use of conventions and mechanics.	Administration	Classroom Walkthroughs Review of Student Writing Samples	Progress between the Pretest, Mid-year and End-of-Year Writing Assessments
3	Students lack of knowledge of spelling rules.	Increase instructional focus on spelling rules.	Administration	Classroom Walkthroughs Review of Student Writing Samples	Progress between the Pretest, Mid-year and End-of-Year Writing Assessments

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

**1b. Florida Alternate Assessment:
Students scoring at 4 or higher in writing.**

Writing Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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
Write Score	Grades K - 5	Write Score District	Classroom Teachers	On-going	Review of Student Writing Samples	Administration
FCAT Writing 2.0	Grades K - 5	District	Classroom Teachers	On-going	Review of Student Writing Samples Classroom Walkthroughs	Administration

Writing Budget:

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

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

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance

Our goal for this year is to maintain attendance at 95% (341) by continuing to provide a climate in our school where parents, students and faculty feel welcome.

Attendance Goal #1:

2012 Current Attendance Rate:

95% (341)

2013 Expected Attendance Rate:

95% (332)

2012 Current Number of Students with Excessive Absences (10 or more)

18

2013 Expected Number of Students with Excessive Absences (10 or more)

13

2012 Current Number of Students with

2013 Expected Number of Students with

Excessive Tardies (10 or more)

Excessive Tardies (10 or more)

24

19

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental and student knowledge about attendance policy.	Identify students who may be developing a pattern of nonattendance.	Principal Assistant Principal Data Entry Secretary	Review of Attendance Summary Report Review of Excessive Tardiness Summary Report	Attendance Summary Report Excessive Tardiness Summary Report

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension

Our goal for this year is to decrease our school's suspension rate by 5%.

Suspension Goal #1:

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

12

6

2012 Total Number of Students Suspended Out-of-School

2013 Expected Number of Students Suspended Out-of-School

9

5

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents and students lack of knowledge of the Code of Student Conduct.	Review the Code of Student Conduct booklet with parents during a monthly PTA meeting. Review the Code of Student Conduct booklet with students during a Discipline Assembly.	Principal Assistant Principal	Monitor referrals on a monthly basis.	Out of School Suspension Action Detail Report

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						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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: At least 95% of parents will attend at least one parent conference during the 2012-2013 school term.

**Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*

2012 Current Level of Parent Involvement:

2013 Expected Level of Parent Involvement:

55%

95%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental support	Teachers will invite all parents to attend at least one parent conference this school term.	Administration Classroom Teachers	Teachers will keep a log to document parent conferences.	Parent Conference Log

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-	Target Dates (e.g. , early release) and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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wide) (e.g., frequency of meetings) No Data Submitted

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

1. STEM

STEM Goal #1:

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 for
No Data Submitted				

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$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 (Uploaded on 10/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisory Council (SAC) is the organizational structure for the preparation and evaluation of the School Improvement Plan (SIP). It is made up of faculty, staff, parents, and business/community members. The SAC meets to insure that all school improvement goals are being addressed. They are kept abreast of certain issues and school wide curriculum. The members of the SAC assist with the writing, approval, and continuous monitoring and evaluation of the School Improvement Plan. The SAC conducts regular meetings, reviews the school's budget as well as determines how School Improvement allocations are spent.

AYP DATA

[Adequate Yearly Progress \(AYP\) Trend Data 2011-2012](#)

[Adequate Yearly Progress \(AYP\) Trend Data 2010-2011](#)

[Adequate Yearly Progress \(AYP\) Trend Data 2009-2010](#)

SCHOOL GRADE DATA

No Data Found

Gadsden School District GRETNA ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	81%	100%	21%	267	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	66%	74%			140	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	63% (YES)			120	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					527	

Earned						
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Gadsden School District GRETNA ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	70%	82%	31%	248	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	62%	69%			131	3 ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	77% (YES)			148	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					527	
Percent Tested = 100%						Percent of eligible students tested

School Grade*					A	Grade based on total points, adequate progress, and % of students tested
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