

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2010 - 2011 SCHOOL IMPROVEMENT PLAN



School Name: THE WEBSTER SCHOOL

District Name: St. Johns

Principal: George Leidigh

SAC Chair: Rachele Spencer

Superintendent: Dr. Joseph Joyner

Date of School Board Approval: October 13, 2010

Last Modified on: 10-08-2010

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chance
K-12 Public Schools
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325 West Gaines Street
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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](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

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

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

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

(Use this data to inform the problem solving process when writing goals.)

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)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	George Leidigh	Educational Specialist	3	19	Prior 3 school years grades at present school - A Increased percent of AYP categories met during past three years
Assis Principal	Andrea Eberhard	Master in Education		6	Previous school assignments in "A" schools with AYP being 100% School grades of A in each school.

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)	# of Years at Current School	# 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/Math	Rachelle Spencer	Masters in Special Education and Reading	21	7	Served as a coach during the past seven years as the school went from being a C school to an A school for the past three consecutive years.
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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	Ongoing Professional Development - Capturing Kids Hearts	George Leidigh	June, 2011	
2	Reading Strategies - Interpreting the data	Rachelle Spencer	June, 2011	
3	Larry Bell Strategies for Test Taking strategies and Reading and Math	George Leidigh	June, 2011	
4	Reading comprehension interpretation from Think Link data	George Leidigh	June, 2011	
5	Implementation of STAR Reading with probes for RTI	Andrea Eberhard	June, 2011	

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
Dillion Hansen	ESE	ESE - Autistic	ASD Endorsement
Sheila Williams	ESE	ESE - Autistic	ASD Endorsement
Denise Whitlock	Elementary	Gifted	Gifted Endorsement

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

**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
48	4.2%(2)	8.3%(4)	39.6%(19)	47.9%(23)	39.6%(19)	100.0%(48)	6.3%(3)	4.2%(2)	50.0%(24)

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.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Paula Getz	Amanda LeBrun	Associate Teacher working in same classroom	Daily planning, Weekly conferencing, modeling of instructional techniques
Susan Phillips	Casey Bradshaw	Teacher on same grade level	Daily planning, weekly conferencing, modeling of instructional techniques, joint lesson planning
Ceil Shanahan	Sheila Williams	Teacher working in same program	Weekly conferencing, modeling of instructional techniques

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 services will be offered at grade levels to provide academic support to students in Tier II and Tier III interventions. The interventions are research based and include: Soar to Success, Read Naturally, FASTT Math, Early Success, Think Link assessments and include gathering probe data.

Title II services have included a Larry Bell inservice where motivating research based techniques were introduced. Title II also has provide Discovery Education with Science videos. Capturing Kids Hearts training has also been provided through the Title II grant.

Head Start Services are provided at the school for eligible students and benefit from a full day program with the additional use of VPK funds.

Evening programs are scheduled to provide community information about housing programs available to eligible families.

An adult education program preparing adults for the GED is planned for the school when sufficient parents sign up for the training through a grant through First Coast Technical College. The actual class would be held at Webster.

SES tutoring is provided to qualifying students through providers at the school and at other community sites. Notifications are sent out via US mail.

The school works cooperatively with the local Health Department establishing a model program to eat healthy, promote exercise and increase use of lower fat milk.

Title I, Part C- Migrant

Title I, Part C - Migrant services are coordinated through an Alachua County multi-county agency. Services include tutoring services.

Title I, Part D

Title I, Part D funds are available in district provided programs for youth in eligible facilities.

Title II

Title II funds provide training in: Capturing Kids Hearts, Math and Reading trainings throughout the year, inservices in the use of technology and other trainings impacting the education of students across curricular areas.

Title III

Title III funds are used to provide supplemental services for students who are eligible.

Title X- Homeless

Title X - Homeless funds are used to provide student and family supports.

Supplemental Academic Instruction (SAI)

SAI funds are used for instructional materials and an Americorps volunteer who will work with our primary students, providing additional academic supports.

Violence Prevention Programs

Webster uses the Keystone Curriculum which provides a daily lesson for all eligible students in character education. The school also utilizes the services of a Student Intervention Coordinator who works with students and families on prevention activities. This person also coordinates our PCM team which provides a safe method to work with students in need.

Nutrition Programs

The Agricultural Extension office provide direct nutrition information to students in K - Third grades. The curriculum used provides hands on activities for students.

Housing Programs

The local St. Augustine Builders group is providing training to parents on accessing housing alternatives.

Head Start

The school's Head Start program provides direct services for students who are 3 and 4 years of age. They attend school for a full day of services with the use of VPK services. The staff uses an approved district curriculum which is standards based. Parents benefit from required meetings where they learn about early intervention and methods of instruction. Students also access community services of Dental services and other community services, as required by the Head Start grant.

Adult Education

Adult Education is currently provided at First Coast Technical College. If sufficient parents and/or community members sign up, the classes will be offered at Webster.

Career and Technical Education

Career education is provided through the established Social Studies curriculum where community helpers are studied in primary grades and intermediate grades learn about various careers through non-fiction reading selections.

Job Training

Job training is provided in the district for eligible secondary students.

Other

na

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

Instructional Literacy Coach:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding databased instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

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

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 core team meets weekly. The core team includes the principal, assistant principal, school psychologist, instructional/literacy coach, guidance counselor and all ESE/Intervention teachers. The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a week to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 RtI leadership (core team) will review the school improvement plan and provide recommendations for successful initiatives. Results of previous interventions are reviewed and instructional decisions are based on data. The RtI Problem Solving process is used in developing and implementing the SIP by analyzing our interventions used and comparing the student results. The core team also assists in the development of the school schedule to ensure that intervention times are established at each grade level.

RtI 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.

Teachers have data notebooks where student achievement results are kept. Also, the school is using a software program (Snapshot) where multiple years of student data are able to be compared by teacher, grade level and student. Graphed results are used to make decisions.

Describe the plan to train staff on RtI.

The Webster School was part of a state grant where staff received additional training in RtI for the past three years. Data discussions during our grade level meetings on Wednesdays help us review our process with stakeholders.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team is called our Navigator Reading Team. Teachers from various grade levels meet to discuss and plan reading activities for the school.

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

Meetings are scheduled for the team monthly. The team determines how to incorporate the Accelerated Reading program and provide rewards to students. They also plan an evening program which includes parent participation. There is a committee chair who organizes the meetings. Notes are provided.

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

Plan AR celebrations, evening Reading program and advertise the evening program to encourage parent participation.

NCLB Public School Choice

- Notification of (School in Need of Improvement) SINI Status
[Show Attached a copy of the Notification of SINI Status to Parents](#) (Uploaded on 8/29/2010 2:17:52 PM)
- Public School Choice with Transportation (CWT) Notification
[Show Attached a copy of the CWT Notification to Parents](#) (Uploaded on 9/6/2010 12:35:47 PM)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached a copy of the SES Notification to Parents](#) (Uploaded on 9/6/2010 12:36:22 PM)

*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 following are provided to assist preschool children in transitioning to school programs: Head Start students eat lunch in the cafeteria, conferences occur between Preschool teachers and Kindergarten teachers, tours of the school occur for incoming Kindergarten students.

*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.

na

*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?

na

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?

na

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 School Feedback Report

na

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:

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	Students will increase proficiency in test taking strategies and improve their reading comprehension.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
83% of students achieved a 3 or better on the FCAT.	86% of students will achieve proficiency as demonstrated by obtaining a level 3 on the FCAT.

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	Easily accessible student data for tracking	Snapshot software implementation	Principal, Assistant Principal, Literacy Coach	Increased student performance	FCAT, ThinkLink data
2	Appropriate adjustments to interventions when students do not make adequate success	Snapshot software use	George Leidigh, Andrea Eberhard	Review of student data	Snapshot

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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	Students scoring a 4 or 5 in Reading on FCAT will implement use of Larry Bell strategies for test taking skills to continue to improve comprehension techniques.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
0% of students use school-wide strategies.	100% of students will use school-wide strategies.

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	Teachers have not been trained in school-wide test taking strategies.	Larry Bell strategies.	Administrative team	Improved scores of level 4 and 5 students.	FCAT

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

3. Percentage of students making Learning Gains in reading Reading Goal #3:		75% of students will make learning gains in Reading by using the Larry Bell test taking strategies school wide.			
2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
66% of students made learning gains in Reading		75% of students will make learning gains in Reading.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No existing school wide program in place.	Larry Bell test taking strategies	Principal, Assistant Principal, Instructional Literacy Coach	Classroom instruction in test taking strategies	FCAT and Think link

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. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:		More students will make learning gains in Reading			
2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
57% of students are making learning gains in reading.		70% of students will make learning gains in reading			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Access to appropriate student data	Use of Snapshot	Teachers and administrative team	Increased scores on FCAT	FCAT

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):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:		Our African American students made significant gains in Reading, but need to continue the growth.			
Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)					
2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
59% of our African American students made adequate progress on the FCAT in Reading.		64% of our African American students will be proficient in Reading.			
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional teaching	availability of tutoring	Teachers and administrative team	Increased student test scores	FCAT

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	The school does not have a subgroup of ELL students.
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Reading Goal #5B: English Language Learners (ELL)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
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na	na
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Problem-Solving Process to Increase Student Achievement

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

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	Students with Disabilities did not make adequate yearly progress.
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Reading Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
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41% of Students with Disabilities achieved proficiency levels on FCAT.	47% of students with disabilities will meet proficiency levels on FCAT.
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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	Data available on FCAT and alternate FCAT to determine proficiency for both sets of FCAT students and progress monitoring of alternate FCAT students	Use of Snapshot for breakdown of FCAT data and monitoring of alternate FCAT students	Teachers and administrative team	Increased FCAT scores	FCAT

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

in need of improvement for the following subgroup:					
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading		Economically disadvantaged students did not make their proficiency in Reading.			
Reading Goal #5D:					
Writing Goal #5D: Economically Disadvantaged					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
63% of our students identified as economically disadvantaged achieved proficiency in Reading.			67% of our students will achieve proficiency.		
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	Access to current student data	Implement use of Snapshot	Teachers and administrative team	Meeting notes indicating increased use with increased FCAT scores	FCAT and progress monitoring tools

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
Snapshot	K-5 Reading	Principal Assistant Principal ILC	K-5 Teachers	Early Release Monthly	Update Snapshot and review data	Administrative team
Test taking strategies	K-5 Reading	Principal Assistant Principal ILC	K-5 Teachers	Early Release Monthly	Classroom observations and review of test scores	Administrative team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Training on Snapshot	Software incorporating test results	District funded	\$0.00
Larry Bell training	Teaching strategies	Title I or Title II	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Think Link, Accelerated Reader, STAR Reading	Software used to monitor student achievement	already in place	\$0.00

UNRAAVEL shown to students	Larry Bell training video	already in place	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training on Snapshot	Software incorporating test results	District funded	\$0.00
Increase teacher use of reading series assessments online	online software	District funded	\$0.00
Training on use of Larry Bell training video	Training video	School purchased	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,100.00

End of Reading Goals

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:

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	Overall our school did not meet AYP proficiency levels in Math.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
71% of students achieved a 3 or higher on FCAT Math	74% of students will achieve a 3 or better on FCAT Math.

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	Sufficient time to teach math	Provide 60 minutes per day for math instruction	Principal, Assistant Principal	Increased math scores	unit tests, probes, ThinkLink data and FCAT data

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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	Students scoring 4 or 5 on the FCAT will increase developmental scale scores.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
Approximately 34% of our students scored a 4 or 5 on the FCAT, in math.	38% of our students will score a 4 or 5 on the FCAT.

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	Appropriate differentiation needs to occur to provide appropriate learning opportunities for our students.	Implementation of the new math series with advanced activities will provide differentiation opportunities.	Teacher, Administrative team	Increased test scores	FCAT and progress monitoring tool of Think Link

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:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	The number of students making learning gains will increase.
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2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
54% of students made learning gains in math		65% of students will make learning gains in math			
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	Differentiated instruction	Implementation of new math series using differentiation	Teachers, administrative team	Increased math scores and learning gains	FCAT and progress monitoring through Think Link

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. Percentage of students in Lowest 25% making learning gains in mathematics		Our lowest 25% did not make adequate learning gains in math. Appropriate interventions need to be put in place to provide appropriate learning opportunities for our students.			
Mathematics Goal #4:					
2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
51% of students in the bottom 25% made learning gains		55% of students will make learning gains in math			

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	Sufficient time for math instruction	Adjust teacher schedules to ensure one hour of instruction for math	Administrative team	Increased test scores	FCAT
2	Whole group math instruction for entire class period	Provide differentiation for math instruction	Administrative team	Increased test scores	FCAT

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):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics		White and black students both need to make gains to make AYP benchmarks in math.			
Mathematics Goal #5A:					
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)					
2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
White students - 68% were proficient in math and Black students, 49% were proficient in math		White students will make 72% proficiency to make Safe Harbor goal and Black students will make 55% proficiency to make Safe Harbor goal.			

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Access to student data	Snapshot training	Administrative team	Increased test scores	FCAT

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	na
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Mathematics Goal #5B: English Language Learners (ELL)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
na	na

Problem-Solving Process to Increase Student Achievement

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

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	Students with disabilities did not make AYP in math.
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Mathematics Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
45% of our Students with Disabilities make AYP	51% of our Students with Disabilities will make AYP

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	Access to student data, including alternate FCAT data	Use of Snapshot data and alternate FCAT data	Administrative team	Increased test scores	FCAT

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	Students who are economically disadvantaged did not make AYP.
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Writing Goal #5D: Economically Disadvantaged					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
53% of our Economically Disadvantaged students made AYP.			58% of our Economically students will make AYP through Safe Harbor.		
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	Access to student data	Snapshot training	Administrative team	Grade level meeting minutes	FCAT

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on use of Investigations	All	Michelle Wiles	school-wide	Quarterly training	Classroom observations	Administrative team
Training on use of Snapshot	All	George Leidigh/Andrea Eberhard	school-wide	Monthly	Review of data	Administrative team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Investigations	Math guide	District funds	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use online math assessments	online math assessments	District funds	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training on use of math assessments	existing funds	na	\$0.00
Training on use of Snapshot	existing funds	na	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

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:

1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:	An increased number of students will score at the proficient level in Science in 5th grade.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
71% of nondisabled students scored a three or higher	75% of students will score a 3 or higher in Science.

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	Sufficient time available to teach Science	In 5th grade, one hour daily will be allocated to the instruction of Science	Teacher, administrative team	Increased scores in Science	FCAT and Think Link progress monitoring

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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	An increased number of students will perform at the 4 and 5 levels in Science.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
17% (14 students) scored a 4 or 5 on FCAT Science	20% of students will score a 4 or 5 on FCAT Science

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	Time to teach Science	In 5th Grade, provide an hour daily to teach Science	Teachers, Administrative team	Monitoring of Progress Monitoring and classroom observations	Think Link and FCAT

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
ThinkLink data review	3rd - 5th	George Leidigh/Andrea Eberhard	3rd, 4th and 5th grades	Monthly	Classroom observations	Administrative team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hands on Science instruction	Science materials	already available	\$0.00
Think Link Science data review	Assessment for progress monitoring	District funds	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Think Link Science	online progress monitoring tool	District funds	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Review of Think Link data	Think Link data	District funds	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			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:

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1:	We will increase the number of students scoring a 3.0 or higher in writing.			
2010 Current Level of Performance: *	2011 Expected Level of Performance: *			
79% of our nondisabled students achieved a 3.0 or better on FCAT Writing	85% of our nondisabled students will achieve a 3.0 or better on FCAT Writing			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Insufficient feedback to students	Write Score data will be shared with students by teachers and/or members of Administrative team	Teachers, Administrative team	Improved writing scores	FCAT Writing
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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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	not available
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Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
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not available	not available
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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	pending	pending	pending	pending	pending

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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	na
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Writing Goal #2B: English Language Learners (ELL)

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
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na	na
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Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	na - not enough 4th grade students with disabilities for a subgroup
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Writing Goal #2C: Students with Disabilities (SWD)					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
na			na		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	na	na	na	na	na

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	not enough students for a subgroup
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Writing Goal #2D: Economically Disadvantaged

2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
na			na		

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus group reviewing writing strategies	3rd, 4th grade teachers	Assistant Principal	Grade level teachers and AP	Monthly meetings	Classroom observations	Assistant Principal

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
Write Score analysis	Analyzing the results of Write Score to drive instruction	District funded	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Through efforts in attendance monitoring, students will improve their attendance during the 2010-2011 school year.
2010 Current Attendance Rate: *	2011 Expected Attendance Rate: *
The attendance rate was 93.8%	The attendance rate will be 95%
2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)
86 students had excessive absences.	60 students will have excessive absences.
2010 Current Number of Students with Excessive Tardies (10 or more)	2011 Expected Number of Students with Excessive Tardies (10 or more)
259 students were tardy.	Less than 200 students will be tardy.

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	Difficulty in contacting parents.	Sending notes home to parents via US mail.	Administrative team	Decreased absences.	School attendance data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The critical need for attendance	All grade levels	Debbie Wicker	Grade levels will work on this through monthly meetings monitoring student data	Wednesday meetings during grade level data discussions	Monitoring student data	Debbie Wicker

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
Monthly meetings	Data sharing - already in place	General operating budget	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	We will maintain or decrease the number of school suspensions.
2010 Total Number of In-School Suspensions	2011 Expected Number of In-School Suspensions

Seven students had In-School Suspensions.	Seven or less In-School Suspensions will occur.
2010 Total Number of Students Suspended In School	2011 Expected Number of Students Suspended In School
Seven students	Five students
2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions
There were 44 incidents resulting in out of school suspensions.	40 students or less will receive out of school suspensions.
2010 Total Number of Students Suspended Out of School	2011 Expected Number of Students Suspended Out of School
33 students received the out of school suspensions	30 students will receive out of school suspensions

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	Student behavior that students bring with them to school	Teach students about Character Education through the Keystone Curriculum.	Teachers, administrative team	Decreased number of suspensions	Suspension data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Monitoring student data through SWIS	all	Deborah Karably	school-wide	Monthly sharing of data and monthly PBS meetings	Monitoring the data and developing changes as necessary	Administrative team

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)

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 (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. Dropout Prevention					
Dropout Prevention Goal #1:			na		
*Please refer to the percentage of students who dropped out during the 2009-2010 school year.					
2010 Current Dropout Rate: *			2011 Expected Dropout Rate: *		
na			na		
2010 Current Graduation Rate: *			2011 Expected Graduation Rate: *		
na			na		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	na	na	na	na	na

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

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

			PD	Target Dates and Schedules	
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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	Participants (e.g. , PLC,subject, grade level, or school-wide)	(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						

Dropout Prevention 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 Dropout Prevention 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:		Parents and staff will use the daily planners for communicating information effectively.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2010 Current Level of Parent Involvement: *		2011 Expected Level of Parent Involvement: *			
Approximately 65% of parents read notices and communicate with the planners.		75% of parents will read notices and communicate with the planner.			
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	Routine daily communication	Notes to communicate information sent via the student planner.	Classroom teachers	Spring parent survey	Parent survey tool
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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
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)

Additional Goal(s)

Character Development Goal:

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. Character Development Goal Character Development Goal # 1:		Students will participate in daily character development.			
2010 Current level of Parent Involvement: *		2011 Expected level of Parent Involvement: *			
Teachers began using the Keystone Curriculum and the school displayed school wide bulletin boards highlighting student growth and accomplishments.		100 % of teachers will implement the curriculum with school wide efforts increasing on the morning announcements.			
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	None	Highlight character traits daily on the morning announcements.	Principal	Documentation of completion	Anecdotal 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-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
na	na	na	na	na	na	na

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Keystone Curriculum	Daily curriculum guide aligned with Capturing Kids Hearts	na	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
na	na	na	\$0.00
			Subtotal: \$0.00
Professional Development			

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

End of Character Development Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Training on Snapshot	Software incorporating test results	District funded	\$0.00
Reading	Larry Bell training	Teaching strategies	Title I or Title II	\$2,000.00
Mathematics	Investigations	Math guide	District funds	\$0.00
Science	Hands on Science instruction	Science materials	already available	\$0.00
Science	Think Link Science data review	Assessment for progress monitoring	District funds	\$0.00
Character Development	Keystone Curriculum	Daily curriculum guide aligned with Capturing Kids Hearts	na	\$0.00
				Subtotal: \$2,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Think Link, Accelerated Reader, STAR Reading	Software used to monitor student achievement	already in place	\$0.00
Reading	UNRAAVEL shown to students	Larry Bell training video	already in place	\$0.00
Mathematics	Use online math assessments	online math assessments	District funds	\$0.00
Science	Think Link Science	online progress monitoring tool	District funds	\$0.00
Character Development	na	na	na	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Training on Snapshot	Software incorporating test results	District funded	\$0.00
Reading	Increase teacher use of reading series assessments online	online software	District funded	\$0.00
Reading	Training on use of Larry Bell training video	Training video	School purchased	\$100.00
Mathematics	Training on use of math assessments	existing funds	na	\$0.00
Mathematics	Training on use of Snapshot	existing funds	na	\$0.00
Science	Review of Think Link data	Think Link data	District funds	\$0.00
Writing	Write Score analysis	Analyzing the results of Write Score to drive instruction	District funded	\$0.00
Attendance	Monthly meetings	Data sharing - already in place	General operating budget	\$0.00
Character Development	na	na	na	\$0.00
				Subtotal: \$100.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$2,100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Show Attached School's Differentiated Accountability Checklist of Compliance (Uploaded on 9/23/2010 9:52:54 AM)

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.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
purchase items for media center and science areas to impact learning opportunities for students.	\$500.00

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

Monthly meetings where the following are discussed: Differentiated Accountability, test results, progress monitoring, Parent Involvement Policy and needs of the school community.

AYP DATA

No Data Found
 No Data Found
 No Data Found

SCHOOL GRADE DATA

St. Johns School District THE WEBSTER SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	75%	71%	70%	293	Writing and Science: Takes into account the % scoring 3.5 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	74%	66%			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?	69% (YES)	66% (YES)			135	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.
Points Earned					568	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

St. Johns School District THE WEBSTER SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	73%	76%	54%	284	Writing and Science: Takes into account the % scoring 3.5 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	68%	64%			132	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)	65% (YES)			136	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.
Points Earned					552	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

St. Johns School District THE WEBSTER SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	68%	74%	47%	264	Writing and Science: Takes into account the % scoring 3.5 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	69%	63%			132	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?	53% (YES)	59% (YES)			112	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.
Points Earned					508	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested