

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: NOCATEE ELEMENTARY SCHOOL

District Name: DeSoto

Principal: Bruce Anderson

SAC Chair: Connie Yost

Superintendent: Adrian Cline

Date of School Board Approval: September 27, 2011

Last Modified on: 9/11/2011

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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	Bruce Anderson	Masters In Educational Leadership, National-Louis University BS-Elementary Education, SUNY	3	7	<p>Nocatee Elementary School (Title I) 10-11, grade B, did not make AYP, 40% of lowest 25% made Reading learning gains, 50% of lowest 25% made math learning gains In the seven years I have been an administrator, four of those years were in Title I school</p> <p>Nocatee Elementary School (Title I) 09-10, grade C, did not make AYP, 40% of lowest 25% made Reading learning gains, 50% of lowest 25% made math learning gains In the seven years I have been an administrator, four of those years were in Title I schools.</p> <p>Taylor Ranch School 08-09, grade A, did not make AYP, 93 % made High Standards in Reading, 93% made High Standards in math, 68% of lowest 25% made Reading learning gains, 62% of lowest 25% made math learning gains.</p> <p>Wilkinson Elementary School (Title I) 07-08, grade A, made AYP, 86 % made High Standards in Reading, 86% made High</p>

		Fredonia ESOL Endorsement			Standards in math, 73% of lowest 25% made Reading learning gains, 80% of lowest 25% made math learning gains. Wilkinson Elementary School (Title I) 06-07, grade A, did not make AYP, 85 % made High Standards in Reading, 77% made High Standards in math, 79% of lowest 25% made Reading learning gains, 75% of lowest 25% made math learning gains. Taylor Ranch School 04-05, grade A, made AYP, 83 % made High Standards in Reading, 78% made High Standards in math, 55% of lowest 25% made Reading learning gains. Taylor Ranch School 03-04, grade A, made AYP, 84 % made High Standards in Reading, 86% made High Standards in math, 56% of lowest 25% made Reading learning gains.
Assis Principal	Karen Denison	BS-Elementary Education, University of South Florida; Master's Degree-Educational Leadership, University of South Florida, English Speakers of Other Languages Endorsement	14	3	Nocatee Elementary School (Title I) 09-10, grade C, did not make AYP, 40% of lowest 25% made Reading learning gains, 50% of lowest 25% made math learning gains. All three years as an administrator have been in a Title I school. Nocatee Elementary School (Title I) 10-11, grade B, did not make AYP, 40% of lowest 25% made Reading learning gains, 50% of lowest 25% made math learning gains In the three years I have been an administrator, all of those years were in Title I 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)
No data submitted					

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	According to the 07/08 Restructuring Plan, the Assistant Director of Human Resources will set up interviews and make the final decision on all new staff hired. This is done through: email/phone and on-site interviews with potential teachers. Every attempt is made to secure highly qualified teachers in our high-need academic areas. Our district provides mentors for each of our new teachers and supports them throughout the year with meetings, materials, professional training (to include follow-up coaching and modeling). Nocatee currently meets the Correct I criteria of highly qualified teachers by assignment of highly qualified teachers to serve subgroups of greatest needs and hiring less than the district average of beginning or out of field teachers. In order to retain our teachers, we have made it our goal to actively promote a sense of collegiality and positive reinforcement among our teaching staff. Teachers are encouraged to actively take part in the development of the school's strategic plan. In addition, opportunities are provided for teachers to grow professionally by allowing them to take on additional leadership responsibilities as they request or demonstrate readiness.	Assistant Director of Human Resources	June 2012	

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
Jenny Bussard	Elementary K-6	3rd Grade	(Out-of-Field ESOL) She is taking college level coursework to complete the requirements of the ESOL endorsement.
Kara Grote	Certification Pending	2nd Grade	Certification pending. All ESOL coursework completed.

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
39	0.0%(0)	38.5%(15)	23.1%(9)	43.6%(17)	33.3%(13)	94.9%(37)	12.8%(5)	2.6%(1)	89.7%(35)

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
Sue Hutchinson	Carolyn Anderson	Sue is a lead teacher with her reading endorsement and a number of years educating students in first grade successfully.	They will meet weekly to discuss, write, and review lesson plans, classroom management, and ways to involve parents in the educational setting. Continuation of district plan from 2010-2011.
Cindy Helinski	Jolie Schanck	Cindy is a lead teacher with many year of educating students in kindergarten successfully.	They will meet weekly to discuss, write, and review lesson plans, classroom management, and ways to involve parents in the educational setting. Continuation of district plan from 2010-2011.

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

Services are provided to students in need of additional services through after school programs, summer institutes, and intervention instruction during the school day. The district coordinates the use of Title I, II, III, and VI funds to provide professional development for teachers and administrators to improve instructional practices and support improvement in student achievement.

Title I, Part C- Migrant

Migrant Advocates at each school site provide instructional support to students either during or after the student academic day. These advocates coordinate services with Title I and other programs

Title I, Part D

Funds from this source are used to develop and implement drop out prevention programs for the district.

Title II

Title II, Part A funds are used to provide supplemental professional development for faculty, staff, and administrators at all school sites in the district. Specific activities are based on the needs of the schools, as determined by student performance data and surveys of all stakeholders. These funds are used in collaboration with funds from local sources and other Federal projects.

Title II, Part D funds are used to support instructional technology through the purchase and repair of hardware, purchase of software, and provision of professional development in the use of technology as an instructional tool.

Title III

Services are provided at each school site to support education of English Language Learners for the purpose of improving student performance.

Title X- Homeless

The coordinator of district services for Homeless students 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)

SAI funds are coordinated with funds from other sources, including Title I, to provide summer institute instruction and supplemental and/or intervention instruction during the academic year to support students in need of academic assistance.

Violence Prevention Programs

The school offers a non-violence/anti-bullying program and anti-drug program to all students as part of the Character Education program for the site. This may include, but not be limited to, guest speakers, field trips, and community service activities such as Big Brother/Big Sister.

Nutrition Programs

The Food Conservation Energy Act of 2008 (Farm Bill) authorizes funds for the Fresh Fruit and Vegetable Program. Participating schools must offer fresh fruits and vegetables as a snack to students during the school day. Because FFVP targets low-income students, Nocatee was selected based on our high number of students who qualify for the free and reduced lunch program. This will be our second year taking advantage of this program.

Housing Programs

N/A

Head Start

N/A

Adult Education

The district has a well developed Adult Education program that provides instruction for adult ELL students, adults working on

gaining basic skills or obtaining a GED, parent education, and vocational programs for Executive Assistants or nursing.

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal and/or Assistant Principal: Provides a common vision for use of data-based decision making; ensures that the team is implementing the district RtI plan and documentation, ensures adequate professional development to support RtI implementation, and communicates with stakeholders about school-based RtI activities.

Guidance Counselor: Participates in collection and analysis of data, facilitates development of intervention plans, monitors RtI documentation, and coordinates RtI program evaluation.

Instructional Coach: Provides guidance on K-12 reading plan and district curriculum maps, facilitates and supports data collection and analysis in all content areas, and provides professional development regarding data-based instructional planning.

ESE teacher: Participates in data collection, integrates core instruction into Tier 3 instruction, collaborates with general education teachers, and assists team with implementation of district RtI plan.

As needed: ESOL teacher, Staffing Specialist, School Psychologist.

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 RtI leadership team meets regularly to facilitate and support implementation of the district RtI plan, including arranging for any needed professional development. When appropriate, the team will support the Professional Learning Communities in collecting and analyzing student data and planning appropriate classroom instruction and intervention. The team will also review effectiveness of Tier II and Tier III instruction for individual students and for the school as a whole.

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 role of the school based team is to review data, plan interventions, evaluate status of implementation and staff development regarding RtI, assist teachers in using and analyzing data, support teachers in providing interventions, and involve parents in the RtI process. Members of the RtI Leadership team facilitated faculty work sessions on school-wide goals and professional development plans.

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.

PMRN will be the data management system for reading data from the FAIR. Performance Matters will be used to provide data in an analyzed format for math and science progress monitoring. Gradebook and Genesis will be used for other housing and accessing other data, such as state assessment scores, attendance and discipline, and current academic performance in the classroom. The district is still considering how to provide an efficient and effective system for collecting and organizing other progress monitoring data.

Describe the plan to train staff on RtI.

Faculty and staff will be trained by the School RtI Coordinator and other members of the RtI committee in the implantation of the RtI plan. As needed, teachers will be provided training in assessments (formal and informal; academic and behavioral), gathering and analyzing data from different sources, and providing tiered instruction based on assessment information.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administrators:

Bruce Anderson, Principal

Karen Denison, Assistant Principal

Media Specialist: Joy Buschner

Kindergarten teacher: Cindy Helinski

1st grade teacher: Carolyn Anderson

2nd grade teacher: Sarah Jurewicz

3rd grade teacher: Ashley Russ

4th grade teacher: Nancy Jones

5th grade teacher: Melissa Cowden

ESE teacher: Rhonda Cassidy

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

The LLT meets regularly and discuss literacy needs and to propose and oversee implementation of strategies designed to meet these needs.

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

During the 2011-2012 school year the LLT will work to further implementation of the DeSoto Read to Succeed Plan, which is designed to increase and support independent-level reading in the classroom. One major focus this year will be implementing and supporting individual student conferences during independent reading to increase the effectiveness of this strategy. The LTT will plan for improved Renaissance/Accelerated Reader Enterprise usage by students and teachers.

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status

No Attachment

Public School Choice with Transportation (CWT) Notification

No Attachment

Notification of (School in Need of Improvement) SINI Status

[View uploaded file](#) (Uploaded on 9/9/2011)

*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.

DeSoto County's Early Childhood Center (ECC) and Nocatee's Wild Kingdom preschool centers work closely with Nocatee to provide easy transition into kindergarten. Nocatee's kindergarten teachers provide a kindergarten Spring round-up for students who will be attending kindergarten in the fall. At this meeting the kindergarten program is outlined, refreshments are served and students/families are invited to visit their classroom with their teacher. After school begins, Nocatee Kindergarten teachers perform readiness screenings to all incoming students to facilitate differentiated instructional planning.

*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. 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?

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 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:

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	The percentage of all students who scored Achieving Proficiency (FCAT levels 3) in reading will increase from 36% to 41%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
36% (103 of 287)	41% (112 of 274)

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 lack of motivation and unfamiliarity with setting and attaining personal/academic goals.	Implementation of Sean Covey's strategies as depicted in the Leader in Me school-wide.	Classroom teachers	Teacher led conferences, data notebook results	Standardized testing
2	Insufficient implementation of targeted intervention strategies.	Teachers will routinely meet to discuss data results and the implementation of corrective strategies.	Principal, Assistant Principal, Instructional Coach	Review student performance data in data meetings and student progress panels for evidence of growth.	FAIR FCAT Success Probability, Macmillan Treasures FCAT-format assessments, STAR
3	Lack of supported independent reading by students.	Nocatee's Literacy Leadership Team will provide guidance on implementing the independent reading and individual conferencing aspects of the DeSoto Read to Succeed Plan to increase effective independent reading behaviors.	Principal, Assistant Principal, Instructional Coach	Administration will review lesson plans and Classroom Walk-through data for evidence of supported independent reading.	Accelerated reader, STAR, and quiz grades.
4	Lack of student engagement	Teachers will increase the use of chapter books, newspapers, magazines and other high interest media to promote greater student engagement.	Teachers, Principal	Review student performance data in data meetings and student progress panels for evidence of growth.	Weekly tests, AR, and STAR reports.
5					

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	
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Levels 4 and 5) in reading Reading Goal #2:	The percentage of all students who scored above proficiency (FCAT levels 4 and 5) in reading will increase from 24% to 26%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
24% (69 Of 287)	26% (71 of 274)

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 lack of motivation and unfamiliarity with setting and attaining personal/academic goals.	Implementation of Sean Covey's strategies as depicted in the Leader in Me school-wide.	Classroom teachers, Principal, Assistant Principal	Teacher led conferences, data notebook results	Standardized testing
2	Lack of instructional emphasis on the needs of this specific group of students at 3rd & 4th Grades.	Teachers will design specific activities to increase the rigor of reading instruction for these students.	Principal and Assistant Principal	Review FAIR FSP, Practice FCAT, STAR and FCAT results	FAIR FSP, FCAT practice test, STAR, FCAT Reading

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:	The percentage of 4th,5th and retained 3rd grade students students making Learning Gains in Reading will increase from 61% to 71% on the 2012 Reading FCAT.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
61% of matched 4th & 5th grade students and retained 3rd grade students made Learning Gains in Reading.	71% approximately (140 Of 197) 4th, 5th and retained 3rd grade students depending on the number of students with matched scores.

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	Students may require additional support.	Tutoring	Principal, Assistant Principal	Review student performance data in data meetings and student progress panels for evidence of growth.	FAIR, FCAT Success Probability, MacMillan Treasures FCAT format assessments
2	Student lack of motivation and unfamiliarity with setting and attaining personal/academic goals.	Implementation of Sean Covey's strategies as depicted in the Leader in Me school-wide.	Classroom teachers, Principal, Assistant Principal	Teacher led conferences, data notebook results	Standardized testing
3	Lack of experience with diagnostic tools.	Teachers will attend regularly scheduled meetings to be trained in the proper use of diagnostic tools and their application.	Principal, Assistant Principal, Instructional Coach	Review student performance data in data meetings and student progress panels for evidence of growth.	Observation of teachers administering diagnostic tools and collaborating in grade level teams regarding

					the tools effectiveness.
4	Insufficient individualized contact with retained students.	Support team will meet weekly with each retained student to discuss factors of individual success.	Principal, Assistant Principal, Guidance Counselor, ESOL Coordinator	Regular support team follow up.	Standardized testing
5					

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:	The percentage of students in the lowest 25% making Learning Gains in reading will increase from 63% to 73%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
63% (45 of 72)	73% (50 of 69)

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 experience with diagnostic tools.	Teachers will attend regularly scheduled meetings to be trained in the proper use of diagnostic tools and their applications.	Principal, Assistant Principal, Instructional Coach	Review student performance data in data meetings and student progress panels for evidence of growth.	Observation of teachers administering diagnostic tools and collaborating in grade level teams regarding their effectiveness.
2	Pacing and instructional materials in the regular classroom may not be best suited for selected students.	Students will be grouped according to need and receive additional reading practice during a regularly scheduled intensive intervention time.	Grade Level Teachers, Principal, Assistant Principal	Review student performance data in data meetings and student progress panels for evidence of growth.	FAIR FCAT Success Probability, Macmillan Treasures FCAT-format assessments

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:	The subgroup that did not make AYP is Hispanic.
Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
62% (91 of 147) Hispanic Students	66% (84 of 128) Hispanic Students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of experience with diagnostic tools.	Teachers will attend regularly scheduled meetings to be trained in the proper use of diagnostic tools and their application.	Principal, Assistant Principal, Instructional Coach	Review student performance data in data meetings and student progress panels for evidence of growth.	Observation of teachers administering diagnostic tools and collaborating in grade level teams regarding the tools.
2	Language Barriers by some of our Hispanic students	We will continue to use Compass Learning ILS (Instructional Learning Tool) ELL component which is computer based and will provide language support to students.	Teacher, Principal, Assistant Principal	Review student performance data in data meetings and student progress panels for evidence of growth.	Compass Reports

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 English Language Learners did not make AYP.
Reading Goal #5B: English Language Learners (ELL)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
60% (68) English Language Learners	65% (71 of 109) English Language Learners

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barrier by English Language Learners	We will continue to use Compass Learning ILS (Instructional Learning Tool) ELL component which is computer based and will supply language support to students.	Principal, Assistant Principal, ESOL Teacher	Review student performance data in data meetings and student progress panels for evidence of growth.	Compass Reports

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:	
Reading Goal #5C: Students with Disabilities (SWD)	
2011 Current Level of Performance: *	2012 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. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	67% of Economically Disadvantaged Students will be proficient on the 2012 Reading FCAT.
Reading Goal #5D: Economically Disadvantaged	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
63% (162 of 257)	67% (167 of 249)

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 experience with diagnostic tools.	Teachers will attend regularly scheduled meetings to be trained in the proper use of diagnostic tools and their application.	Principal, Assistant Principal, Instructional Coach	Review student performance data in data meetings and student progress panels for evidence of growth.	Observation of teachers administering diagnostic tools and collaborating in grade level teams regarding the tool's effectiveness.

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
Grade level-specific data meetings	K-5, Reading, writing, math, and science.	Instructional coach, Principal	All classroom teachers	Monthly or as needed throughout school year	Monitor data notebooks, check lesson plans for evidence of suggested instructional strategies, Classroom walkthroughs	Principal, Assistant Principal
					Monitor data	

FAIR data analysis and Ongoing Progress Monitoring training	K-5 Reading	Instructional Coach	All classroom teachers	During grade level meetings (one hour) after FAIR AP1 in mid-October	notebooks, check lesson plans for evidence of suggested intervention strategies, Classroom walkthroughs	Principal, Assistant Principal
STAR reports	K-5 Reading	3rd grade master teacher/Instructional Coach	K-5 Teachers	August 16, 2011 Professional Development Day	Monitor data notebooks, student review panels	Principal, Assistant Principal
Compass Learning/Odyssey Program Training	K-5 Reading, Math, Science	District trainers	All teachers	August 16, 2011	Data discussions in data meetings, Classroom Walkthroughs, lesson plans	Principal, Assistant Principal
Individual reading conference training	K-5 Reading	3rd grade master teacher	All classroom teachers	August 16, 2011 Professional Development Day	Monitor data notebooks, check lesson plans for evidence of learned strategies, Classroom walkthroughs	Principal, Assistant Principal

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

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:	The percentage of all students who Achieved Proficiency (FCAT level 3) in math will increase from 34% to 38%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
34% (98 of 287)	38% (104 of 274)

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 lack of motivation and unfamiliarity with setting and attaining personal/academic goals.	Implementation of Sean Covey's strategies as depicted in the Leader in Me school-wide.	Classroom teachers	Teacher led conferences, data notebook results	Standardized testing
2	Lack of application in using higher order thinking/ problem solving activities.	Teachers will incorporate problem solving activities with increased rigor into their instructional planning.	Principal, Assistant Principal,	Use of Mimeo technology observed in classroom walkthroughs and lesson plans; Analyze Student achievement data from series assessments and benchmark assessments.	Progress monitoring data, Chapter and Unit test data
3	Lack of student engagement in learning activities.	Teachers will incorporate mimio active-board technologies into instruction to increase student engagement.	Principal, Assistant Principal	Use of mimeo technology observed in classroom walkthroughs and lesson plans; Analyze Student achievement data from series assessments and benchmark assessments.	Progress monitoring data, Chapter and Unit test data
4	Lack of hands-on, concrete experiences with mathematical concepts.	Teachers will collaborate to plan and incorporate a sufficient number of hands on concrete experiences with mathematical concepts into their instructional planning.	Principal, Assistant Principal, Instructional Coach	Appropriate use of manipulatives observed in classroom walkthroughs and lesson plans; Analyze student achievement data from series assessments and benchmark assessments.	Progress monitoring data, Chapter and Unit test data
5	Low overall performance scores in specific content clusters.	Implement professional development in the specific content cluster areas where we were below performance expectations.	Principal, Assistant Principal, Instructional Coach	Appropriate use of strategies learned observed in classroom walkthroughs and lesson plans; Analyze student achievement data from series assessments and benchmark assessments.	Progress monitoring data, Chapter and Unit test 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:	The percentage of all students who scored above proficiency (FCAT levels 4 and 5) in reading will increase from 31% to 33%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
31% (88 of 287)	33% (90 of 274)

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 lack of motivation and unfamiliarity with setting and attaining personal/academic goals.	Implementation of Sean Covey's strategies as depicted in the Leader in Me school-wide.	Classroom teachers, Principal, Assistant Principal	Teacher led conferences, data notebook results	Standardized testing
2	Lack of sufficient data analysis to inform targeted instruction.	Through data analysis, teachers will identify the learning needs of high level 3s and 4s, plan and provide needs-based instruction, and track performance data.	Principal, Assistant Principal, Instructional Coach	Review student performance data in data meetings and student progress panels for evidence of growth.	Benchmark assessments and Core math series assessments.
3	Lack of application in using higher order thinking/ problem solving activities.	Teachers will incorporate problem solving activities with increased rigor into their instructional planning.	Principal, Assistant Principal,	Use of Mimeo technology observed in classroom walkthroughs and lesson plans; Analyze Student achievement data from series assessments and benchmark assessments	Progress monitoring data, Chapter and Unit test data
4	Low overall performance scores in specific content clusters.	Implement professional development in the specific content cluster areas where we were below performance expectations.	Principal, Assistant Principal, Instructional Coach	Appropriate use of strategies learned observed in classroom walkthroughs and lesson plans; Analyze student achievement data from series assessments and benchmark assessments.	Progress monitoring, Chapter and Unit test data
5					

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 percentage of 4th,5th and retained 3rd grade students making Learning Gains in math will increase from 63% to 73% on the 2012 mathematics FCAT.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
63% of matched 4th & 5th grade students and retained 3rd grade students made Learning Gains.	73% approximately (144 Of 197) 4th, 5th and retained 3rd grade students depending on the number of students with matched scores.

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	Students may require additional support.	Tutoring	Principal, Assistant Principal	Review student performance data in data meetings and student progress panels for evidence of growth.	FAIR, FCAT Success Probability, MacMillan Treasures FCAT format assessments
2	Student lack of motivation and unfamiliarity with setting and attaining personal/academic goals.	Implementation of Sean Covey's strategies as depicted in the Leader in Me school-wide.	Classroom teachers, Principal, Assistant Principal	Teacher led conferences, data notebook results	Standardized testing
3	Lack of sufficient data analysis to inform targeted instruction.	Teachers will attend regularly scheduled data meetings to review and analyze assessment data to plan for effective instruction.	Principal, Assistant Principal, Instructional Coach	Review student performance data in data meetings and student progress panels for evidence of growth.	Progress monitoring data, Chapter and Unit test data
4	Lack of student engagement.	Regularly scheduled sessions on Compass Learning ILS (Instructional Learning Tool) which is computer based and is very high interest to students.	Teacher, Principal	Review student performance data in data meetings and student progress panels for evidence of growth.	Compass Reports
5	Low overall performance scores in specific content clusters.	Implement professional development in the specific content cluster areas where we were below performance expectations.	Principal, Assistant Principal, Instructional Coach	Appropriate use of strategies learned observed in classroom walk throughs, and lesson plans; Analyze student achievement data from series assessments and benchmark assessments.	Progress monitoring, Chapter and Unit test 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:

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	63% of students in the lowest 25% in mathematics will make learning gains on the 2012 mathematics FCAT.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
53% (38 of 72)	63% (43 of 69)

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 sufficient data analysis to inform targeted instruction.	Teachers will attend regularly scheduled data meetings to review and analyze assessment data to plan for effective	Principal, Assistant Principal, Instructional Coach	Review student performance data in data meetings and student progress panels for evidence of growth.	Progress monitoring data, Chapter and Unit test data

		instruction.			
2	Students may require additional support.	After School tutoring	Principal, Assistant Principal	Review student performance data in data meetings and student progress panels for evidence of growth.	FAIR FCAT Success Probability, Macmillan Treasures FCAT-format assessments

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 Mathematics Goal #5A:	Thw two subgroups that did not make AYP in 2011 are White and Hispanic.
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Mathematics Goal #5A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
White 72% (73 of 101). Hispanic 66% (97 of 147).	The percentage of White students meeting AYP will increase from 72% to 75% (89 of 119). The percentage of Hispanic students meeting AYP will increase from 66% to 70% (90 of 128).

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 math FCAT subgroup data, Students overall did not perform as well in specific math skills.	Provide additional instructional support to teachers with the math skills where students did not perform as well.	Accademic coach; Principal; Asst Principal.	Review lesson plans; Review student performance data in data meetings and student progress panels for evidence of growth.	Grade level assessments; Benchmark tests
2	Language barriers by some of our Hispanic students	We will continue to use Compass Learning ILS (Instructional Learning Tool) ELL component which is computer based and will provide language support to students.	Teacher, Principal, Assistant Principal	Review student performance data in data meetings and student progress panels for evidence of growth.	Compass Reports

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:	English Language Learners making AYP will increase from 66% to 71% on the Math FCAT.
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Mathematics Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
66% (75 of 114)	71% (81 of 109)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Language barrier by English Language Learners	We will continue to use Compass Learning ILS (Instructional Learning Tool)ELL component which is computer based and will supply language support to students.	Principal, Assistant Principal, ESOL Teacher	Review student performance data in data meetings and student progress panels for evidence of growth.	Compass Reports

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:	
Mathematics Goal #5C: Students with Disabilities (SWD)	
2011 Current Level of Performance: *	2012 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. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	
Mathematics Goal #5D:	The percentage of Economically Disadvantaged students will increase from 64% to 68% in 2012.
Mathematics Goal #5D: Economically Disadvantaged	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
64% (164 of 257).	68% (169 of 249).

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 sufficient data analysis to inform targeted instruction.	Teachers will attend regularly scheduled data meetings to review and analyze assessment data to	Principal, Assistant Principal, Instructional Coach	Review student performance data in data meetings and student progress panels for evidence of growth.	Math benchmark tests, Harcourt series assessments.

		plan for effective instruction.		
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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
Grade level-specific data meetings	K-5, Reading, writing, mathematics, and science.	Instructional coach, Principal	All classroom teachers	Once a month	Monitor data notebooks, check lesson plans for evidence of suggested instructional strategies, Classroom walkthroughs	Principal, Assistant Principal
Compass Learning/Odyssey Program Training	K-5 Reading, Math, Science	Company trainers	All teachers	August 17, 2011; additional date to be determined.	Data discussions in data meetings, Classroom Walkthroughs, lesson plans	Principal, Assistant Principal
Libby Pollett math activities	K-5 Math	Company Trainers	Classroom Teachers	Fall 2011/Spring2012	Monitor data notebooks, check lesson plans for evidence of suggested instructional strategies, Classroom walkthroughs	Principal, Assistant Principal

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

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:	47% of students will achieve a level 3 on the 2012 Science FCAT.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
43% (35 of 81 students)	48% (42 of 87)

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 lack of motivation and unfamiliarity with setting and attaining personal/academic goals.	Implementation of Sean Covey's strategies as depicted in the Leader in Me school-wide.	Classroom teachers	Teacher led conferences, data notebook results	Standardized testing
2	Inconsistent use of benchmark assessments for determining areas of need.	Teachers will attend regularly scheduled data meetings to review and analyze assessment data to plan for effective instruction.	Principal, Instructional Coach	Performance matters benchmark assessment data; science grades	Performance Matters benchmark testing data, 2012 Science FCAT
3	Lack of hands on experiences to reinforce science concepts.	Professional Development activities in use of Science manipulatives.	Teacher leader	Check lesson plans for evidence of suggested instructional strategies, Classroom walkthroughs	Performance Matters benchmark testing data, 2012 Science 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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	The percentage of students that will achieve above proficiency (FCAT Levels 4 and 5) on the 2012 Science FCAT will increase from 11% to 13%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
11% (9 of 81)	13% (11 of 87)

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
	Student lack of motivation and	Implementation of Sean Covey's strategies as	Classroom teachers,	Teacher led conferences, data	Standardized testing

1	unfamiliarity with setting and attaining personal/academic goals.	depicted in the Leader in Me school-wide.	Principal, Assistant Principal	notebook results	
2	Lack of differentiated instructions based on current performance on science knowledge and skills.	High achieving 5th grade students (as identified by Performance Matters benchmark testing) will use the Compass/Odyssey Adaptive Learning Program for enrichment in Science.	5th grade team.	The 5th grade team will monitor Science benchmark data, class grades, and Compass Odyssey scores.	Benchmark science assessments, 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
Fusion Science-New Science Series Training	K-5	Company Presentor	Classroom teachers	August 15,2011	Lesson plans; classroom walk-throughs	Principal; Assistant principal

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:

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing		More than 90% of students will achieve level 3.0 or higher on the 2012 Writing FCAT.			
Writing Goal #1:					
2011 Current Level of Performance: *		2012 Expected Level of Performance: *			
Proficiency was greater than 90%		More than 90% of students will achieve level 3.0 or higher on the 2012 Writing 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	Lack of teacher experience with FCAT writing at 4th grade. (One of four 4th grade teachers is new to the grade level.)	Teacher will work with peer mentors and experienced writing teachers in regularly scheduled meetings.	Principal, Assistant Principal.	Monitoring writing scores, including district narrative and expository pre- and post- tests.	District narrative and expository pre- and post-tests, FCAT writing.

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		N/A			
Writing Goal #2A:					
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)					
2011 Current Level of Performance: *		2012 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	N/A	N/A	N/A	N/A	N/A

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing		N/A			
Writing Goal #2B:					
Writing Goal #2B: English Language Learners (ELL)					
2011 Current Level of Performance: *		2012 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				

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:	N/A
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Writing Goal #2C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 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				

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:	N/A
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Writing Goal #2D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
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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 and Schedules(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing and Scoring Workshop	K-5 Writing	Experienced writing teachers	All teachers	August 16, 2011 Professional Development 1.5 hour session	Classroom walkthroughs, lesson plans	Principal, 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
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	Nocatee will increase the average daily attendance by
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Attendance Goal # 1:	0.1% to 94.4%.
2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *
94.3% (542 of 575 students) This is a .01% increase in average student attendance from the 09/10 school year.	94.4% (525 of 556 students)
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)
107 students (This based on 575 students) This is a 46% decrease from the 09/10 school year.	92 students (This is a decrease of 2% based on 556 students)
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)
57 students (This based on 575 students) This is a 40% decrease from the 09/10 school year.	44 students (This is a decrease of 2% based on 556 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of emphasis on the importance of whole day school attendance.	The school's Hip Hip Hooray program rewards those classes in which all students are present all day, with no students tardy or absent.	Principal, Assistant Principal	Daily analysis of attendance data.	Attendance data report.
2	Lack of parent understanding and/or motivation regarding the importance of daily school attendance.	Attendance clerk makes timely contact with families of students with repeated absences to emphasize the importance of regular attendance. In addition quarterly attendance meetings are held with parents of students with 10 or more absences.	Principal and Assistant Principal, Attendance Clerk	Daily analysis of attendance data.	Attendance data 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 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						

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 Suspension Goal #1:	It is our goal to reduce the number of suspensions during the year 2011-2012. We began this process by designing a school wide Positive Behavior Support plan based on teacher and student input that was facilitated by Steve Barkley an outside consultant. We first had Mr. Barkley make observations in the classrooms to observe behavior management. He then met with teachers and discussed his observations. Teachers came up with two main themes that they felt were the most important for us to incorporate into our school. Respect and Teamwork. We had each classroom create a definition of respect and teamwork and a representative from each class helped to develop a school wide definition. We then created a teacher definition. We started our year with "Respect" as our theme and are making it our focus for the year. We have invited guests into our school to support this theme with both students as well as adults. For 2011-2012 school year we have transitioned into using The 7 Habits of Happy Kids as an overall model of student success.
2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions
137	123
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School
87	79

2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions				
43	39				
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School				
29	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	Making sure that staff will work consistently to positively motivate students.	School wide Respect Positive Behavior Support plan	Principal/Asst. Principal	Track the number of suspensions	Principal Viewer

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
Leader In Me-The Seven Habits of Happy Kids	K-5	PLC Facilitators	PLC's K-5	Bi-Monthly PLC Meetings	PLC Facilitators, Team Representative Meetings	Principal

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: <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>	In an effort to help prevent students from dropping out in later years, Nocatee has undertaken steps to try to prevent students from falling one or more grades behind. In first and second grade, we have target students that are already behind and have grouped them with excellent teachers with the skills to accelerate them. The goal is to move them one and one-half years in one year. This will reduce the chances of these students dropping out of school at some later time due to multiple retentions.				
2011 Current Dropout Rate: *	2012 Expected Dropout Rate: *				
NA	NA				
2011 Current Graduation Rate: *	2012 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	We are uncertain how much gain we can achieve with these students.	Carefully select students to ensure that behavior issues will not hinder the knowledge aquisition process.	Principal	Monitor test results	FAIR,DRA,STAR, STAR-EL

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
Data meetings	Grades K-5	Accademic Coach	K-5 Teachers	Monthly	Regularly review data	Principal/Accademic Coach

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		We plan to increase the number of opportunities for parents to interact in school related activities. We share two part-time parent involvement specialists this year. Their role is to coordinate all the parent involvement opportunities at Nocatee.			
2011 Current Level of Parent Involvement: *		2012 Expected Level of Parent Involvement: *			
71% (306 of 429) parents participated in at least one event. Estimate based on special event sign-in sheets, conference records, teacher input.		81%(347 of 429)parents will participate in one or more activities in 2012.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent notification	Reminder stickers home, One call now messages, notes home, Reminders on the morning announcements.	Principal	Observation, data collection	Sign-in sheets
2	Lack of parent notification.	Nocatee has 2 on-site part-time Parent Involvement Specialists who are organizing events and hosting	Parent Involvement Specialists	Observation, data collection	Sign-in sheets

		parent involvement training.		
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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
Principles of Leader In Me	K-5	PLC Facilitators and outside presentors	School-wide	Bi-Monthly PLC meetings	Teacher records; lesson plans; classroom walk-throughs	Principal; Assistant Principal

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
Increase Parent Involvement	Two Part-time Parent Involvement Specialists	Title 1A	\$2,500.00
			Subtotal: \$2,500.00
			Grand Total: \$2,500.00

End of Parent Involvement Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Increase Parent Involvement	Two Part-time Parent Involvement Specialists	Title 1A	\$2,500.00
				Subtotal: \$2,500.00
				Grand Total: \$2,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

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 will meet monthly on the second Thursday of the month. The SAC will review and monitor the progress of the School Improvement plan goals, approve funding for special projects, and promote parent and community involvement.

AYP DATA

No Data Found
 No Data Found
 No Data Found

SCHOOL GRADE DATA

DeSoto School District NOCATÉE ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	69%	86%	27%	251	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	63%	56%			119	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	54% (YES)			111	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					481	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

DeSoto School District NOCATÉE ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	64%	81%	43%	257	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%	57%			119	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	62% (YES)			113	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					489	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

DeSoto School District NOCATÉE ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	57%	79%	15%	213	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	67%	54%			121	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	82% (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					482	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested