I. Current School Status:

A. School Information:

1. School-Level Information:

a. **School:** Chiefland Elementary School

b. **Principal's name:** Angelita Thomas

c. **School Advisory Council chair's name:**

d. **Names and position titles of the School-based Leadership Team (SBLT):**

Name	Title
Angelita Thomas	Principal
Danielle Rosson	Assistant Principal
Aaron Haldeman	Dean of Students

2. District-Level Information:

a. **District:** Levy

b. **Superintendent's name:** Mr. Robert O Hastings

c. **Date of school board approval of SIP:** 10/08/2013

B. School Advisory Council (SAC):

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

1. **Describe the membership of the SAC including position titles:**
Rebecca Lloyd- SAC President, Pam Hatch-SAC faculty member, Angelita Thomas-Principal, Danielle Rosson-Assistant Principal, Aaron Haldeman- Dean of Students, Nina Hudson-SAC co-chair. New members will be determined at the SAC meeting on October 8, 2013.

2. **Describe the involvement of the SAC in the development of this school improvement plan:**
In the 2012-2013 school year the SAC team met to review the SIP goals. On September 3, 2013, copies of the SIP were provided to members present to review and provide input as a collaborative effort. Feedback was documented and later the revisions were incorporated into the SIP. The Principal-Teacher-Student-Parent Compact was presented to parents as well.

3. **Describe the activities of the SAC for the upcoming school year:**
The SAC committee will provide monetary opportunities for classroom "mini-grants".

4. **Describe the projected use of school improvement funds and include the amount allocated to each project:**
N/A

5. **Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below:**
In Compliance

6. **If no, describe the measures being taken to comply with SAC requirements:**

C. Highly Qualified Staff:

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

1. Administrators:

a. **# Administrators:** 2

b. **# Receiving Effective rating or higher:** (not entered because basis is < 10)

c. **For each of your school's administrators (principal and all assistant principals), complete the following fields:**

Administrator	Credentials	Performance Record
Angelita Thomas	Bachelor's Degree: Jacksonville	2012-2013 Chiefland Elementary,

Principal	University Master's Degree: Saint Leo University Educational Leadership (K-12) Certification: Elementary 1-6, Middle Education 6-12, Educational Leadership, ESOL, Reading Endorsement (all grades) Years as Administrator: 4 Years at Current School: 1	Principal; Grade: D; Score: 400; AYP: No Level 3 or higher in Reading, 49%; Level 3 or higher in Math, 47%; Meeting the Writing standard, 42%; Level 3 or higher in Science, 58%; Making learning gains in Reading, 52%; Making learning gains in Math, 53%; Lowest 25% making learning gains in Reading, 53%; Lowest 25% making learning gains in Math, 43% 2011-2012 Williston Elementary, Assistant Principal Grade: C; Score: 482; AYP: No Level 3 or higher in Reading, 53%; Level 3 or higher in Math, 53%; Meeting the Writing standard, 75%; Level 3 or higher in Science, 43%; Making learning gains in Reading, 70%; Making learning gains in Math, 64%; Lowest 25% making learning gains in Reading, 70%; Lowest 25% making learning gains in Math, 62% 2010-2011 Williston Elementary, Assistant Principal Grade: B; Score: 508; AYP: No Level 3 or higher in Reading, 74%; Level 3 or higher in Math, 73%; Meeting the Writing standard, 85%; Level 3 or higher in Science, 50%; Making learning gains in Reading, 58%; Making learning gains in Math, 57%; Lowest 25% making learning gains in Reading, 52%; Lowest 25% making learning gains in Math, 59% 2009-2010 Old Town Elementary Grade: A; Score: 581; AYP: Yes Level 3 or higher in Reading, 80%; Level 3 or higher in Math, 89%; Meeting the Writing standard, 75%; Level 3 or higher in Science, 60%; Making learning gains in Reading, 67%; Making learning gains in Math, 71%; Lowest 25% making learning gains in Reading, 65%; Lowest 25% making learning gains in Math, 74%
Danielle Rosson Asst Principal	Bachelor's Degree: Florida Southern College International Business Master's Degree: Argosy University Educational Leadership Certification: Elementary Education K-6, Educational Leadership Years as Administrator: 2 Years at Current School: 0	2012-2013 Bronson Elementary, Assistant Principal Grade: C; Score:472; AYP: No Level 3 or higher in Reading, 47%; Level 3 or higher in Math, 56%; Meeting the Writing Standard, 46%; Level 3 or higher in Science, 55%; Making learning gains in Reading, 64%; Making learning gains in Math, 66%; Lowest 25% making learning gains in Reading, 67%; Lowest 25% making learning gains in Math, 73%

2. **Instructional Coaches:**

   a. **# Instructional Coaches:** 1

   b. **# Receiving Effective rating or higher:** (not entered because basis is < 10)

   c. **For each of your school's instructional coaches, complete the following fields:**

Coach	Credentials	Performance Record
Sandra Roberts Full-time School-based Areas: Reading/Literacy	Bachelor's Degree: Elementary Education 1-6 Master's Degree: Reading K-12 Years as Coach: 9 Years at Current School: 21	2012-2013: Grade: D; Score: 400; AYP: No Level 3 or higher in Reading, 49%; Level 3 or higher in Math, 47%; Meeting the Writing standard, 42%; Level 3 or higher in Science, 58%; Making learning gains in Reading, 52%; Making learning gains in Math, 53%; Lowest 25% making learning gains in Reading, 53%; Lowest 25% making learning gains in Math, 43% 2011-2012: Grade C; Score: 433; AYP: NO Level 3 or higher in Reading, 50%; Level 3 or higher in Math, 45%; Meeting the Writing standard, 71%; Level 3 or higher in Science, 45%; Making learning gains in Reading, 65%; Making learning gains in Math, 51%; Lowest 25% making learning gains in Reading, 69%; Lowest 25% making learning gains in Math, 36% 2010-2011: Grade B; Score: 513; AYP: NO Level 3 or higher in Reading, 76%; Level 3 or higher in Math, 77%; Meeting the Writing standard, 92%; Level 3 or higher in Science, 45%; Making learning gains in Reading, 64%; Making learning gains in Math, 56%; Lowest 25% making learning gains in Reading, 55%; Lowest 25% making learning gains in Math, 41% 2009-2010: Grade A; Score: 561; AYP: YES Level 3 or higher in Reading, 78%; Level 3 or higher in Math, 83%; Meeting the Writing standard, 77%; Level 3 or higher in Science, 63%; Making learning gains in Reading, 67%; Making learning gains in Math, 71%; Lowest 25% making learning gains in Reading, 51%; Lowest 25% making learning gains in Math, 71%
Tammy Crosby Full-time School-based Areas: RtI/MTSS	Bachelor's Degree Master's Degree Elementary Education 1-6, Reading K-12, ESOL Endorsement Years as Coach: 0	2012-2013: Grade: D; Score: 400; AYP: No Level 3 or higher in Reading, 49%; Level 3 or higher in Math, 47%; Meeting the Writing standard, 42%; Level 3 or higher

	Years as Coach: 0 Years at Current School: 28	in Science, 58%; Making learning gains in Reading, 52%; Making learning gains in Math, 53%; Lowest 25% making learning gains in Reading, 53%; Lowest 25% making learning gains in Math, 43% 2011-2012: Grade C; Score: 433; AYP: NO Level 3 or higher in Reading, 50%; Level 3 or higher in Math, 45%; Meeting the Writing standard, 71%; Level 3 or higher in Science, 45%; Making learning gains in Reading, 65%; Making learning gains in Math, 51%; Lowest 25% making learning gains in Reading, 69%; Lowest 25% making learning gains in Math, 36% 2010-2011: Grade B; Score: 513; AYP: NO Level 3 or higher in Reading, 76%; Level 3 or higher in Math, 77%; Meeting the Writing standard, 92%; Level 3 or higher in Science, 45%; Making learning gains in Reading, 64%; Making learning gains in Math, 56%; Lowest 25% making learning gains in Reading, 55%; Lowest 25% making learning gains in Math, 41% 2009-2010: Grade A; Score: 561; AYP: YES Level 3 or higher in Reading, 78%; Level 3 or higher in Math, 83%; Meeting the Writing standard, 77%; Level 3 or higher in Science, 63%; Making learning gains in Reading, 67%; Making learning gains in Math, 71%; Lowest 25% making learning gains in Reading, 51%; Lowest 25% making learning gains in Math, 71%

3. **Classroom Teachers:**
   a. **# of classroom teachers:** 52
   b. **# receiving effective rating or higher:** 51, 98%
   c. **# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23):** 51, 98%
   d. **# certified in-field, pursuant to Section 1012.2315(2), F.S.:** 51, 98%
   e. **# ESOL endorsed:** 30, 58%
   f. **# reading endorsed:** 20, 38%
   g. **# with advanced degrees:** 20, 38%
   h. **# National Board Certified:** 2, 4%
   i. **# first-year teachers:** 3, 6%
   j. **# with 1-5 years of experience:** 9, 17%
   k. **# with 6-14 years of experience:** 14, 27%
   l. **# with 15 or more years of experience:** 26, 50%

4. **Education Paraprofessionals, pursuant to s. 1012.01(2)(e):**
   a. **# of paraprofessionals:** 17
   b. **# Highly Qualified, as defined in 20 U.S.C. § 7801(23):** 16, 94%
5. **Other Instructional Personnel:**
   a. **# of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals:** 1
   b. **# receiving effective rating or higher:** (not entered because basis is < 10)
6. **Teacher Recruitment and Retention Strategies:**
   This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
   a. **Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.:**
      Our school will rely on information provided to the district office from FLDOE regarding vacancy information within and outside the state of Florida. We will also use informational and recruiting tools such as participating in job and career fairs, utilizing the internet, and networking with other local districts to recruit highly qualified, certified, effective teachers. Teachers will be provided professional development opportunities, and a teacher mentoring program will be used to help retain these teachers. The principal will be responsible for recruiting and retaining teachers.
7. **Teacher Mentoring Program/Plan:**
   This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
   a. **Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities:**
      Our teachers will be assigned mentors during their first two years of teaching. These mentors will be teachers who have shown effective instructional strategies and student progress; and they must have Clinical Educator Training. A teacher induction training was provided by the district for first year, second year, and Alternative Certification teachers. The emphasis was to give them insight into building classroom procedures that minimize behavior and discipline issues and make the most effective use of instructional time by designing a classroom environment that is conducive to learning.
      The mentors also received training in communicating with their beginning teachers in order to help them become reflective practitioners. Mentors use a checklist of items that is reviewed each month with their beginning teacher. This ensures that teachers are provided with timely support throughout the school year. Topics are divided into the four domains based upon Charlotte Danielson's work, which is our evaluation system.

D. **Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI):**
   This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).
   1. **Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs:**
      CES created a Problem Solving Team to take the key leadership role in the MTSS process. The team members are Tammy Crosby (RtI specialist), Sandra Roberts (Reading Coach), Michelle Barron, Julie Goeckel (Guidance Counselors), and the CES instructional staff involved with individual students. Monthly Problem Solving Team (PST) meetings are held to review and discuss individual student progress. The MTSS is a fluid system of intervening and monitoring for students based on individual student needs with feedback to teachers and parents.
      Tier I: Core Instruction and its effectiveness for all students is the focus of Tier I. It includes all students in a 120 minute block for English/Language Arts and 60 minutes block for Mathematics. Differentiated instruction is a part of Tier I Core instruction. All students participate in progress monitoring assessments three times per year using FAIR, Levy Interim Assessments (LIA), as well as outcome assessments SAT-10 and FCAT.
      Tier II: Students who are not successful in Tier I, even after general interventions through differentiation and show a gap in learning between them and their grade level peers and the expected benchmark receive an additional 30 minutes of small group instruction. Progress is monitored on a more consistent basis (every 10 days) using both formal and informal

assessments.
Tier III: This is the highest level of intervention and includes an additional 60 minutes of instruction beyond the Tier I classroom. Highly qualified instructors are used to serve the students at the Tier III level. Individual student progress is monitored every 5 days.
Staffing and funding: MTSS staff is made up of all instructional staff, Para-professionals, special area teachers, and OPS (Other Personnel Services) positions.
Teacher Support System- The PST team serves as a teacher support as well as ongoing professional development and one-on-one coaching.

2. **What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP? :**
The CES Leadership Team will meet monthly with the purpose of keeping all lines of communication open between administration and staff and for reviewing all administration/district goals. This forum will also review the effectiveness of Core Instruction (SIP goals and MTSS plan) and review the implementation and coordination of the MTSS and SIP goals. Discussions may include curriculum, resources, staffing, and necessary changes. Each member will represent their grade level at each Leadership Team meeting with input from their team concerning the focus of each meeting. They, in turn, will communicate the information and/or plan developed at meeting to their grade level teams.

3. **Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP:**
CES analyzes student data approximately every twenty (20) school days during PST meetings. Student data from Performance Matters (the district's data processing warehouse) is considered a device for monitoring the fidelity of the school's MTSS and SIP. The LLT monitors MTSS fidelity on a monthly basis during regularly scheduled meetings using the Performance Matters data along with the considerations of the PST's findings. The administration conducts classroom walkthroughs to ensure the fidelity of instruction during interventions.
All CES staff participate on the SIP committee. They are responsible for reporting updates and progress from their committees to the Leadership Team.

4. **Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance):**
CES utilizes student data gathered from FCIM, FAIR, LIA, WriteScore reports, and Skyward behavior and attendance reports to determine the effectiveness of the overall core curriculum. Data sources used to monitor effectiveness of Tier II and Tier III are Fast ForWord, Reading Assistant, Lexia, LIPs, DIPs, Moby Math, and Accelerated Reader/Star. Performance Matters reports supply triangulated data for individual students, teachers, classes, and grade levels and provides an effective system for monitoring student progress.

5. **Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents:**
CES staff members are supported in their efforts to monitor student progress and effectively provide interventions through ongoing professional development and regular PST meetings. Administration will meet with grade level teams to review student progress on a monthly basis. This ongoing progress monitoring will enable teachers to analyze the effectiveness of interventions and respond to each student's needs. The district's Coordinator of RtI directly supports the school's MTSS process by providing support to the school's administration and coaching for the RtI teacher.
For parents, the district is providing an informational brochure to explain the MTSS process. CES will host Parent Conference Nights for individual parent meetings in October 2013 and March 2014 to discuss student progress. Parents are notified and receive updates on their child's progress in the RtI program at the end of each grading period and are invited to attend and initiate scheduled conferences/PST meetings.

E. Increased Learning Time/Extended Learning Opportunities:
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

1. **Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

Strategy Type	Minutes Added to School Year	Purpose

Before or After School Program	2,400	Enrichment activities that contribute to a well-rounded education

Strategy Description	CES provides an after-school tutoring program to students who are scoring below proficiency on FCAT in reading and mathematics. This program allows certified instructional personnel the opportunity to assist students who are struggling in specific areas of need. This will allow the school to help close the academic gaps.
How is data collected and analyzed to determine the effectiveness of this strategy?	The use of built-in progress monitoring will be used for programs such as Moby Math, Reading Assistant, and FastForWord. We will also monitor progress through school assessments.
Who is responsible for monitoring implementation of this strategy?	Sandra Roberts, Tammy Crosby, and Administration

F. Literacy Leadership Team (LLT):

1. **Identify the names and position titles of the members of your school-based LLT:**

Name	Title
Angelita Thomas	Principal
Danielle Rosson	Assistant Principal
Sandra Roberts	Reading Coach
Tammy Crosby	RTI Coordinator
Denise Cowart	Teacher
Jane Mitchell	Teacher
Pam Hatch	Teacher
Tammy Arrington	Teacher
Deborah Hudson	Teacher
Lean Weatherford	Teacher
Aimee Watkins	Teacher

2. **Describe how the school-based LLT functions (e.g., meeting processes, roles, functions):**
The LLT has scheduled monthly meetings to discuss the school's literacy progress. The team reviews the implementation of RtI, FCIM, Explicit Teaching Model, Junior Great Books, Max Thompson's Strategies for 90, 90, 90 Schools, and Lesson Study and examines each literacy model for its effectiveness. The LLT then provides input and suggestions in how to most effectively make adjustments to these models to promote the highest level of academic success for all students while maintaining fidelity.

3. **What will be the major initiatives of the LLT this year?:**
The major initiatives of the LLT will be to promote Literacy Week in January, proceed with full implementation of the BRIDGES program (a STEM awareness project that connects business partners and exposes career opportunities), ensure school wide implementation of writing using Core Connections, and monitor 100% of classroom teacher participation in Lesson Study that crosses all academic disciplines (reading, writing, science, math, and fine arts).

G. Every Teacher Contributes to Reading Improvement:

1. **Describe how the school ensures every teacher contributes to the reading improvement of every student:**
Teachers will provide documentation, in the form of lesson plans in Dropbox, regarding the implementation of Common Core State Standards for each lesson. Each lesson plan will be submitted electronically to be monitored by the Principal and the Assistant Principal. The Principal and Assistant Principal will conduct CWT's and observations while providing

feedback to the teachers to ensure that teachers are meeting the set standards in all levels of reading. Classroom teachers are expected to differentiate instruction during center times in reading, implement DBQ's, and increase higher level questioning in instruction and student discussions, and include written responses in all subject areas. Non-classroom teachers have been trained along side classroom teachers in the Common Core State Standards in English Language Arts and are including mini vocabulary lessons when appropriate and requiring students to speak in complete sentences.

H. Preschool Transition:

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

1. **Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable:**

   Early childhood teachers will be more involved with professional development opportunities. The administration will develop a plan to allow time for the early childhood teachers to meet with the kindergarten teachers to discuss vertical alignment and expectations. Our school administrators communicate with the local day care centers sharing our school's expectations with their staffs. Learning strategies and activities will be sent to any parent in the community who has a four year old child providing information for the parent to use with their child prior to enrollment in our school for the following school year. Students in our VPK program will receive an explicit curriculum supplied by the district coordinator, Laura Brown. FLKRS is administered to all kindergarten students to evaluate the VPK students and determine their readiness for beginning kindergarten. This is also used as a progress monitoring tool by the program to determine the success of the "early readiness curriculum" being delivered. VPK students participate in our kindergarten "Round Up" for early screening to determine placement needs for the upcoming school year for kindergarten.

I. College and Career Readiness:

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

2. **How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?:**

3. **Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report (http://data.fldoe.org/readiness/), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C:**

II. Expected Improvements:

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

A. Area 1: Reading:

1. **Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA:**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	61%	49%	No	65%
American Indian				
Asian				
Black/African American	42%	26%	No	48%
Hispanic	56%	50%	No	60%
White	65%	53%	No	69%

English language learners	58%	53%	No	63%
Students with disabilities	36%	27%	No	42%
Economically disadvantaged	54%	44%	No	59%

2. **Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	96	27%	30%
Students scoring at or above Achievement Level 4	79	22%	25%

3. **Florida Alternate Assessment (FAA):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	4	57%	60%
Students scoring at or above Level 7	0	0%	0%

4. **Learning Gains:**

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	188	52%	56%
Students in lowest 25% making learning gains (FCAT 2.0)	192	53%	57%

5. **Comprehensive English Language Learning Assessment (CELLA):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	17	45%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	9	24%	29%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	28%	33%

6. **Postsecondary readiness:**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

B. Area 2: Writing:

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	120	42%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	48	13%	15%

C. Area 3: Mathematics:

1. Elementary and Middle School Mathematics:

a. Annual Measurable Objectives (AMOs) - students scoring at or above Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA:

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	47%	No	64%
American Indian				
Asian				
Black/African American	48%	30%	No	53%
Hispanic	56%	58%	Yes	60%
White	63%	49%	No	66%
English language learners	70%	60%	No	73%
Students with disabilities	28%	27%	No	35%
Economically disadvantaged	53%	42%	No	58%

b. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	138	47%	50%
Students scoring at or above Achievement Level 4	39	11%	16%

c. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	5	71%	75%
Students scoring at or above Level 7	0	0%	100%

d. Learning Gains:

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	193	53%	56%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	157	43%	46%

2. **Middle School Acceleration (This target includes Algebra I, Geometry, and Biology):**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

3. **High School Mathematics:**

   a. **Annual Measurable Objectives (AMOs) - students scoring at or above Level 3 on EOC assessments, or scoring at or above Level 4 on FAA:**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%		No	64%
American Indian				
Asian				
Black/African American	48%		No	53%
Hispanic	56%		No	60%
White	63%		No	66%
English language learners	70%		No	73%
Students with disabilities	28%		No	35%
Economically disadvantaged	53%		No	58%

   b. **Florida Alternate Assessment (FAA):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

   c. **Learning Gains:**

	2012 Actual #	2012 Actual %	2014 Target %

Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

d. Postsecondary readiness:

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

4. Algebra I End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

5. Geometry End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

D. Area 4: Science:

1. Elementary School Science:

a. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	27%	30%
Students scoring at or above Achievement Level 4	36	31%	35%

b. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	1	100%	100%
Students scoring at or above Level 7	0	0%	100%

2. Middle School Science:

a. **Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

b. **Florida Alternate Assessment (FAA):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

3. **High School Science:**

a. **Florida Alternate Assessment (FAA):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

4. **Biology I End-of-Course Assessment (EOC):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

E. Area 5: Science, Technology, Engineering, and Mathematics (STEM):

1. **All levels:**

	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		9
Participation in STEM-related experiences provided for students	500	59%	100%

2. **High schools:**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

F. Area 6: Career and Technical Education (CTE):

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses			
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

G. Area 7: Social Studies (Area 7 will not be completed in 2013-14):

1. **U.S. History End-of-Course Assessment (EOC):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

2. **Civics End-of-Course Assessment (EOC):**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

H. Area 8: Early Warning Systems:

1. **Elementary School Indicators:**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	192	24%	20%
Students retained, pursuant to s. 1008.25, F.S.	47	5%	3%
Students who are not proficient in reading by third grade	53	43%	40%
Students who receive two or more behavior referrals	102	12%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	61	7%	5%

2. **Middle School Indicators:**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

3. **High School Indicators:**

	2013 Actual #	2013 Actual %	2014 Target %

Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

4. **Graduation:**

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

I. Area 9: Parent Involvement:

1. **Describe parental involvement targets for your school:**
   See Parent Involvement Plan at https://app1.fldoe.org/bsa/parentInvolvementPlan/Default.aspx.
2. **Specific Parental Involvement Targets:**

J. Area 10: Additional Targets:

1. **Description of additional targets:**
2. **Specific Additional Targets:**

K. Problem Solving:

Goal:	**By June 30th, 2014 the percentage of 4th Grade Students who are proficient in writing will increase from 42% to 50%.**
Supported Areas:	Writing
Resources	Writing resources that will be utilized to achieve our goal will include professional development, Writers in Control, and Razzle Dazzle.
Monitor Goal	

Who	What	When	Evidence
Administration, Reading Coach, Team Facilitators.	Writing score, writing folders, lesson plans, CWT data.	Student progress will be monitored throughout the school year.	Write Score data and FCAT 2.0 Writes

Unselected Barriers	Motivation, High number of students with disabilities, Lack of background knowledge, Narrow vocabulary

Selected Barrier: Lack of professional development in writing for teachers

Strategy: Provide professional development opportunities in writing for teachers.

Action Step: Who	**What**	**When**	**Evidence**
Administration, Reading Coach	Participate in Core Connections Writing training.	Four times throughout the school year.	Sign in rosters and follow up completion
Monitor Fidelity	**What**	**When**	**Evidence**
Administration and Reading Coach	Student work and lesson plans	Weekly throughout the school year.	CWT's, observations, and team meeting discussions
Monitor Effective	**What**	**When**	**Evidence**
Administration and Reading Coach	Student work and lesson plans	Weekly throughout the school year	CWT's, observations, and team meeting discussions

Selected Barrier: Students are not writing enough during the school day.

Strategy: Writing will be included in all content areas.

Action Step: Who	**What**	**When**	**Evidence**
Classroom teachers	Use of DBQ's, extended responses, journaling, and response to text	All day	CWT's, observations, and work samples
Monitor Fidelity	**What**	**When**	**Evidence**
Administrators, Reading Coach, RtI teacher, and classroom teachers	Work samples will be reviewed at team meetings.	Monthly throughout the school year	CWT's, observations, and work samples
Monitor Effective	**What**	**When**	**Evidence**
Administrators and Reading Coach	Writing folders	Periodically (3 times) throughout the school year	CWT's, observations, and work samples

Goal:	**Increase the learning gains of the students in the lowest 25%.**
Supported Areas:	Reading - Learning Gains, Math - Elementary and Middle Learning Gains, EWS - Elementary School
Resources	Supplemental materials in new core ELA textbook Scott Foresman Reading Street, Reading Assistant, FastForWord, after school tutoring, mentoring, PBS, and BRIDGES program

Monitor Goal

Who	**What**	**When**	**Evidence**
Administration and teachers	FAIR, LIA, and CIM checks	As assessments a given throughout the school year	FCAT scores

Unselected Barriers	Lack of home support, Low parent involvement, High population of ESE students in the lower 25%

Selected Barrier: Lack of targeted instruction to student needs

Strategy: All students in the lower 25% will be assigned a mentor.

Action Step: Who		What	When	Evidence
	All staff	Staff members will be assigned a student in the lower 25% to check in with those students to monitor the students grades, behavior, and build rapport with the student.	Throughout the school year	Completion of mentoring progress forms.
Monitor Fidelity		**What**	**When**	**Evidence**
Administration, Guidance		Monitoring tracking sheets, referral data (Skyward), student interviews	Throughout the school year	Skyward data and progress sheets
Monitor Effective		**What**	**When**	**Evidence**
Administration and Guidance		Student interviews, teacher interviews, behavior progress monitoring data	Throughout the school year	Schoolwide data

Selected Barrier: Lack of targeted instruction to student needs

Strategy: Implement a robust intervention schedule.

Action Step: Who		What	When	Evidence
	Administration and teachers	Use progress monitoring tools to determine students areas for improvement and center instruction around findings.	As progress monitoring assessments are given throughout the school year	Assessment results
Monitor Fidelity		**What**	**When**	**Evidence**
Administration and teachers		CWT's,observations, lesson plans and data chats	Periodically throughout the school year	Lesson plans, CWT's and assessments
Monitor Effective		**What**	**When**	**Evidence**
Administration and teachers		Increase in learning gains for the bottom 25%	April	FCAT scores

Goal:	Increase the student learning gains for all students.
Supported Areas:	Reading - Learning Gains, Math - Elementary and Middle Learning Gains
Resources	BRIDGES, Reading Assistant, I-Ready Math, FastForWord, and Moby Math
Monitor Goal	**Who** / **What** / **When** / **Evidence**: Administration / Data chats, CWT's, lesson plans / Throughout the school year / Schoolwide data
Unselected Barriers	Inadequate support from home, Lack of rigor in content, Motivation, Inadequate support for gifted students

Selected Barrier: Differentiated instruction for all levels

Strategy: Increase learning centers for all students and small group instruction for the lower 25%.

Action Step: Who		What	When	Evidence
	Teachers and administration	Targeted and rigorous instruction for all students	Throughout the school year.	Daily schedules, CWT's, and lesson plans

Monitor Fidelity	What	When	Evidence
Administration and Reading Coach	CWT's and observations	Weekly throughout the school year	Progress monitoring data and course grades
Monitor Effective	**What**	**When**	**Evidence**
Administration	Looking for student work samples and student achievement data	Weekly throughout the school year	Schoolwide data

Goal:	**Increase number of students scoring proficient on state assessments in reading, math and science.**
Supported Areas:	Reading - AMO's, Reading - FCAT2.0, Math - Elementary and Middle AMO's, Math - Elementary and Middle FCAT 2.0, Science - Elementary School
Resources	Reading Assistant, Fastforward, afterschool tutoring, Moby Math, I-Ready Math, and Discovery Ed Science
Monitor Goal	

Who	What	When	Evidence
Administration and teachers.	LIA, FAIR and CIM checks.	Periodically throughout the school year.	FCAT data.

Unselected Barriers	Lack of rigorous instruction, High rate of attendance and tardies, High rate of discipline, Lack of parental support

Selected Barrier: Lack of teacher background knowledge in content area

Strategy: Implementation of BRIDGES

Action Step: Who	What	When	Evidence
Administration and BRIDGES team.	Participate in professional development provided by BRIDGES and implement a cross curricular plan that includes math, science, and reading content with STEM opportunities.	Ongoing.	BODLDP plan submitted to NEFEC
Monitor Fidelity	**What**	**When**	**Evidence**
Administration and BRIDGES team	Lesson study documentation, lesson plans, observations and project update meetings with NEFEC	Ongoing	Observations, agendas and CWT's
Monitor Effective	**What**	**When**	**Evidence**
Administration and BRIDGES team.	Student work and projects linked to STEM opportunities.	At the end of the school year.	FCAT data

Unselected Strategies	Provide professional development opportunities in content areas

III. Coordination and Integration:

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

A. Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school:

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through after-school programs. The school ensures the use of Title I, Part A funds are used in school wide programs for the benefit of all students and subgroups. The school uses the Comprehensive Needs Assessment process in the spring to determine the needs and budget for the upcoming year. Once FCAT scores are released, the administration and staff review the decisions made in the spring to determine what changes, if any, need to be made to assist student's academic achievement. The district coordinates Title II and Title III funds to ensure staff development needs are provided.
Title I, Part C Migrant: The Migrant Liaison provides services and support to student and parents. The Liaison coordinates with Title I and other programs to ensure student needs are met.
Title I, Part D: These funds support the Forestry Youth Development Center. Levy no longer receives these funds.
Title II: The first subpart is technology, while the second part is professional development for principals and teachers.
Title III: Services are provided through the district for education materials and (ELL) district support services to improve the education of immigrant and English Language Learners.
Title VI, Part B:
Title X Homeless: The district social worker 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):
Violence Prevention Programs:N/A
Nutrition Programs: The district provides a Wellness Plan that guides the school in developing their Wellness Plan.
Housing Programs: N/A
Head Start: The school supports a Head Start program by providing space and services.
Adult Education: N/A
CTE:N/A
Job Training: N/A

IV. Professional Development:

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

A. For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Item 1: Participate in Core Connections Writing training.

1. **Related Goal, Barrier and Strategy:**
   By June 30th, 2014 the percentage of 4th Grade Students who are proficient in writing will increase from 42% to 50%.

   Lack of professional development in writing for teachers

   Provide professional development opportunities in writing for teachers.
2. **Topic, focus, and content (action step):** Participate in Core Connections Writing training.
3. **Facilitator or leader:** Core Connections Trainer
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):**
   Administration, Reading Coach, Teachers
5. **Target dates or schedule (e.g., early release day, once a month):**
   Four times throughout the school year.
6. **Strategies for follow-up and monitoring, including person responsible:**
   Sign in rosters and follow up completion Person Responsible: Administration, Reading Coach

Item 2: Use progress monitoring tools to determine students areas for improvement and center instruction around findings.

1. **Related Goal, Barrier and Strategy:**

Increase the learning gains of the students in the lowest 25%.

Lack of targeted instruction to student needs

Implement a robust intervention schedule.

2. **Topic, focus, and content (action step):** Use progress monitoring tools to determine students areas for improvement and center instruction around findings.
3. **Facilitator or leader:** Administration
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):** Administration and teachers
5. **Target dates or schedule (e.g., early release day, once a month):** As progress monitoring assessments are given throughout the school year
6. **Strategies for follow-up and monitoring, including person responsible:** Assessment results Person Responsible: Administration and teachers

---

Item 3: Targeted and rigorous instruction for all students

1. **Related Goal, Barrier and Strategy:** Increase the student learning gains for all students.

   Differentiated instruction for all levels

   Increase learning centers for all students and small group instruction for the lower 25%.
2. **Topic, focus, and content (action step):** Targeted and rigorous instruction for all students
3. **Facilitator or leader:** Reading Coach and BRIDGES support personnel
4. **Participants (e.g., Professional Learning Community, grade level, schoolwide):** Teachers and administration
5. **Target dates or schedule (e.g., early release day, once a month):** Throughout the school year.
6. **Strategies for follow-up and monitoring, including person responsible:** Daily schedules, CWT's, and lesson plans Person Responsible: Teachers and administration

V. Budget:

A. Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including: