



School Name: Homosassa Elementary School

Principal: Christopher Bosse

SAC Chair: Richard Bradymuller

District Name: Citrus

Superintendent: Sandra "Sam" Himmel

Date of School Board Approval: December 9, 2014

School Information

2014 - 2015

Student Achievement Data:

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Christopher Bosse	School Principal, All Levels; Elementary Ed (1-6); Primary (K-3); Educational Leadership (K-12)	4	6	School Grade A for year 2008/2009 (AYP no for ED students) and Grade A for year 2009/2010 (AYP yes) at Central Ridge Elementary. School Grade A for years 2010/2011 (AYP No for SWD students, Grade A for year 2011/2012 (AYP N/A), Grade B (non-adjusted)(AMO not met for Reading {White/ED} and Math {White/ED/SWD}) for year 2012/2013 at Homosassa Elementary. School Grade A for year.
Assistant Principal	Sandra Sonberg	School Principal All Levels; Elementary Ed (1-6), Science 5 – 9, ESE All Levels; Educational Leadership (K-12)	3	1	School Grade A for year.

Highly Effective/Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Accept Interns	Christopher Bosse, Principal	May 2015
2. Mentoring of New Teachers	Sandra Sonberg, Assistant Principal	May 2015
3. Collaborating with Grade Level Teams	Katie Manning, Reading Specialist	May 2015

Not-Highly Effective/Not Effective Instructors

Provide the number of instructional staff that are teaching out-of-field and/or who are NOT highly effective/not effective (this would include needs improvement, unsatisfactory teachers overall rating).

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

Number of staff that are teaching out-of-field/ and who are not highly effective/not effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	Administrative Classroom Walk-Throughs, Collaboration, Faculty Sharing Sessions, Ongoing Professional Development, Mentoring

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
30	3% (1)	27% (8)	30% (9)	40% (12)	27% (8)		27% (8)	N/A	33% (10)

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Principal, Chris Bosse; Assistant Principal, Sandra Sonberg; ESE Specialist, Sheree Preston; Guidance Counselor, Debi Harmon; School Psychologist, Brett Holland; Reading Specialist, Katie Manning; classroom teacher and parent of child of interest.
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The purpose of this team is to develop and maintain a system of academic and behavioral interventions designed to help students succeed. The team meets quarterly to engage in the following activities: 1. If a student is not successful in the classroom, the teacher will meet with administration to review assessment data, identify specific concerns, and develop a plan for additional strategies and interventions. 2. If a child is not successful with behavior, the teacher will meet with administration to review classroom management, and develop and implement an individualized behavior plan. 3. If the student continues to struggle, and progress monitoring does not indicate improvement, the teacher will meet with administration to develop an academic and/or behavior monitoring plan. At this time, the child will be placed in Tier 2 with a specific program for intervention 30 min/day at least 4 times per week. 4. If the student continues to struggle and progress monitoring does not indicate success, the teacher will request a meeting with the Program Solving Team. 4. A diagnostic assessment will be administered prior to the Problem Solving Team meeting. The team will determine if the child will be placed in a Tier 3 intervention. If moved to Tier 3, the student will receive interventions for 60 minutes daily. 5. If a student has been at Tier 3 for a length of time, the team may decide to either recommend further interventions or recommend consideration for further testing.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP? The RTI Leadership Team met with the SIP review team to assist in the development of the SIP. The teams reviewed current school-wide data, including Tier 1, 2, and 3 targets for academic and behavioral needs; conducted a causal analysis to determine the focus areas for the SIP and reviewed the alignment of processes and procedures.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Through Skyward, data collection of various research-based intervention strategies are recorded and monitored for each student on Tier 2 and 3.
Describe the plan to train staff on MTSS. Staff development will be conducted for new staff members at the beginning of the school year. Ongoing professional development will take place at monthly staff meetings. The Problem Solving Team will review data throughout the year to discuss the process and effectiveness of the process.
Describe plan to support MTSS. The MTSS Leadership Team will provide support for teachers conducting Tier 2 and 3 interventions by providing research-based intervention strategies and professional development when necessary. The MTSS Leadership Team will monitor the effectiveness of these strategies by analyzing data from various sources. The MTSS Team will meet at least once per quarter to determine the effectiveness of the strategies.

School Advisory Council (SAC)

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 members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes

No

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

Describe the activities of the SAC for the upcoming school year.

The SAC takes a lead role in developing and approving the School Improvement Plan. SAC sponsors the Missoula Theater Group, which comes every year to put on an educational play involving our students. The SAC meets at least four times a year to discuss school progress and events.

Describe the projected use of SAC funds.	Amount

School Plan Resource & Reference

Student Achievement Data: (Transition from FCAT 2.0 to AIR New FSA ELA & Math)

The following links will open in a separate browser window.

School Grades: <http://schoolgrades.fldoe.org/> (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals. This may also assist with Annual Measureable Objectives that show achievement gaps with subgroups – on the DOE web tool.)

FCAT Data: <http://fcats.fldoe.org/resultsFCAT2/default.asp> (Use this data to inform the problem-solving process when writing goals.)

EOC Data: <http://fcats.fldoe.org/resultsEOC/> (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

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

POTENTIAL AREAS OF FOCUS:

(AMO areas of need MUST be included in plan; other areas are based on school analysis/reflections – on the previous year 2013-14 data)

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**
 - a) All Students
 - b) American Indian
 - c) Asian
 - d) Black
 - e) Hispanic
 - f) White
 - g) English language learners
 - h) Students with disabilities
 - i) Economically disadvantaged
2. **Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**
 - a) Students scoring at Achievement Level 3
 - b) Students scoring at or above Achievement Level 4
3. **Florida Alternate Assessment (FAA)**
 - a) Students scoring at Levels 4, 5, and 6
 - b) Students scoring at or above Level 7
4. **Learning Gains**
 - a) Students making learning gains (FCAT 2.0 and FAA)
 - b) Students in lowest 25% making learning gains (FCAT 2.0)
5. **Comprehensive English Language Learning Assessment (CELLA)**
 - a) 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)
 - b) Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)
 - c) Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)
6. **Postsecondary readiness**
 - a) *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

1. **Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) - Students scoring at or above 3.5**
2. **Florida Alternate Assessment (FAA) - Students scoring at or above Level 4**

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**

- 1) All Students
- 2) American Indian
- 3) Asian
- 4) Black
- 5) Hispanic
- 6) White
- 7) English language learners
- 8) Students with disabilities
- 9) Economically disadvantaged

b) **Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

- 1) Students scoring at Achievement Level 3
- 2) Students scoring at or above Achievement Level 4

c) **Florida Alternate Assessment (FAA)**

- 1) Students scoring at Levels 4, 5, and 6
- 2) Students scoring at or above Level 7

d) **Learning Gains**

- 1) Students making learning gains (FCAT 2.0, EOC, and FAA)
- 2) Students in lowest 25% making learning gains (FCAT 2.0 and EOC)

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

- a) Middle school participation in high school EOC and industry certifications
- b) 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**

- 1) All Students
- 2) American Indian
- 3) Asian
- 4) Black
- 5) Hispanic
- 6) White
- 7) English language learners
- 8) Students with disabilities
- 9) Economically disadvantaged

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

- 1) Students scoring at Levels 4, 5, and 6
- 2) Students scoring at or above Level 7

c) **Learning Gains**

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

d) **Postsecondary readiness - 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)**

- a) Students scoring at Achievement Level 3
- b) Students scoring at or above Achievement Level 4

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

- a) Students scoring at Achievement Level 3
- b) 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)**

- 1) Students scoring at Achievement Level 3
- 2) Students scoring at or above Achievement Level 4

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

- 1) Students scoring at Levels 4, 5, and 6
- 2) Students scoring at or above Level 7

2. **Middle School Science**

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

- 1) Students scoring at Achievement Level 3
- 2) Students scoring at or above Achievement Level 4

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

- 1) Students scoring at Levels 4, 5, and 6
- 2) Students scoring at or above Level 7

3. **High School Science**

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

- 1) Students scoring at Levels 4, 5, and 6
- 2) Students scoring at or above Level 7

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

- a) Students scoring at Achievement Level 3
- b) Students scoring at or above Achievement Level 4

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

1. **All Levels**

- a) # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)
- b) Participation in STEM-related experiences provided for students

2. High Schools

- a) Students enrolling in one or more *accelerated* STEM-related courses
- b) Completion rate (%) for students enrolled in *accelerated* STEM-related courses
- c) Students taking one or more advanced placement exams for STEM-related courses
- d) Passing rate (%) for students who take advanced placement exams for STEM-related courses
- e) CTE-STEM program concentrators
- f) Students taking CTE-STEM industry certification exams
- g) Passing rate (%) for students who take CTE-STEM industry certification exams

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

1. Students enrolling in one or more CTE courses
2. Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses
3. Completion rate (%) for CTE students enrolled in *accelerated* courses
4. Students taking CTE industry certification exams
5. Passing rate (%) for students who take CTE industry certification exams
6. CTE program concentrators
7. 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)

- a) Students scoring at Achievement Level 3
- b) Students scoring at or above Achievement Level 4

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

- a) Students scoring at Achievement Level 3
- b) Students scoring at or above Achievement Level 4

H. NEW middle school Early Warning Systems

Please check "yes" on those components that are part of your school plan (those elements that are essential to all plans and required by FLDOE have been checked):

DA/FLDOE Required School Improvement Components	Components Included in School/District School Improvement Template?	Focus Area
Data Analysis	Required <input checked="" type="checkbox"/>	
Lesson Study	Yes	
Multi-Tiered System of Support (MTSS)/Response to Intervention (Rtl)	Yes	
Increasing Student Achievement	Required <input checked="" type="checkbox"/>	
Florida Alternate Assessment (FAA)	Yes	
Comprehensive English Learning Assessment (CELLA)	Yes	
Learning Gains (Subject area noted under "Focus Area")	Yes	
AIR LAFS English & Language Arts Grades 3-11 (11 th NEW, all include writing)	Yes	
AIR MAFS Math Grades 3-8	Yes	
FCAT 2.0 NGSSS Science	Yes	
Middle School Acceleration (Middle School Algebra, Geometry, etc.)	Yes	
Middle School Early Warning System (pursuant to section 1001.42(18)(a)2., F.S.)	Required <input checked="" type="checkbox"/>	
Annual Measurable Objectives (AMOs) – (In "Focus Area" identify subgroup and subject area where there may be a gap between proficiency and target)	Required <input checked="" type="checkbox"/>	
End-of -Course Subject Areas: Algebra I, Geometry, Biology, US History, Civics	Yes	
Postsecondary Readiness (PERT, ACT, SAT)	Yes	
High School Acceleration (Advanced Placement, Dual Enrollment, IB, Industry Certification)	Yes	
Graduation Rate	Yes	
Dropout Prevention	Yes	
Career and Technical Education (CTE)	Yes	
Academic Intervention	Yes	
Professional Development	Required <input checked="" type="checkbox"/>	

Improvement Area: Reading

Goal 1: Students scoring level 3 or above on FSA Reading will increase to 71%.

Student Group 1:

2013-14 Current Level of Performance	2014-2015 NEW Florida State Assessments	
Actual (%)	Expected (%)	Actual (%)
68%	71%	

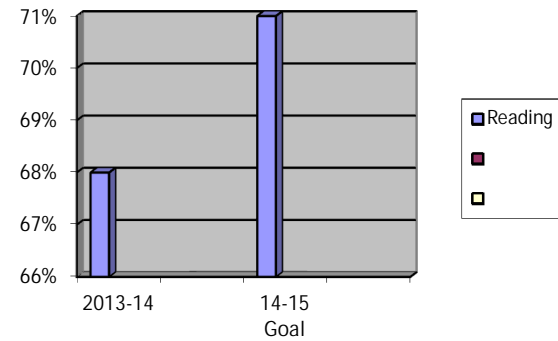
Data Analysis: 2014

Grade 3 – All Student Achievement Levels – Level 1 – 15%, Level 2 – 27%, Level 3 – 31%, Level 4 – 17%, Level 5 – 10%, Level 3-5 - 58%.

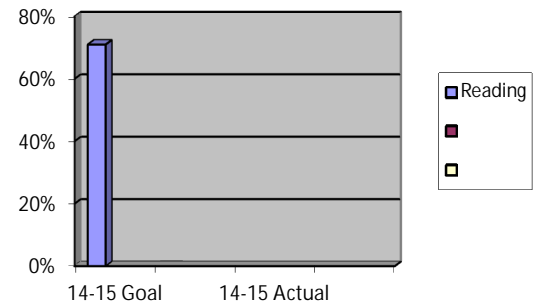
Grade 4 – All Student Achievement Levels – Level 1 – 7%, Level 2 – 22%, Level 3 – 24%, Level 4 – 34%, Level 5 – 12%, Level 3-5 – 71%.

Grade 5 – All Student Achievement Levels – Level 1 – 8%, Level 2 – 17%, Level 3- 35%, Level 4 – 25%, Level 5 – 15%, Level 3-5 – 75%.

2013-2014 Data:



2014-15 Outcome Data: (completed at end of 2014-15 school year)



Goal 1: Strategy/Action Plan 1	
Strategy/Action Steps	Structures will be established for regular extended team planning, collaboration, and vertical team sharing to improve the quality of reading instruction in grades K-5. Support the implementation of "one to one" I-Pad initiative at the fifth grade level. Provide tablets and interactive whiteboard devices to teachers at all levels to support the upcoming transition to digital curriculum. Establish a technology implementation committee to meet monthly to support the integration of technology in classrooms and provide staff training. Structures will be established for instructional staff to meet individually with Administration to analyze formative classroom reading assessments and plan for re-teaching. Instructional staff will develop specific plans which identify students and instructional targets for re-teaching to be implemented by support staff.
Anticipated Barrier	Time for planning, Staff Capacity, Scheduling
Resources (Human, Material)	Personnel to cover classrooms for extended planning, collaboration, sharing, meeting with Administration. Outlook Calendar.
Funds Needed/Allocated	Substitutes for data days.
Team/Person Responsible for Progress Monitoring	Christopher Bosse, Principal; Sandra Sonberg, Assistant Principal; Katie Manning, Reading Specialist
Action Step Progress Monitoring	Documentation from extended team planning, collaboration, admin meetings; Student Achievement documentation in Success-maker, Study Island, FAIR, SRI; Classroom Walkthroughs, Citrus Assessment and Lesson Plans.
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	
Goal 1: Strategy/Action Plan 2	
Strategy/Action Steps	Instructional staff will use graphic organizers to improve thinking and understanding. Instructional staff will also use extended reading passages of appropriate text complexity in weekly instruction in grades 1-5. Instructional staff will have students analyze text and write to justify their response daily. Ex: journal, E.Q. notebook, post-it-notes, anchor charts, etc. Instructional staff will utilize Higher Order questioning skills with focus on students inferring from text. Staff will facilitate higher order questioning through Class discussion and opportunities for students to respond in writing.
Anticipated Barrier	Staff capacity.
Resources (Human, Material)	Graphic organizers to be used at specific grade levels/content areas. On-line resources. Professional development, Question Stems.
Funds Needed/Allocated	none
Team/Person Responsible for Progress Monitoring	Christopher Bosse, principal; Sandra Sonberg, Assistant Principal; Katie Manning, Reading Specialist
Action Step Progress Monitoring	Documentation from extended team planning, collaboration, admin meetings; Student Achievement documentation in Success-maker, Study Island, FAIR, SRI; Classroom Walkthroughs, sharing and displaying student artifacts. Grade levels will establish a rubric to evaluate students' written responses. Lesson Plans, Student journals, E.Q. notebooks, etc.
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	

Improvement Area: Math

Goal 2: Students scoring level 3 or above on FSA Math will increase to 73%.

Student Group 2:

2013-14 Current Level of Performance	2014-2015 NEW Florida State Assessments	
Actual (%)	Expected (%)	Actual (%)
70%	73%	

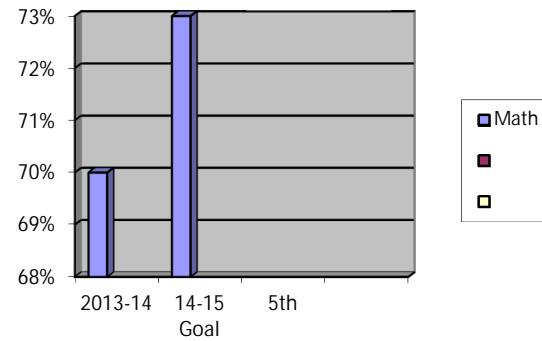
Data Analysis:

Grade 3 – All Student Achievement Levels – Level 1 – 17%, Level 2 – 31%, Level 3 – 36%, Level 4 – 12%, Level 5 – 5%, Level 3-5 - 53%.

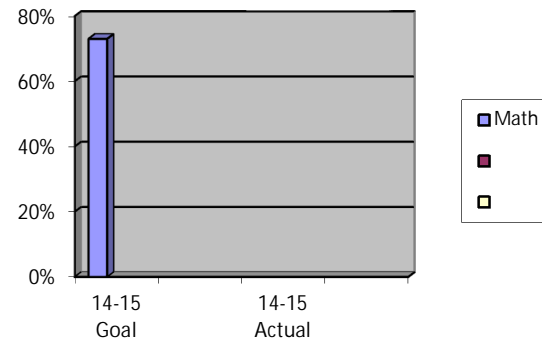
Grade 4 – All Student Achievement Levels – Level 1 – 12%, Level 2 – 17%, Level 3 – 34%, Level 4 – 24%, Level 5 – 12%, Level 3-5 – 70%.

Grade 5 – All Student Achievement Levels – Level 1 – 6%, Level 2 – 6%, Level 3 – 25%, Level 4 – 38%, Level 5 – 25%, Level 3-5 – 88%.

2013-2014 Data:



2014-15 Outcome Data: (completed at end of 2014-15 school year)



Goal 2: Strategy/Action Plan 1	
Strategy/Action Steps	Structures will be established for regular extended team planning, collaboration, and vertical team sharing to improve the quality of math instruction in grades K-5. Support the implementation of "one to one" I-Pad initiative at the fifth grade level. Provide tablets and interactive whiteboard devices to teachers at all levels to support the upcoming transition to digital curriculum. Establish a technology implementation committee to meet monthly to support the integration of technology in classrooms and provide staff training. Structures will be established for instructional staff to meet individually with Administrations to analyze formative classroom math assessments and plan for re-teaching. Instructional staff will develop specific plans which identify students and instructional targets to be implemented by support staff. Instructional staff will establish daily procedures for collaborative problem solving using Go Math, and weekly procedures for utilizing district formative math assessments. Instructional staff will analyze Success-maker data and provide visual feedback to students weekly.
Anticipated Barrier	Time for planning and analyzing data; staff capacity.
Resources (Human, Material)	Personnel to cover classrooms for extended planning, collaboration, sharing, meeting with Administration.
Funds Needed/Allocated	Substitutes for data days.
Team/Person Responsible for Progress Monitoring	Christopher Bosse, Principal; Sandra Sonberg, Assistant Principal.
Action Step Progress Monitoring	Documentation from extended team planning, collaboration, admin meetings; Student Achievement documentation in Success-maker, Study Island, Go Math Assessments; District Formative Assessments; Classroom Walkthroughs
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	

Goal 2: Strategy/Action Plan 2	
Strategy/Action Steps	Students will analyze Math problems and write to justify their thinking in written response daily. Instructional staff will regularly use graphic organizers to support thinking and understanding of math content. Instructional teams at each grade level will establish a structure for the daily practice of no less than four grade specific math standards.
Anticipated Barrier	Lack of time for planning; staff capacity.
Resources (Human, Material)	Personnel to cover classes for extended planning. Test item specifications.
Funds Needed/Allocated	none
Team/Person Responsible for Progress Monitoring	Christopher Bosse, Principal; Sandra Sonberg, Assistant Principal.
Action Step Progress Monitoring	Students will analyze Math problems and write to justify their thinking in written response daily. Instructional staff will regularly use graphic organizers to support thinking and understanding of math content. Instructional teams at each grade level will establish a structure for the daily practice of no less than four grade specific math standards.
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	Student Achievement in Success-maker, Study Island, Go Math, and District Formative Assessments.

Improvement Area: Writing

Goal 3: Students scoring level 3 and above on FSA Writing will increase to 63%.

Student Group 3:

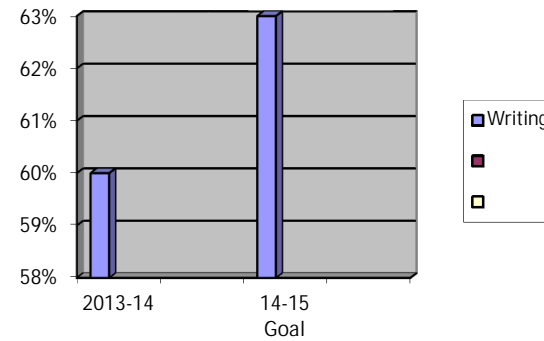
2013-14 Current Level of Performance	2014-2015 NEW Florida State Assessments	
Actual (%)	Expected (%)	Actual (%)
60%	63%	

Data Analysis:

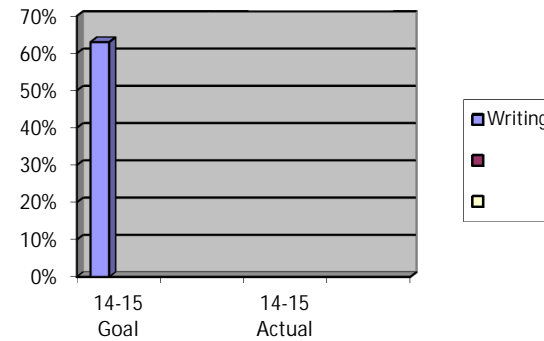
60% of our 4th grade students taking the FCAT 2.0 Writing scored a 3.5 or better.

Level 1 -8%, Level 2 – 17%, Level 3 – 35%, Level 4 – 25%, Level 5 – 15%

2013-2014 Data:



2014-15 Outcome Data: (completed at end of 2014-15 school year)



Goal 3: Strategy/Action Plan 1	
Strategy/Action Steps	Instructional staff will establish structures to provide for daily instruction utilizing the Writing to Sources in Reading Street series in grades K-5. Instructional staff will establish processes for students in all grades to write in response across all content areas daily. Students will analyze text and write in response to justify their thinking in all content areas. Support the implementation of "one to one" I-Pad initiative at the fifth grade level. Provide tablets and interactive whiteboard devices to teachers at all levels to support the upcoming transition to digital curriculum. Establish a technology implementation committee to meet monthly to support the integration of technology in classrooms and provide staff training.
Anticipated Barrier	Time for planning. Staff capacity.
Resources (Human, Material)	Personnel to cover classes for extended planning. Professional Development, Sample Test Specifications.
Funds Needed/Allocated	none
Team/Person Responsible for Progress Monitoring	Christopher Bosse, Principal; Sandra Sonberg, Assistant Principal.
Action Step Progress Monitoring	Classroom Walkthroughs; Lesson Plans; Student Writing Artifacts; Writes Scores, Develop a method to communicate Curriculum changes and updates to parents.
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	Writes Scores

Goal 3: Strategy/Action Plan 2	
Strategy/Action Steps	All Instructional staff will receive specific professional development in the best practices for conducting writing instruction and monitoring student progress in this area.
Anticipated Barrier	Time for planning and professional development; staff capacity.
Resources (Human, Material)	Christina Touchton will provide training in writing.
Funds Needed/Allocated	None
Team/Person Responsible for Progress Monitoring	Christopher Bosse, Principal; Sandra Sonberg, Assistant Principal.
Action Step Progress Monitoring	Classroom Walkthroughs; Lesson Plans; Student Writing Artifacts; Writes Scores, Lesson Plans.
Status (HI, MD, SAT, EXC)	Midyear: _____ Year End: _____
Status Code: HI - High Need: Achieved very little gains, if any, MD - Moderate Need: Achieved moderate gains, but NOT reached proficiency target, SAT - Satisfactory: Achieved significant gains, but NOT reached proficiency target, EXC- Excellent: Achieved significant gains and reached proficiency	
Measure of Effectiveness	Writes Scores

Homosassa Elementary School – New Florida Standards Implementation Plan: 2014-2015

Florida Standards (FS) Focus/EQ:	FS Addressed	Training & Member Responsible	Resources: Guided & Developing Practice - Follow-Up	Monitoring Process	Expected Consistency: Timeline	Notes
SAMPLE: LAFS – Reading Comprehension How will we prepare our students for the higher level text and questions that will measure reading comprehension on the new FSA tests?	English & Language Arts: Reading Standards for Literature & Informational Text i Key Ideas & Details i Craft & Structure i Integration of Knowledge & Ideas i Range of Reading & Level of Text Complexity	Reading Team, District Literacy TOSA	i www.fsassessments.org i CPALMS i District Formative Assessments i Citrus website – curriculum maps	i Walk-throughs i Checklist i PLC i Lesson Study	August – September: Review with staff new standards and curriculum maps 100% of plans include LAFS & MAFS Teaching practices match new standards (Mathematical Practices)	

Additional Goals Professional Development

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.

Focus/EQ:	Area(s) Addressed	Training & Member Responsible	Resources & Follow-Up	Monitoring Process	Expected Consistency: Timeline	Notes
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