

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: HENDRICKS AVENUE ELEMENTARY SCHOOL

District Name: Duval

Principal: Lacy Healy

SAC Chair: Jon Lunitz

Superintendent: Ed Pratt- Dannals

Date of School Board Approval: November 1, 2012

Last Modified on: 10/24/2012

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

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					<p>Principal of John Stockton Elementary in 2011-2012: Grade A, Reading Proficiency: 84%, Math Proficiency: 81%, Writing Proficiency: 88% Science Proficiency: 63%, Reading Gains: 67%, Math Gains: 61%, BQ Reading Gains: 68%, BQ Math Gains: 63%</p> <p>Principal of John Stockton Elementary in 2010-2011: Grade A, Reading Proficiency: 95%, Math Proficiency: 94%, Writing Proficiency: 98% Science Proficiency: 82%, Reading Gains: 75%, Math Gains: 51%, BQ Reading Gains: 75%, BQ Math Gains: 65%, AYP: No</p> <p>Principal of John Stockton Elementary in 2009-2010: Grade A, Reading Proficiency: 96%, Math Proficiency: 97%, Writing Proficiency: 89%, Science Proficiency: 76%, Reading Gains: 81%, Math Gains: 82%, BQ Reading Gains:</p>

Principal	Lacy Healy	<p>Education:</p> <p>B.S. – Elementary Education, University of South Dakota;</p> <p>Master of Science – Educational Leadership, Nova Southeastern University</p> <p>Certification:</p> <p>Principal, FL (All Levels)</p>	1	8	<p>77%, BQ Math Gains: 97%, AYP: 100%.</p> <p>Principal of John Stockton Elementary in 2008-2009: Grade A, Reading Proficiency: 92%, Math Proficiency: 93%, Writing Proficiency: 94%, Science Proficiency: 76%, Reading Gains: 76%, Math Gains: 92%, BQ Reading Gains: 76%, BQ Math Gains: 91%, AYP: 100%.</p> <p>Assistant Principal of Lake Shore Middle in 2007-2008: Grade C, Reading Proficiency: 47%, Math Proficiency: 45%, Writing Proficiency: 91%, Science Proficiency: 17%, Reading Gains: 57%, Math Gains: 61%, BQ Reading Gains: 62%, BQ Math Gains: 59%, AYP: 85%, White, Black, and Economically disadvantaged did not make AYP in reading, Black and Economically Disadvantaged did not make AYP in math.</p> <p>Assistant Principal of Lake Shore Middle in 2006-2007: Grade D, Reading Proficiency: 48%, Math Proficiency: 39%, Writing Proficiency: 96%, Science Proficiency: 22%, Reading Gains: 53%, Math Gains: 59%, BQ Reading Gains: 56%, BQ Math Gains: 57%, AYP: 72%, Black, Economically Disadvantaged, and Students With Disabilities did not make AYP in reading, White, Black, Economically Disadvantaged, and Students With Disabilities did not make AYP in math.</p> <p>Assistant Principal of Lake Shore Middle in 2005-2006: Grade C, Reading Proficiency: 47%, Math Proficiency: 38%, Writing Proficiency: 83%, Reading Gains: 58%, Math Gains: 56%, BQ Reading Gains: 67%, AYP: 77%, Black, and Economically Disadvantaged and Students With Disabilities did not make AYP in reading, White, Black and Economically Disadvantaged, and Students With Disabilities did not make AYP in math.</p>
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	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)
N/A	N/A				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	A vertical grade level team plans and conducts interviews and provides input in decision making process.	Principal Interview Team	As determined by hiring needs	
2	Teacher leaders model instructional strategies and parallel teaches with teachers to provide in-depth, one-on-one professional development in the classroom.	Reading, Writing, Mathematics and Science Lead Teachers	June 2013	
3	Inexperienced and new to Florida/ Hendricks teachers are partnered with veteran, high performing teachers in the	Principal Highly Qualified	Ongoing	

	same content area.	Mentor Teachers		
4	On-site differentiated, monthly professional development sessions will be held based on teacher's individual needs.	Principal Teacher Leads (i.e., CHAMPS, RTI, Foundations)	June 2013	
5	All faculty members meet weekly in grade level learning communities to analyze student work, plan instruction, and support one another in maintaining high standards of all students	Grade Level Chairs	June 2013	
6	All faculty members participate in one professional academic Vertical Learning Community (VLC): math, science, reading or writing. Meetings are monthly and follow up is on-going throughout the school year.	Principal VLC Chairs	June 2013	
7	Open door policy with administration	Principal	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	

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
46	2.2%(1)	23.9%(11)	32.6%(15)	43.5%(20)	43.5%(20)	100.0%(46)	4.3%(2)	6.5%(3)	47.8%(22)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Brown - Less than 2 years of experience. Trusty -	Beginning teachers who have not completed the district's MINT (Mentoring and Induction for Novice Teachers Program) will continue participation with Principal and PDF support and supervision. Teachers participate in differentiated professional development, vertical learning communities (VLC) and grade level learning communities.

Gretchen Trusty	Leah Brown	Highly Qualified veteran teacher with documented learning gains evidenced in formative and summative school and district assessments.	Each teacher receives and up-dated handbook which includes detailed information regarding school-wide rituals/routines, calendars, and expectations related to curriculum, instruction, and assessment. Mentors and mentees meet informally on a regular basis to address current needs. Principal meets with new teachers quarterly to share norms, best practices, and respond to individual/group questions/needs.
Craig Beyer	Janean Allred	Allred - Experienced teacher but new to Hendricks Avenue Elementary/Duval County. Highly Qualified veteran teacher with documented learning gains evidenced in formative and summative school, district, and state assessments.	See above

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team.

Lacy Healy – Principal (Vertical Learning Community - Co-Chair):

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

Vicki Roberts – School Counselor/RtI Facilitator:

Participates on building leadership team; acts as a liaison for implementation of RtI at the school level; receives RtI training and delivers information to school; guides the school in using data to make decisions about interventions and strategies that support RtI; links community agencies to schools and families to support the child's academic, emotional, and social success; provides consultative services to general education teachers, parents and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

Tracy Langley – General Education Teacher/RtI Facilitator (Vertical Learning Community - Co-Chair):

Participates on building leadership team; acts as a liaison for implementation of RtI at the school level; receives RtI training and delivers information to school; guides the school in using data to make decisions about interventions and strategies that support RtI; provides consultative services to other general education teachers, and administrators; provides group interventions in Tier II and III; collaborates with other staff members to implement Tier II and/or Tier III interventions; participates in student data collection; integrates Tier I materials/instruction with Tier II/III activities.

Emily Katsikas (Vertical Learning Community Science Co-Chair):

Provides information about core instruction, participates in student data collection, receives RtI training and delivers information to school; delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

Margaret Samuels (Vertical Learning Community Reading Co-Chair):

Provides information about core instruction, participates in student data collection, receives RtI training and delivers information to school; delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions,

and integrates Tier I materials/instruction with Tier II/III activities.

Ginger Patsy (Vertical Learning Community Writing Co-Chair):

Provides information about core instruction, participates in student data collection, receives RtI training and delivers information to school; delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

Sarah Halter (Vertical Learning Community Writing Co-Chair):

Provides information about core instruction, participates in student data collection, receives RtI training and delivers information to school; delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

Christa Ritchie (Vertical Learning Communities - Co-Chair):

Provides information about core instruction, participates in student data collection, receives RtI training and delivers information to school; delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

Lauren Olesiak (Vertical Learning Community Science Co-Chair):

Provides information about core instruction, participates in student data collection, receives RtI training and delivers information to school; delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

Melissa Buchanan (Vertical Learning Community Math Chair):

Provides information about core instruction, participates in student data collection, receives RtI training and delivers information to school; delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

Kerry Andrews – Exceptional Education Teacher/ESE Liaison:

Provides information about exceptional education curriculum and cross curriculum instruction; participates in student data collection; receives RtI training and delivers information to school; delivers Tier I instruction/intervention; Provides Tier II/III instruction/intervention, collaborates with other staff members to implement Tier II/III interventions, and integrates Tier I materials with Tier II/III activities.

Rose-Marie Hanson – Exceptional Education Teacher:

Provides information about exceptional education curriculum and cross curriculum instruction; participates in student data collection; receives RtI training and delivers information to school ; delivers Tier I instruction/intervention; Provides Tier II/III instruction/intervention, collaborates with other staff members to implement Tier II/III interventions, and integrates Tier I materials with Tier II/III activities.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school-based RtI Leadership Team will meet monthly to review universal screening data, diagnostic data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create and enhance effective learning environments. Once effective core instruction (Tier 1 - research based and differentiated instructional practices implemented with fidelity) is in place, the team will work with the grade level teams to identify those students needing Tier 2 support. The identified students will receive secondary level interventions through RtI small group support led by classroom teachers, ESE teachers, and our newly hired intervention specialist. Students not making adequate progress through this level of support will be referred to the RtI team for a Tier 3 (tertiary) intervention plan. These highly individualized plans will focus on level of support, intensity, and duration of support.

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 team along with the Hendricks Avenue Elementary Vertical Learning Communities (reading, math, writing, and science), Safe and Civil Schools Committee, and grade level chairs all meet to analyze grade level and school-wide data to determine more effective strategies for meeting the academic and behavioral needs of our students. Central to our focus is the following:

- 1) What do our students need to be able to know and do?
- 2) What professional practices and resources will help us to achieve our goals?
- 3) What criteria will be used to determine mastery of our goals?

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

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.

Baseline Data to include:

- F.A.I.R./PMRN
- DRA 2
- District Benchmarks/Progress Monitoring Assessments
- District Prompt Writing Assessments (3rd – 5th)
- District Math/Science Formatives
- 2011-2012 FCAT Data
- CELLA
- Attendance/Tardy Data
- Discipline Data
- Promotion/Retention Data
- Guidance Referrals

Mid Year Data to include:

- F.A.I.R./PMRN
- DRA 2
- District Benchmarks/Progress Monitoring Assessments
- District Prompt Writing Assessments (3rd – 5th)
- District Math/Science Formatives
- EDC Winter Test
- Mini Strand Assessments (Reading & Math)
- Attendance/Tardy Data
- Discipline Data
- Promotion/Retention Data
- Guidance Referrals

End of the Year Data to include:

- F.A.I.R./PMRN
- DRA2
- FCAT Data 2012-2013
- EDC Spring Test
- CELLA
- Attendance/Tardy Data
- Discipline Data
- Promotion/Retention Data
- Guidance Referrals

On Going Data to include:

- Destination Success (Reading & Math)
- Running Records/Conferencing Notes
- Monthly Book Counts for Student's Reading

Anecdotal Records
Flexible Grouping

Describe the plan to train staff on MTSS.

Describe the plan to train and support staff on MTSS.

Professional development will be offered to RtI Team members by district staff during the 2012-2013 school year. The RtI Team will provide in-service to the faculty during professional development days (i.e. early dismissal, planning days and faculty meetings) The RtI Team will evaluate additional staff Professional development needs during their regularly scheduled team meetings. RtI training will be job embedded and will also occur during the following:

Professional Learning Communities
Collaborative planning
Analysis of student work
Classroom observations
Book Study
Positive behavioral intervention and support Progress monitoring
Selection and availability of research-based interventions
Professional collaboration in determining tiered instruction

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Lacy Healy, Principal
Christa Ritchie, Vertical Learning Community Co-Chair
Margaret Samuels, Sarah Halter, Tracy Langley, and Ginger Patsy – Literacy Vertical Learning Community Team Chairs
K-5 Literacy Teachers

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

In support of the district and school's reading goals (Read it Forward JAX), we have established a Literacy Vertical Learning Community that focuses the following:

Monthly team data review meetings and grade level will assist us in aligning instruction with DCPS Comprehensive K-12 Reading Plan. Team members review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum. Teams also report out to the entire faculty monthly during Faculty Meetings.

The Leadership Team further meets to assess and align faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students.

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

Reading Goals this year will target utilizing current data to inform instructional decisions for yielding increased student achievement in overall proficiency (level 3 or above) through increasing learning gains across all subgroups. Focus areas will include the following:

Increase the amount of time for independent reading across genres.
Further develop teachers' understanding of how to foster critical, independent, and collaborative thinking in their students.
Focus on text complexity across the content areas which will include increasing students' exposure to non-fiction text.
Select quality children's literature and appropriate author and genre study texts to provide meaningful literacy instruction.

Infuse quality reading instruction across the content areas.
Plan targeted intervention for students not responding to core curriculum using problem-solving process/interventions will be matched to individual student needs
Plan will include explicit instruction, modeled instruction, guided and independent practice.
Unpacking the Standards – Common Core State Standards (CCSS)
Close Reading – Focus on questioning and discussion techniques

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	25% (84) of our students will achieve proficiency (FCAT Level 3) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 21.8% (77) of our students achieved proficiency (FCAT Level 3 in Reading).	In 2013, 25% (84) of our students will achieve proficiency (FCAT Level 3 in Reading).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Time to implement Prioritizing vocabulary	1A.1. Continue to train faculty in the process for building academic vocabulary across the content areas. Implement these strategies across the grade levels.	1A.1. Principal Classroom teachers Vertical Learning Communities	1A.1. Review assessment data to determine the effectiveness of the academic vocabulary strategies. Classroom walkthroughs	1A.1. PMAs District Interim Benchmarks FCAT Results Teacher developed assessments Walk Through Observations
2	1A.2. Resources (magazines, periodicals, nonfiction text) Money to update nonfiction/literature in Media Center	1A.2. Further develop faculty's understanding of text complexity across the content areas which would include students' exposure to non-fiction text. Implement new understandings into daily learning experiences with students.	1A.2. Principal Grade Level Chairs Vertical Learning Communities	1A.2. Review assessment data to determine students' understanding of text complexity and nonfiction text. Observe through walk throughs and classroom observations	1A.2. Walk Through Observations FCAT 2012 Reading Results
3	1A.3. Time for vertical collaboration	1A.3. Further develop staffs' understanding of the NGSSS (3-5) and the Common Core Standards. Utilize this knowledge to determine available resources to enhance planning and instruction.	1A.3. Principal Vertical Learning Communities Chairs and Committees	1A.3. Review assessment data to determine students' understanding and mastery of the standards.	1A.3. Walk Through Observations Lesson Plans District Interim Benchmarks PMAs FCAT Results
	1A.4. Time Constraints	1A.4. Continue implementation and integration of a 90-minute Reader's Workshop Model in all classrooms, differentiating instruction	1A.4. Principal Vertical Learning Communities Chairs	1A.4. Review assessment data and item analysis sheets to ensure teachers are assessing students according to the Duval County Learning	1A.4. FAIR results Benchmark Assessment Results

4		to meet the needs for all learners with fidelity. Focus on "tightening" the mini lesson, choosing "Just Right Books", maintaining the essential elements of "work time" while providing additional opportunities for independent reading.		Schedule. Guided Reading Plans and documentation Utilize classroom profile sheets to document the process of teaching, assessing re-teaching, and re-assessing.	Classroom Profile Sheets DRA 2 2012 Reading FCAT results Students' Reading Logs Reading Journals
5	1A.5. Background test administration knowledge	1A.5 Teachers administer the DRA2 and use the results to differentiate reading instruction.	1A.5 Principal Classroom teachers	1A.5 On Terrific Tuesday training days the DRA2 data will be discussed and analyzed and next steps for interventions/strategies will be identified and documented.	1A.5 DRA 2 results
6	1A.6 Time Ability to consistently and effectively conduct guided reading groups	1A.6 Teachers will use data from various assessments (DRA2, Reading Benchmark, previous FCAT, PMAs, etc.) in order to form differentiated guided reading groups. Teachers will meet with guided reading groups on a weekly basis.	1A.6 Classroom teachers Principal	1A.6 Classroom walk throughs will be conducted to look for evidence of consistent guided reading.	1A.6 Guided reading lesson plans Anecdotal notes Classroom walk through forms Data notebooks.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	58% (195) of our students will achieve above proficiency (FCAT Levels 4 & 5) in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:

In 2012, 57 % (201) of our students achieved above proficiency (FCAT Levels 4&5) in Reading.

In 2013, 58% (195) of our students will achieve above proficiency (FCAT Levels 4&5) in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Time to implement Prioritizing vocabulary	2A.1. Continue to train faculty in the process for building Academic vocabulary across the content areas. Implement these strategies across the grade levels.	2A.1. Principal Vertical Learning Communities Chairs	2A.1. Review lesson plans during focused walk throughs indicating differentiated vocabulary instruction for high performing students.	2A.1. Group and independent work products FCAT Reading Results PMA Results District Interim Benchmarks FAIR data
2	2A.2. Resources (Magazines, periodicals, nonfiction text) Money to update nonfiction/literature in Media Cente.	2A.2. Further develop faculty's understanding of text complexity across the content areas which would include students' exposure to non-fiction text. Implement new understandings into daily learning experiences with students.	2A.2. Principal Grade Level Chairs Vertical Learning Communities	2A.2. Review assessment data to determine students' understanding of text complexity and nonfiction text. Observe through walk through and classroom observations	2A.2. Walk Through Observations FCAT Reading Results
3	2A.3. Teacher knowledge of Webb's Depth of Knowledge Anticipating students' questions	2A.3. Teachers will focus on using high/moderate questioning techniques based on Webb's Depth of Knowledge to increase the rigor and expectations of students' thinking.	2A.3. Principal Vertical Learning Communities Classroom teachers	2A.3. Monitoring student achievement on various assessments. Conducting classroom observations.	2A.3. Walk Through Observations Lesson Plans Assessment Data Student response journals
4	2A.4. Time Background knowledge/level of understanding of the teacher	2A.4. Teachers will implement Literature Circles (small groups of students discussing the same piece of literature) in order to engage students in critical thinking and reflection.	2A.4. Principal Classroom teachers	2A.4. Students will maintain a Literature Circle journal which contains information that was discussed within their group.	2A.4. Lesson plans Student Literature Circle journals/notebooks Walk Through Observations

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

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

Reading Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	70% (160) of our students will make learning gains in Reading as measured on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 67% (157) of our students made learning gains in Reading.	In 2013, 70% (160) of our students will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Training for higher level questioning within text – "Close Reading."	3A.1. Training teachers to use more effective questioning and discussion strategies which require students to think in a more complex manner with support from a text.	3A.1. Principal Vertical Learning Communities Chairs Classroom teachers	3A.1. Analyze results from assessments to determine the effectiveness of implemented strategies. Observe scope and depth of large and small group discussions during walk throughs and/ or classroom observations.	3A.1. FAIR DRA2 District Interim Benchmarks 2013 Reading FCAT Lesson Plans
2	3A.2. Time for Implementation Continued Knowledge of students' needs and resources	3A.2. Develop differentiated plans and lessons based on analysis of student data. Teachers will meet with guided reading groups on a weekly basis.	3A.2. Classroom Teachers	3A.2. Analysis of progress monitoring assessments will determine if the differentiated lessons are effective. Observe scope and depth of differentiated lessons during walk throughs and /or classroom observations.	3A.2. FAIR DRA2 District Interim Benchmark 2013 Reading FCAT Guided Reading lesson plans
3	3A.3. Time for Implementation Time for selecting high level words for use in vocabulary instruction.	3A.3. Teachers will implement word study daily including prefixes and suffixes during Skills Block in order to increase students' vocabulary knowledge and skills.	3A.3. Classroom Teachers Media Specialist	3A.3. Charts or journals of words from word work.	3A.3. Walk Through Observations FAIR District Interim Benchmarks
4	3A.4. Teacher knowledge of Webb's Depth of Knowledge. Anticipating students' questions.	3A.4. Teachers will focus on using high/moderate questioning techniques based on Webb's Depth of Knowledge to increase the rigor and expectations of students' thinking.	3A.4. Principal Vertical Learning Communities Classroom teachers	3A.4. Monitoring student achievement on various assessments. Conducting classroom observations.	3A.4. Walk Through Observations Lesson Plans Assessment Data Student response journals

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	79% (45) of our students in the lowest 25% will make learning gains in Reading as measured on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 70% (41) of our lowest 25% students made learning gains in Reading.	In 2013, 79% (45) of our students in the lowest 25% will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Time for Implementation Consistency of attendance	4A.1. Teachers will provide differentiated instruction through the core lesson (Tier 1), small group and individual support (Tiers 2 and 3) based on students individual needs.	4A.1. Principal Classroom teachers RTI Team	4A.1. Assess through progress monitoring tools such as Inform/Insight.	4A.1. Data Notebooks PMAs Lesson Plans Benchmark Assessments DRA2 FAIR 2013 FCAT Reading
	4A.2. Money to hire certified teachers Consistency of attendance	4A.2. Provide additional instruction for Tier 2 and 3 students through Reading Academy, an after school program.	4A.2. Principal Classroom Teachers	4A.2. Assess through progress monitoring tools such as Inform/Insight.	4A.2. Data Notebooks PMAs Lesson Plans

2	Materials				Benchmark Assessments DRA2 FAIR 2013 FCAT Reading
3	4A.3. Consistency Time	4A.3. Additional certificated personnel (part-time hourly paraprofessionals) will work with individual students and/or small groups and focus on improving students' reading skills. Students work with the additional instructional personnel twice a week.	4A.3. Certificated personnel Classroom teachers Principal	4A.3. Anecdotal notes will be maintained by the instructors and assessment data will be collected to track student progress. Instructional personnel will meet with the classroom teachers to look at the student data and determine appropriate lessons based on the data.	4A.3. Baseline assessments Formative/summative assessments Lesson plans Walk Through Observations

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2013, White students not making satisfactory progress in reading will decrease to 13% (20) and Black students not making satisfactory progress in reading will decrease to 24% (8).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, White students not making satisfactory progress in reading was 16% (26) and Black students not making satisfactory progress in reading was 32% (11).	In 2013, White students not making satisfactory progress in reading will decrease to 13% (20) and Black students not making satisfactory progress in reading will decrease to 24% (8).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	5B.1. Limited time to implement and plan for effective instruction	5B.1. Provide additional instruction for Tier 2 and 3 students based on individual needs.	5B.1. Principal Classroom Teachers Rtl Team	5B.1. Hold monthly Rtl meetings to assess data of Tier 2 and 3 students. Assess through progress monitoring.	5B.1. Progress Monitoring documentation PMAs Reading Benchmarks

					2013 FCAT Reading
3	5B.2. Limited time to implement and plan for effective instruction. Student attendance	5B.2. Provide differentiated instruction through the core lesson (Tier 1), small group and individual support (Tier 2 and 3).	5B.2. Principal Classroom Teachers Rtl Team	5B.2. Assess through progress monitoring.	5B.2. Progress Monitoring documentation PMAs Reading Benchmarks 2013 FCAT Reading
4	5B.3. Student attendance Money to hire certified teachers	5B.3. Establish Reading Academy after school for additional time for instruction.	5B.3. Principal Classroom Teachers Rtl Team	5B.3. Assess through progress monitoring.	5B.3. Progress Monitoring documentation PMAs Reading Benchmarks 2013 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2013, Economically Disadvantaged students not making satisfactory progress in reading will decrease to 20% (10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Economically Disadvantaged students not making satisfactory progress in reading was 37% (18).	In 2013, Economically Disadvantaged students not making satisfactory progress in reading will decrease to 20% (10).

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	5E.1. Limited time Money to fund Reading Academy	5E.1. Provide additional instruction for Tier 2 and 3 students through Reading Academy, an after school remediation program.	5E.1. Principal Classroom teachers	5E.1. Hold monthly meetings Rtl team meetings to assess data of Tier 2 and 3 students.	5E.1. PMAs 2013 FCAT Results Benchmark Results
2	5E.2. Scheduling Issues	5E.2. Provide differentiated instruction through the core lessons (Tier 1), small group and individual support (Tiers 2 and 3).	5E.2. Principal Classroom Teachers	5E.2. Assess through progress monitoring tools.	5E.2. Lesson Plans Data Notebooks DRA2 FAIR 2013 FCAT Reading
3	5E.3. Lack of faculty's depth of background knowledge in working with students living in poverty.	5E.3. Train staff on strategies/interventions that are research based and proven to have a positive impact on Economically Disadvantaged students' performance.	5E.3. Rtl Lead Principal	5E.3. Staff's reflections during small group, grade level, and vertical team discussions. Student performance	5E.3. Formative/summative assessments 2013 FCAT results

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,	Target Dates (e.g., early release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for
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			or school-wide)	frequency of meetings)		Monitoring
Vocabulary Instruction/Enhancement Strategies	All	Principal	All- Reading Teachers	On-going	Focus walks/classroom observations to monitor implementation of vocabulary instruction and lesson plans will also reflect consistent vocabulary planning for instruction.	Principal
Book Studies for Common Core Standards Pathways to Common Core Standards By: Calkins Notes and Noticings By: Calkins	All	Principal Lead teachers VLC Chairs	All-Reading Teachers	Early Dismissal VLC meetings	Focus walks to monitor implementation for newly acquired knowledge/identified effective strategies. Meaningful dialogue referencing studied material.	Principal
Data Analysis	All	Principal	All- Reading Teachers	On-going	Teacher's data notebooks, class profile sheets, student work that meets standards and grade level agendas will provide evidence of student's improvement as well as those still struggling.	Principal
Inform/Insight Professional Development	All	Inform/Insight Representative Principal	All- Reading Teachers	On-going	Monitor assessments that teachers are building in Limelight Assessment Maker and identifying teacher usage of data to formulate differentiated groups.	Principal
Webb's Depth of Knowledge Questioning	All	Principal VLC Chairs	All-Reading Teachers	On-going	Focus walks/observations will be conducted to monitor and observe questioning techniques. Lesson plans will also show evidence of implementation of high level questioning.	Principal
Rubrics	All	Principal VLC Chairs	All- Reading Teachers	Early Dismissal Terrific Tuesday Professional Development VLC meetings	Rubrics help to guide instruction. Teachers will learn how to implement the use of rubrics in reading and writing. Lesson plans and data notebooks will show evidence of rubric usage.	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
PLC's Book Study - Pathways to Common Core	Books for Book Study	Professional Development	\$500.00

PLC's Book Study – Notes and Noticings: Close Reading	Books for Book Study	Professional Development	\$500.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Academy – 12 weeks (After school remediation/enrichment that runs January 2013 – April 2013)	Salaries for Teachers (three teachers, three times a week, for a one hour session).	SAC \$4,000.00 (Approximate – actual may differ because of hourly rate of pay for each individual).	\$4,000.00
			Subtotal: \$4,000.00
			Grand Total: \$5,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
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				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	31% (104) of students will achieve FCAT Proficiency Level 3 on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 29.2% (103) of our students achieved proficiency (FCAT Level 3 in Math).	In 2013, 31% (104) of our students will achieve proficiency (FCAT Level 3 in Math).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Student attendance Time Consistency Amount of time for teacher preparation	1A.1. Teachers will utilize small group instruction (guided math groups) and conferencing to meet the needs of all students... differentiated instruction.	1A.1. Math teachers Principal	1A.1. The Principal will conduct classroom walk throughs and observations to monitor small group instruction and conferencing. Principal will review lessons plans on a regular basis to monitor small group instruction and individual conferences. Teacher will collect anecdotal notes and assessment data to drive guided math groups.	1A.1. Classroom Walk Through form Observation rubric Anecdotal notes Data notebook Lesson plans
2	1A.2. Two math curriculums Learning Schedules Lack of prior knowledge	1A.2. Teachers will implement Math Investigations and Envisions Math using the workshop model on a daily basis.	1A.2. Math teachers Principal	1A.2. Classroom walk throughs will be conducted to ensure that teachers are utilizing the Math Workshop Model and both Envisions Math and Math Investigations are implemented. Analyzing assessment data to monitor growth.	1A.2. Lesson plans Teacher made charts Classroom Walk Through form
3	1A.3. Time for grade level and VLC collaboration.	1A.3. Further develop staffs' understanding of the NGSSS and Common Core State Standards. Utilize this knowledge to determine available resources to enhance planning and instruction.	1A.3. Principal VLC Committee Chairs	1A.3. Review assessment data to determine students' understanding and mastery of the standards.	1A.3. Classroom Walk Through form Observation rubric Lesson plans Duval Interim Benchmarks PMAs FCAT 2013 Math results
	1A.4.	1A.4.	1A.4.	1A.4.	1A.4.

4	Student attendance Time Teachers' understanding of standards Teacher familiarity with technology	Analyze data obtained from Insight/Inform, school made scrimmages and/or strand assessments to monitor student achievement.	Math teachers Insight/Inform district representative Principal	Ongoing assessments will be administered and data analyzed to determine student's understanding and strengths and weaknesses will also be noted.	Insight/Inform School made scrimmages/strand assessments District Interim Benchmarks PMAs FCAT 2013 Math results
5	1A.5. Lack of understanding of NGSS Standards and FCAT 2.0.	1A.5. Teachers will review content specifications and unpack the math benchmarks.	1A.5. Math teachers Principal	1A.5. Principal will review data to ensure that student progress matches the benchmarks being tested.	1A.5. District Interim Benchmarks Math 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	52% (175) of students will achieve FCAT Proficiency Levels 4 and 5 on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 49.4% (174) of our students achieved proficiency (FCAT Level 4 or 5 in Math).	In 2013, 52% (175) of our students will achieve proficiency (FCAT Level 4 or 5 in Math).

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A.1. Student Attendance Time	2A.1. Teachers will utilize small group instruction (guided math groups) and	2A.1. Math teachers Principal	2A.1. The Principal will conduct classroom walk throughs and observations to	2A.1. Classroom Walk Through form

1	Consistency Amount of time for teacher preparation	conferencing to meet the needs of all students... differentiated instruction.		monitor small group instruction and conferencing. Principal will review lessons plans on a regular basis to monitor small group instruction and individual conferences. Teacher will collect anecdotal notes and assessment data to drive guided math groups.	Observation rubric Anecdotal notes Data notebook Lesson plans
2	2A.2. Difficulty in training students to answer questions that require a higher rate of cognitive complexity.	2A.2. Build power questions for all three components of Math Workshop utilizing Webb's Depth of Knowledge.	2A.2. Math teachers Principal	2A.2. Analyze student data from the district provided assessments and review/discuss findings during data chats. Principal will review lesson plans to determine/analyze level of questioning utilized in Math Workshop.	2A.2. District Interim Benchmarks Classroom Walk Through form Observation rubric FCAT 2013 Math results
3	2A.3. Two math curriculums Learning Schedules Lack of prior knowledge	2A.3. Teachers will implement Math Investigations and Envisions Math using the workshop model on a daily basis.	2A.3. Math teachers Principal	2A.3. Classroom walk throughs will be conducted to ensure that teachers are utilizing the Math Workshop Model and both Envisions Math and Math Investigations are implemented. Analyzing assessment data to monitor growth.	2A.3. Lesson plans Teacher made charts Classroom Walk Through form
4	2A.4. Student attendance Time Teachers' understanding of standards Teacher familiarity with technology	2A.4. Analyze data obtained from Insight/Inform, school made scrimmages and/or strand assessments to monitor student achievement.	2A.4. Math teachers Insight/Inform district representative Principal	2A.4. Ongoing assessments will be administered and data analyzed to determine student's understanding and strengths and weaknesses will also be noted.	2A.4. Insight/Inform School made scrimmages/strand assessments District Interim Benchmarks PMAs FCAT 2013 Math results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	79% (181) or more of 4th/5th grade students will make Learning Gains on the 2013 Math FCAT, which is a 6% increase from 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 74% (174) of our students made Learning Gains on the Math FCAT.	In 2013, 79% (181) of our students will make Learning Gains on the Math 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	3A.1. Two math curriculums Learning Schedules Lack of prior knowledge	3A.1. Teachers will implement Math Investigations and Envisions Math using the workshop model on a daily basis.	3A.1. Math teachers Principal	3A.1. Classroom walk throughs will be conducted to ensure that teachers are utilizing the Math Workshop Model and both Envisions Math and Math Investigations are implemented. Analyzing assessment data to monitor growth.	3A.1. Lesson plans Teacher made charts Classroom Walk Through form
2	3A.2. Student attendance Time Teachers' understanding of standards Teacher familiarity with technology	3A.2. Analyze data obtained from Insight/Inform, school made scrimmages and/or strand assessments to monitor student achievement.	3A.2. Math teachers Insight/Inform district representative Principal	3A.2. Ongoing assessments will be administered and data analyzed to determine student's understanding and strengths and weaknesses will also be noted.	3A.2. Insight/Inform School made scrimmages/strand assessments District Interim Benchmarks PMAs FCAT 2013 Math results
3	3A.3. Student Attendance Time Consistency Amount of time for teacher preparation	3A.3. Teachers will utilize small group instruction (guided math groups) and conferencing to meet the needs of all students... differentiated instruction.	3A.3. Math teachers Principal	3A.3. The Principal will conduct classroom walk throughs and observations to monitor small group instruction and conferencing. Principal will review lessons plans on a regular basis to monitor small group instruction and individual conferences. Teacher will collect anecdotal notes and	3A.3. Classroom Walk Through form Observation rubric Anecdotal notes Data notebook Lesson plans

				assessment data to drive guided math groups.	
4	3A.4. Finding effective strategies	3A.4. Align instruction assessments with the NGSSS and Math Workshop Model. Develop Tier 2 & 3 interventions to support students who are not proficient in the standards.	3A.4. Principal Math teachers	3A.4. Analyze results of assessments to determine the effectiveness of implemented strategies.	3A.4. Formative assessments PMAs District Interim Benchmarks 2013 FCAT Math data
5	3A.5. Limited time Money to fund Math Academy	3A.5. Provide additional instruction for Tier 2 and 3 students through Math Academy, an after school remediation program.	3A.5. Principal Classroom teachers	3A.5. Hold monthly meetings RTI team meetings to assess data of Tier 2 and 3 students.	3A.5. PMAs 2013 FCAT Math Results District Interim Benchmark

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	82% (47) or more of Bottom Quartile students in 4th/5th grade will achieve learning gains on the 2013 Math FCAT, which is a 11% increase from 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 71% (42) of our Lowest 25% students made learning Gains on the Math FCAT.	In 2013, 82% (47) of our Lowest 25% students will make Learning Gains on the Math 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
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1	4A.1. Limited time Money to fund Math Academy	4A.1. Provide additional instruction for Tier 2 and Tier 3 students through Math Academy (after school remediation program).	4A.1. Principal Classroom teachers	4A.1. Hold monthly meetings RTI team meetings to assess data of Tier 2 and Tier 3 students.	4A.1. PMAs 2013 FCAT Math Results District Interim Benchmark
2	4A.2. Time	4A.2. Teachers will collaborate with administration to look at and analyze student data and focus on the progress of students. Differentiated lessons will be created to meet the needs of students based on the data.	4A.2. Math teachers Principal	4A.2. Meetings dates will be predetermined in order to provide time for collaboration. Agendas and/or meeting notes will be maintained for each meeting. Student groups and/or lesson plans will be created based on data.	4A.2. Meeting notes/agendas Data notebooks Lesson plans Walk Through forms

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2013, White students not making satisfactory progress in math will decrease to 9% (14) and Black students not making satisfactory progress in reading will decrease to 29% (10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, White students not making satisfactory progress in reading was 12% (19) and Black students not making satisfactory progress in reading was 44% (15).	In 2013, White students not making satisfactory progress in reading will decrease to 9% (14) and Black students not making satisfactory progress in reading will decrease to 29% (10).

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	5B.1. Scheduling issues	5B.1. Provide differentiated instruction through the core lesson (Tier 1), small group and individual support (Tiers 2 and 3). Establish new structures for support (before/after school, Extended Day, and additional time found throughout each grade level's daily schedule).	5B.1. Principal Math teachers Rtl Team	5B.1. Assess through progress monitoring tools.	5B.1. PMAs Lesson plans Data notebooks District Interim Benchmarks
2	5B.2. Correct identification of all students in the ethnicity subgroups.	5B.2. Identify students in all grade levels that fall under the White and	5B.2. Principal	5B.2. All teachers receive a list and are knowledgeable of their student in the	5B.2. Lesson Plans Data Notebook

	Black subgroups and provide list of students to all teachers (K-5).	ethnicity subgroups of White and Black.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2013, Economically Disadvantaged students not making satisfactory progress in math will decrease to 29% (14).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, Economically Disadvantaged students not making	In 2013, Economically Disadvantaged students not making

satisfactory progress in math was 39% (19).			satisfactory progress in math will decrease to 29% (14).		
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	5E.1. Scheduling issues	5E.1. Provide differentiated instruction through the core lesson (Tier 1), small group and individual support (Tiers 2 and 3). Establish new structures for support (before/after school, Extended Day, and additional time found throughout each grade level's daily schedule).	5E.1. Principal Math teachers Rtl Team	5E.1. Assess through progress monitoring tools.	5E.1. PMAs Lesson plans Data notebooks District Interim Benchmarks
2	5E.2. Correct identification of all students in the Economically Disadvantaged subgroup.	5E.2. Identify students in all grade levels that fall under the Economically Disadvantaged subgroup and provide list of students to all teachers (K-5).	5E.2. Principal	5E.2. All teachers receive a list and are knowledgeable of their student in the Economically Disadvantaged subgroup.	5E.2. Lesson Plans Data Notebook

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Utilize available resources	K-5 math teachers	Principal Math Lead Teachers (Math VLC Chair)	K-5 math teachers	Early Dismissal Terrific Tuesday Professional Development VLC Committee Meetings	Lesson plans, classroom visits, VLC Chair Meetings, and Grade Level Meetings	Principal
VLC Articulation PLC	K-5 math teachers	Math Lead Teachers (Math VLC Chair)	K-5 math teachers	VLC Committee Meetings	Classroom Walk Throughs to monitor implementation of best practices as well as next steps generated by Chairs of Math VLC.	Principal
Math Book Study	K-5 math teachers	Principal Math Lead Teachers (Math VLC Chair)	K-5 math teachers	Voluntary After/Before School PLC Session	Classroom Walk Throughs to monitor implementation of newly acquired knowledge/identified effective strategies. Meaningful dialogue referencing studied material.	Principal
Webb's Depth of Knowledge	K-5 math teachers	Principal	K-5 math teachers	Early Dismissal Terrific Tuesday Professional Development	Lesson plans, observations, Grade Level Meeting agendas, Classroom Walk Throughs, and Math VLC Committee Meetings.	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
Math PLC Book Study – Math VLCs at Work	Books for Math PLC Book Study	Professional Development	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math Academy – 12 weeks (After school remediation/enrichment program that runs January 2013 – April 2013)	Salaries for Teachers (three teachers, three times a week, for one hour a session).	SAC \$4,000.00 (Approximate – actual may differ because of hourly rate of pay for each individual).	\$4,000.00
			Subtotal: \$4,000.00
			Grand Total: \$4,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		36% (42) of our students will achieve proficiency (FCAT Level 3) in Science			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012, 34.2% (39) of our students achieved proficiency (Level 3 in Science).		In 2013, 36% (42) of our students will achieve proficiency (Level 3 in Science).			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	1A.1. Continued training of effective Academic Vocabulary strategies Time to implement	1A.1. Train faculty on Academic Vocabulary across the content areas. Implement these strategies across the grade levels.	1A.1. Principal Classroom teachers Vertical Learning Communities	1A.1. Review assessment data to determine the effectiveness of the academic vocabulary strategies.	1A.1. Progress Monitoring Assessments District Interim Benchmark Teacher developed assessments

					2013 FCAT Science results
3	1A.2. Resources for nonfiction text	1A.2. Further develop faculty's understanding of text complexity across the content areas which would include students' exposure to non-fiction text. Implement new understanding into daily learning experiences with students.	1A.2. Principal Classroom Teachers Vertical Learning Comm	1A.2. Review assessment data to determine students' understanding and mastery of standards. Observe through walk through and classroom observations.	1A.2. Walk Through Observations Lesson plans PMAs District Interim Benchmark 2013 FCAT Science results
4	1A.3. VLC collaboration time	1A.3. Further develop staffs' understanding of the NGSSS/Common Core State Standards (K-5) and utilize this knowledge to determine available resources to enhance planning and instruction.	1A.3. Principal Classroom teachers Vertical Learning Communitie	1A.3. Review assessment data to determine students' understanding and mastery of standards. Observe through walk through and classroom observations.	1A.3. Walk Through Observations Lesson plans PMAs District Interim Benchmark 2013 FCAT Science results
5	1A.4. Computers/ technology limitations	1A.4. Teachers using online learning simulations in math and science (Gizmos). Utilize this powerful tool with students to further develop students' deep understating of the learning benchmarks.	1A.4. Principal Classroom teachers 4-5	1A.4. Analyze data from district assessments to determine effectiveness of the Gizmos. Observe the effectiveness of the online resource during classroom walk throughs.	1A.4. Lesson plans District Interim Benchmarks PMAs 2013 FCAT Science Results
6	1A.5. Consistency of Implementation Technology Resources	1A.5. Further implement the 5E's lesson planning and delivery model based on district's learning schedule including technology integration and hands on activities.	1A.5. Principal Science Teachers	1A.5. Classroom visits to monitor and observe student engagement, student work and students achievement.	1A.5. PMAs District Interim Benchmark Teacher developed assessments 2013 FCAT Science results

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

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

Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In 2013, 40% (47) of our students will achieve a Level 4 or 5 on the Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 37% (32) of our students achieved Level 4 or 5 on the Science FCAT.	In 2013, 40% (47) of our students will achieve a Level 4 or 5 on the Science 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	2A.1. Continued training of effective Academic Vocabulary strategies Time to implement	2A.1. Train faculty on Academic Vocabulary across the content areas. Implement these strategies across the grade levels.	2A.1. Principal Classroom science teachers Vertical Learning Communities	2A.1. Review assessment data to determine the effectiveness of the academic vocabulary strategies.	2A.1. PMAs District Interim Benchmark Teacher developed assessments 2013 FCAT Science results
2	2A.2. Time for VLC collaboration	2A.2. Further develop faculty's understanding of text complexity across the content areas which would include students' exposure to non-fiction text. Implement new understanding into daily learning experiences with students.	2A.2. Principal Classroom Science Teachers Vertical Learning Communities	2A.2. Review assessment data to determine students' understanding and mastery of standards. Observe through walk through and classroom observations.	2A.2. Walk Through Observations Lesson Plans PMAs District Interim Benchmark 2013 FCAT Science results
3	2A.3. Consistency of implementation Technology resources	2A.3. Further implement the 5E's lesson planning and delivery model based on district's learning schedule including technology integration and hands on activities.	2A.3. Principal Science Teachers	2A.3. Classroom visits to monitor and observe student engagement, student work and students achievement.	2A.3. PMAs District Interim Benchmark Teacher developed assessments 2013 FCAT Science results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Vertical Articulation Professional Learning Community	K-5 Science teachers	Science VLC Chairs	Science VLC Members	On-Going	Minutes from Vertical Learning Community Meetings Observations	Principal
Text Complexity	K-5 Science teachers	Science VLC Chairs	Science Teachers	On-Going	Minutes from Vertical Learning Community Meetings Observations	Principal
Available Resources to Enhance Planning and Instruction	K-5 Science teachers	Science Teachers	Science Teachers	On-Going	Minutes from Vertical Learning Community Meetings Observations	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:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	89% (100) of our students will achieve proficiency (FCAT Level 3) in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 88% (107) of our students achieved proficiency (Level 3 in Writing).	In 2013, 89% (100) of our students will achieve proficiency (Level 3 in Writing).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Different expectations for FCAT Writing Assessment	1A.1. Emphasize learning that supports new expectations assessed on FCAT writes-conventions (integrated vs. isolated instruction), quality of details and relevant, logical plausible support details.	1A.1. Writing Vertical Learning Community Classroom teachers	1A.1. Conduct focused walk throughs and observations to observe effectiveness of instruction. Assess student's understating through writing conferences.	1A.1. Lesson plans District Writing Prompts FCAT Writes Student's writing portfolios
2	1A.2. Time to analyze student work True writing benchmark pieces	1A.2. Teachers will analyze student writing using elements of the standards, as well as, rubrics and Anchor Papers to improve writing.	1A.2. Classroom teachers Principal	1A.2. Student work will be discussed and analyzed during teacher collaborative planning time and Terrific Tuesday Professional Development.	1A.2. Student portfolios Grade Level Meeting Agenda Teaching /Learning Rubrics
3	1A.3. Time	1A.3. 4th Grade students will participate in a Mock FCAT Writes in January and will practice "prompt writing" on days leading up to the FCAT.	1A.3. Classroom teacher s Principal	1A.3. A sample narrative and expository writing prompt will be given to all 4th grade students and results will be analyzed to determine safety net groups as needed.	1A.3. Writing samples

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Vertical articulation for planning and discussing writing alignment	2-5	Lead Literacy Teachers	All Writing teachers	On-going throughout the year	Implementation of lessons should reflect common planning time and discussion.	Principal
Unpacking new Common Core Standards	K-5	Lead Literacy Teachers	All Writing teachers	On-going throughout the year	Trajectory of writing standards K-5	Principal
Analyzing student work	K-5	Principal VLC Writing Chair	All Writing teachers	On-going throughout the year	Implementation of lessons should reflect common planning time and discussion	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 Attendance Goal #1:	In 2013, 14% (98) of our students will have 10 or more absences, 2% (14) of our students will have 20 or more absences, and 17% (119) of our students will have excessive tardies (10 or more).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, 16% (114) of our students missed 10 or more days of school.	In 2013, 14% (98) of our students will miss 10 or more days of school.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, 3% (20) of our students missed 20 or more days of school.	In 2013, 2% (14) of our students will miss 20 or more days of school.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, 19% (140) of our students had excessive tardies (10 or more).	In 2013, 17% (119) of our students will have excessive tardies (10 or more).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 Student transportation. Family vacations throughout the school year. Extended absences. Parents unable to get students to school on-time due to their schedule.	1.1. Use the Attendance Intervention Team as an intervention for students with excessive absences/tardies.	1.1. Front office staff Guidance Counselor	1.1. AIT Plan will be implemented and monitored on a monthly basis to ensure that students are not absent and are arriving to school on time.	1.1. Attendance/tardy logs AIT strategies

1					
2	1.2. Time Parent commitment Transportation Family Vacations	1.2. Attendance Intervention Team will monitor absences/tardies of students and reward students and/or classes who have perfect/highest percentage of students in attendance on time each month.	1.2. Front office staff Guidance Counselor Principal	1.2. AIT will monitor data of each student/class to determine if reward system is effective in improving attendance and the number of student arriving to school on time.	1.2. Attendance/tardy logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Intervention Team strategies	All	Guidance Counselor Principal	Guidance Counselor Members of AIT All Teachers	Monthly Attendance Intervention Team meetings	Analysis of attendance/tardy data	Attendance Intervention Team Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reward students and/or classes who have perfect/highest percentage of students in attendance on time each month.	Certificates, individuals/classes recognized on morning news channel, small prizes	General/Awards	\$200.00
			Subtotal: \$200.00

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: \$200.00

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:	In 2013, our school will maintain the number of SESIR violations at 0% (0), and decrease the number of students that are suspended in-school/out of school to 3 students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, our school had 3 days of in-school suspension.	In 2013, our school will have no more than 3 days of in-school suspension.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, 1 of our students received day(s) of in-school suspension.	In 2013, 1 of our students will receive day(s) of in-school suspension.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, our school had 3 days of out of school suspension.	In 2013, our school will have no more than 2 days of out of school suspension.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2012, 2 of our students received day(s) of out of school suspension.	In 2013, 1 of our students will receive day(s) of out of school suspension.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. All teachers must be teaching and	1.1. Provide training to all staff members on	1.1. Principal	1.1. Foundations Team meets to discuss	1.1. Observation forms

1	reinforcing school wide behavior expectations in their individual classrooms.	school wide behavior expectations/rituals and routines for cafeteria and common areas.	Faculty and Staff	student behavior and complete observations in cafeteria and common areas.	
2	1.2. Timeliness of process as to which strategies/interventions work.	1.2. Students will be monitored for any recurring referrals. Students with multiple referrals will be referred to the RtI Team for discussion on behavior.	1.2. RtI Team Classroom teachers	1.2. RtI discusses student behavior with the teacher and offers strategies/interventions to improve behavior. RtI meets back to determine effectiveness of strategies/interventions.	1.2. RtI Team paperwork, charts, and graphs

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Our goal for the 2012-2013 school year is to increase the number of documented volunteers to 250 and the number of logged volunteer hours to 15,000.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2011-2012, we had 200 documented volunteers for a combined total of 12,500 logged volunteer hours.	Our goals for the 2010-2013 school year is to increase the number of documented volunteers to 250 and the number of logged volunteer hours to 15,000.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Time	1.1 Select a staff volunteer coordinator and a PTA volunteer coordinator.	1.1 Principal	1.1 Monitoring the number of logged volunteer hours each month as well as the number of documented volunteers.	1.1 Volunteer sign-in book Quarterly volunteer hour reports
2	1.2 Volunteers forget to log their hours and/or do not realize that what they do at home is also considered volunteering even if it's not during the school day.	1.2. Hold a volunteer training program for the faculty, staff, and parents to discuss the importance of logging hours as well as the process for signing in when volunteering at the school.	1.2. Principal Volunteer coordinators	1.2. Monitoring the number of logged volunteer hours each month as well as the number of documented volunteers.	1.2. Volunteer sign-in book Quarterly volunteer hour reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Process for and importance of logging volunteer hours.	All	Volunteer Coordinator	Faculty/staff/parent groups	November, 2012	Monitor effectiveness of logging hours as well as the number of hours logged by volunteers on a monthly basis.	Volunteer Coordinator

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

School Safety Goal Goal:

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. School Safety Goal Goal School Safety Goal Goal # 1:			Cafeteria Behavior Management Guidelines Goal: 90% of our classrooms will meet and/or exceed cafeteria guidelines on a weekly basis.		
2012 Current level:			2013 Expected level:		
During the 2011-2012 school-year 85% (30) of our classrooms met/exceeded the expectations for weekly cafeteria guidelines.			During the 2012-2013 school-year 90% (32) of our classrooms met/exceeded the expectations for weekly cafeteria guidelines.		
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	Money to purchase "rewards"	Students will have an opportunity to earn a "reward" if they meet 80% of the cafeteria guidelines on a weekly basis.	Principal Paraprofessionals Teachers	Cafeteria guidelines rubric will allow Principal to determine the classes that are meeting or exceeding 80% of the cafeteria guidelines.	Cafeteria guidelines rubric.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cafeteria guidelines training on expectations	All	Principal	All faculty and staff	August 2012	Monitor and track classes meeting/exceeding the cafeteria guidelines as well as those classes not meeting/exceeding the guidelines. Have follow-up conversation with teachers/classes regarding behavior.	Principal

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 School Safety Goal Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Reward students and/or classes who have perfect/highest percentage of students in attendance on time each month.	Certificates, individuals/classes recognized on morning news channel, small prizes	General/Awards	\$200.00
				Subtotal: \$200.00
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
Reading	PLC's Book Study - Pathways to Common Core	Books for Book Study	Professional Development	\$500.00
Reading	PLC's Book Study – Notes and Noticings: Close Reading	Books for Book Study	Professional Development	\$500.00
Mathematics	Math PLC Book Study – Math VLCs at Work	Books for Math PLC Book Study	Professional Development	\$500.00
				Subtotal: \$1,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Academy – 12 weeks (After school remediation/enrichment that runs January 2013 – April 2013)	Salaries for Teachers (three teachers, three times a week, for a one hour session).	SAC \$4,000.00 (Approximate – actual may differ because of hourly rate of pay for each individual).	\$4,000.00
Mathematics	Math Academy – 12 weeks (After school remediation/enrichment program that runs January 2013 – April 2013)	Salaries for Teachers (three teachers, three times a week, for one hour a session).	SAC \$4,000.00 (Approximate – actual may differ because of hourly rate of pay for each individual).	\$4,000.00
				Subtotal: \$8,000.00
				Grand Total: \$9,700.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/22/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Utilize SAC funds to hire teachers for after school Reading and Math Academy (both remediation and enrichment) \$8,000.00	\$8,000.00

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

SAC will meet 10 times during the 2012-2013 school year. The SAC serves as an advisory board to the school. SAC will have an active role in helping to establish the following: business partnerships, remediation and enrichment safety net programs for the students at Hendricks Avenue Elementary. SAC will review school performance data and assist in determining the cause of low performance. SAC will also provide input on the creation of the School Improvement Plan.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Duval School District HENDRICKS AVENUE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	84%	87%	70%	333	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%	65%			132	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?	64% (YES)	54% (YES)			118	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					583	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District HENDRICKS AVENUE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	88%	92%	78%	349	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	77%	64%			141	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?	70% (YES)	62% (YES)			132	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					622	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested