

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: WHI TEHOUSE ELEMENTARY SCHOOL

District Name: Duval

Principal: Jana Grenier

SAC Chair: Cathy Cottle

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 1, 2012

Last Modified on: 10/6/2012

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)
Principal	Jana Grenier	School Principal (all levels), Master's Degree Educational Leadership, Elementary Education (1-6) ESOL Endorsement, Middle Grade Endorsement, Gifted Certification, CAST Evaluator, Principal Academy	1	20	Principal Academy; PROMISE math/Science Institute; Fletcher 1992-1998, Assistant Principal, 6th grade house; Ribault Middle School, 1998-2002, Vice Principal; Principal, Lake Lucina Elementary, 2002-2012; Principal Whitehouse Elementary, 2012 ongoing; 2012 C Grade; 2011 C Grade AYP-No; 2010 B Grade AYP-No; 2009 C Grade AYP-No; 2008 B Grade AYP-No; 2007 C Grade AYP-No; 2006 A Grade AYP-Prov; 2005 A Grade AYP-Prov; 2004 C Grade AYP-No; 2003 B Grade AYP-No

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.

	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)
No data submitted					

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	Establish a working environment of commitment and teamwork.	Administration	Ongoing	
2	Partner new teachers with veteran teachers for mentoring.	Administration District cadre and school PDF	Ongoing	
3	Provide teachers opportunities to attend workshops through the Schultz Center to enhance their professional development.	District cadre and school PDF	Ongoing	
4	Plan regular meetings between new, or teachers needing professional growth, and PDF or cadre.	District cadre and school PDF	Ongoing	
5	Conduct IPDP and CAST conferences to promote teacher development.	Administration	Ongoing	

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
No data submitted	

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
31	0.0%(0)	6.5%(2)	48.4%(15)	45.2%(14)	19.4%(6)	96.8%(30)	0.0%(0)	3.2%(1)	54.8%(17)

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

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ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

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.

Jana Grenier, principal; Becky Sparks, guidance counselor; Patty Reed, kindergarten teacher; Rebecca Groner, first grade teacher; Linda McCann, fourth grade teacher; Pamela Milton, speech therapist; Mercedes Johnson, special education teacher.

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 principal provides a common vision, oversees data-based decisions, ensures that teachers are implementing RtI using referral forms for students not meeting standards in Tier 1, reviews progress monitoring in Tier 2, and oversees the referring of students to Tier 3 or MRT for further interventions. Teacher members participate in student data collection, deliver Tier 2 instruction, and collaborate with others to monitor the integrity of core math and reading. The guidance counselor provides quality services and expertise on issues ranging from program design to assessment and intervention. She provides links to families to support the child's academic, emotional, behavioral, and social success. Finally she conducts MRT meetings for students who may need further, ongoing 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 team analyzes student data, identifies possible causes of for deficits, and generates strategies or suggests interventions in order to achieve school improvement goals. The problem solving process is used to determine strategies to utilize in differentiation, during Tier 1, Tier 2 intervention, and Tier 3 extended interventions, prior to referrals to MRT.

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.

The team utilize FCAT 2.0, FAIR, DRA2, district benchmarks, and teacher records as sources for academic performance data. Data on absenteeism, referrals, and suspensions from Genesis and teacher notes are utilized for behavior.
Tier 1 - 80% of students master content with differentiated instruction
Tier 2 - 10-15% of students (groups of 5-7) require targeted instruction in 6-8 week increments to increase their academic growth
Tier 3- 5-10% of students (groups of 1-3) require additional support to make adequate gains.

Describe the plan to train staff on MTSS.

The team will facilitate training using RTI FROM ALL SIDES and RTI SUCCESS. Training sessions will take place on early release days and planning days. Data collection forms will be reviewed at team meetings each quarter. Student progress will be monitored and recorded in the WOW room.

Describe the plan to support MTSS.

The MTSS will be supported during monthly meetings where progress will be assessed, issues discussed, and "next-steps" suggested. All teachers will be invited to attend these sessions. Additional professional information will be summarized and presented during the monthly meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Jana Grenier, principal; Patricia Reed, kindergarten teacher; Rebecca Groner, first grade teacher; Robin Peaks, second grade teacher; Bonnie Cranmer, third grade teacher; Shirley Tilley, fifth grade teacher; John Chionchio, fourth grade teacher; Mercedes Johnson, special education teacher; and Wendy Shaw, special education teacher

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

The team meets weekly. It studies CCSS, student data (FCAT 2.0, FAIR, benchmarks, formal and informal assessments) and plans action steps that support school reading achievement goals.

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

The major initiatives for 2012-2013 will be:
To promote understanding of the Common Core Standards emphasizing text complexity and wide reading of informational and literary texts
To promote rigorous differentiated instruction in every classroom
To take the lead in planning and using questions that promote critical thinking and writing across the curriculum

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:	In grades 3-5, the number of students achieving a level 3 will increase by 4% (total 128).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (119) of grades 3-5 students achieved a level 3.	In grades 3-5, the number of students achieving a level 3 will increase to 65% (128)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time and current lack of knowledge	Study and begin to implement CCSS across all grade levels and content areas emphasizing text complexity and close wide reading of literary and informational texts.	Teachers, Administration, Coaches and Cadre	Discussion and classroom application of professional reading, instruction, coaching, and modeling	Team collaboration, CAST observations, PLC work, Student work and progress monitoring
2	Time to reflect and lack of knowledge to create appropriate questions	Plan and utilize questions that promote critical thinking and writing across the curriculum in all students.	Teachers, Administration, Coaches and Cadre	Team collaboration, PLC work, student responses (oral and written), progress monitoring	Academic gains, CAST observations, Conferences (student/teacher; teacher/teacher; teacher/admin), lesson plans
3	Time to select literature that exemplifies particular strategies.	Continue strategy instruction to include visualizing, predicting, making connections, synthesizing, determining importance, inferring, self-monitoring, and summarizing. Use shared reading, read-alouds, and independent reading to reinforce instruction	Teachers, Administration, Coaches and Cadre	Team collaboration, Coaches	Lesson plans, CAST observations
4	Time to plan lessons.	Increase phonics and vocabulary instruction to enhance fluency and comprehension at all grade levels.	Teachers, Administration, Coaches and Cadre	Team collaboration, Coaches	Lesson plans, CAST, Student gains on benchmarks
5	Time to update training and plan	Utilize the Duval County Literacy block consisting of skills instruction, reading, writing, speaking, and listening.	Teachers, Administration, Coaches and Cadre	Teachers, Team Collaboration, Coaches, Administration	Lesson plans, CAST, Student gains on benchmarks
6					

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:	In grades 3-5, the number of students achieving a level 4 or 5 will increase by 2%(58) on Reading FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 29% (54) students achieved level 4 and 5 on Reading FCAT 2012	In grades 3-5, 31% (58)students will achieve level 4 and 5 on FCAT 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	Time to compile resources and create rigorous lessons	Implement literature circles around challenging texts that enhance discussion.	Administration Teachers	Student discussion during CAST observations, lesson plans	Increase in number of 4 and higher reading scores on FCAT
2	Preparation of engaging enrichment activities	Implement RTI enrichment activities that captivate students	Administration, RTI leaders, and teachers	CAST observations, Lesson plans, Student products	Increase in number of 4 and higher reading scores on FCAT
3	Understanding of text complexity and close reading	Emphasize text complexity and close, wide reading with high level students.	Team leaders, Administration, Schultz Workshop instructors, Teachers	Review lesson plans, CAST post-conferences	CAST observations, Increase in number of students scoring at or above level 4
4	Time and ability to differentiate effectively	Utilize questions that promote critical thinking and writing at a greater depth of knowledge when working with high level students.	District Reading Coach, Principal, Team leaders	Early Release training and practice in creating high level questions.	Student-led discussions, CAST observations, Increase in level 4 and above students

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:	In grades 3-5, the number of students making learning gains in reading on FCAT 2013 will increase by 3% (total 156).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 77% (150) of students made learning gains on FCAT reading.	In grades 3-5, 80% (156) of students will make learning gains.

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	Determining appropriate interventions and monitoring RtI process	Continue the implementation of RTI to target specific student deficits.	Administration, RTI team, and teachers	RtI monitoring forms, Team collaboration	Student gains on benchmarks, monitoring forms, teacher-made tests
2	Time to develop in FCIM calendars Selection of appropriate materials	Continue the implementation of FCIM Utilize team meetings and Early Release time to develop calendars	Administration and teachers	CAST observations, progress monitoring	Lesson plans, focus calendars
3	Utilization of time Student attendance	Increase conference time with lower functioning students	Teachers	Review of student data from benchmarks, DRA2, FAIR, and other assessments Review conference logs	Conference logs Student gains on DRA2, FAIR, benchmarks, classroom assessments

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.	
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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:	The number of 3rd-5th grade students, who are in the lowest 25%, making gains on FCAT Reading 2013, will increase to 86% (42).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 83% (40) students in the 25% bottom quartile made learning gains	In grades 3-5, 86% (42) of students in the bottom quartile will make gains.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to progress monitor and plan interventions	Continue the implementation of RTI to target the specific needs of students. Progress monitor RtI with fidelity.	Administration, RTI leaders, and teachers	Progress monitoring data and student growth	DRA2, RtI data forms, benchmarks
2	Attendance, Lack of parent involvement, Time to develop and complete PMP	Implement PMP's for struggling students	Administration and teachers	PMP's signed and entered into Genesis	PMP forms, alignment of PMP, RtI, and classroom differentiation observed during CAST
3	Matching children with encouraging adults.	Assign adult "buddies" to "check-in" weekly with struggling students.	Administration, volunteers and teachers	Feedback from both "buddies"	Academic improvement of students who have a buddy

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 # Baseline for 2010-2011 is 65%. (Would not go into window.) By school year 2016-2017, 83% of the 3rd, 4th, and 5th grade students will score at level 3 or higher on the FCAT Reading test, or on the reading accountability measure in				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68%	71%	74%	77%	80%	

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 3rd-5th grade, 65% of the student subgroups will achieve a Level 3 or higher on the 2013 administration of the FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 61%(173) Black: 16% (32)	White: 65% (178) Black: 16% (32)

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	White: Time constraints and student attendance	Provide explicit standards-based instruction that involves visualization, predicting, making text-to-text connections, inferring, and determining importance.	Administration, team leaders, District Coach, Cadre and teachers	Review of lesson plans during observations, Review of student work, Progress in guided reading and RtI instruction	CAST observations and conferences, Guided reading data, RtI data gathering form
2	Monitoring student growth	Utilize FCRR materials, CARS, and Destinations to target individual or small group needs during RtI and/or classroom differentiation.	Administration and teachers, District Coach	Progress monitoring on all students individually	Student results on benchmark, in-class assessments, RtI progress monitoring form

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:	
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	
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satisfactory progress in reading. Reading Goal #5D:	In 3rd-5th grade, 65% (13) of the students with disabilities will achieve a Level 3 or higher on the 2013 administration of the FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(9) Students with disabilities scored a level 3 or higher on 2012 FACT Reading.	65% (13) SWD students will score level 3 or higher on FCAT Reading 2013.

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	Regular ed teachers understanding the accommodations needed for students with disabilities	Utilize differentiation in process, content, and product to meet individual student needs.	ESE teachers, Gen Ed Teachers, Administration	Student work showing differentiated assignments, CAST observations, Team discussions around IEP's	Progress of students with disabilities in meeting their goals and improving academically
2	Availability of time to plan for sensory experiences	Increase the use of sensory experiences to enhance learning.	Teachers (Gen Ed and ESE)	Observations and post-conferences, Student engagement	Student progress toward goals
3	Time constraints and student attendance	Establish inclusive classrooms that support ESE needs: Eliminate distractions, Encourage use of checklists for organization; Keep extra supplies, Allow frequent breaks, Break assignments into sequential steps	Administration and teachers	Classroom observations, Engagement and progress of ESE students	CAST observations and post conferences

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 3rd-5th grade, 65%(79)students in the Economically Disadvantaged subgroup will achieve a Level 3 or higher on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (68)	65% (79)will achieve level 3 or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to focus on SES students and pinpoint their needs	Review data from FCAT, FAIR, benchmarks, and DRA2 to determine RtI and differentiation needs within each class.	Administration and teachers	Early Release training, Team meetings, Leadership meetings that focus on disaggregating data	Conversations during meetings and application following, Observations and post-conferences
2	Implementing with fidelity and time constraints	Provide explicit vocabulary instruction using graphic organizers	Administration and teachers	Early Release training, Team meetings, Leadership meetings that focus on disaggregating data	CAST observations, Lesson plans, Student work data

3	Time and expertise to develop questions	Utilize questions that promote critical thinking in all students across the curriculum.	Teachers, Administration, District Reading Coach	Classroom observations, Student performance on assessments	CAST observations and post-conferences
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Understanding and using Data to plan FCIMs, Rtl, classroom differentiation	K-5, Reading and Math	District coaches, Cadre, Administration	School-wide	Early Release every two weeks October, December, February, April	Review lesson plans, Rtl data forms, FCIM calendars	Administration
Review main concepts from TEACHING WITH POVERTY IN MIND and PATHWAYS TO THE COMMON CORE	K-5, All content areas	Teacher leaders and Administration	School-wide	Early Release, one concept per meeting and planning days throughout 2012-2013'	Demonstrations of application of new understanding throughout the grades	Administration, teacher leaders
Studying Common Core standards in order to use the concepts of text complexity, close reading, and text-based questioning in instruction	K-5	District coaches, Administration	School-wide	Early Release extended time September-June	Discussion and reflection during meetings and class observations	Administration, Leadership Team/Literacy Team

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
To understand our children and the Common Core Standards, purchase two books for faculty members to read and discuss during PIC's.	TEACHING WITH POVERTY IN MIND by Jensen, PATHWAYS TO THE COMMON CORE by Calkins	General and School Improvement	\$1,800.00

Subtotal: \$1,800.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$1,800.00			

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.				
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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:	In 3rd-5th grade, the number of students achieving a Level 3 on the 2013 administration of the FCAT Math Test will improve by 2% (58).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (53) children in 3rd-5th scored a level 3 on the math FCAT.	30% (58) children in 3rd-5th will score a level 3 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	Time and current lack of knowledge	Study and begin to implement CCSS across all grade levels and content areas emphasizing text complexity and close wide reading of literary and informational texts.	Teachers, Administration, Coaches and Cadre	Discussion and classroom application of professional reading, instruction, coaching, and modeling	Team collaboration, CAST observations, PLC work, Student work and progress monitoring
2	Time to reflect and lack of knowledge to create appropriate questions	Plan and utilize questions that promote critical thinking and writing across the curriculum in all students.	Teachers, Administration, Coaches and Cadre	Team collaboration, PLC work, student responses (oral and written), progress monitoring	Academic gains, CAST observations, Conferences (student/teacher; teacher/teacher; teacher/admin), lesson plans
3	Availability of materials, Training in effective use of manipulatives	Increase use of manipulatives and hands-on activities to reinforce math concepts.	Administration, district math coach, and teachers	CAST observations; Team and leadership meetings	Increase in achievement on benchmark and classroom assessments
4	Training in unpacking and using CCSS	In K-2nd implement the Common Core Math Standards with fidelity.	Administration, Teachers, District math coach	Early Release professional development for K-2nd, Lesson planning, CAST observations	Progress of K-2nd students on assessments
5	Time for teachers to review and understand Mathematical Practices paper.	In 3rd-5th incorporate Standards of Mathematical Practices to address the NGSS. Print and use clarifying posters.	Teachers, District math coach, Administration	CAST observations of classroom discussions and work, Feedback from and to teachers	Lesson plans, CAST observations of teaching/learning
6	Ongoing monitoring of Reflex and student progress	Utilize Reflex Math to enhance fluency in grades 1st-5th.	Teachers	Observation of students using Reflex and progress through the program	Certificates of Achievement printed as students meet goals

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:	
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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:	In grades 3-5, at least 30%(59) students will score level 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 3rd-5th grade, 28%(53) students scored at or above level 4 in FCAT math.	In grade 3rd-5th grade, 30%(59) students will score at or above level4 in FCAT math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time, resources, and knowledge to plan lessons and performance tasks aimed toward high level students.	Plan and implement challenging lessons, and performance tasks to stretch higher level students.	Administration, District Math Coach and teachers	Review and analyze student work, CAST observations, lesson plans	Increase in the number of Level 4's and 5's on the FCAT
2	Time and expertise to develop appropriate enrichment activities	Increase complexity of Enrichment activities during RTI	Administration and teachers	Observe lessons during the RTI time period	Increase in the number of Level 4's and 5's on the FCAT

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

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

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:	In 3rd-5th grade, 85%(167) of students will make gains on the 2013 administration of the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (155) students made gains on Math FCAT.	85% (176)of 3rd-5th grade students will make gains on FCAT math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Planning based on analysis of student data	Differentiate math instruction to target all students.	Principal and teachers	Team Meetings, Early release, Benchmark and assessment results	Increase in percentage of students making gains
2	Need to increase expertise at crafting questions	Scaffold instruction using questions to promote critical thinking around mathematical situations.	Administration and teachers	Early Release math training on questioning, CAST observations and post conferences	Benchmark results and classroom formatives, lesson plans, and observation notes

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:	In 3rd-5th grade, 71% of students will achieve learning gains on the 2012 administration of the FCAT Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (116)	60% (121)

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	Professional development needed	Use manipulatives and scaffolded instruction to link concepts.	Administration, District math coach, Teachers	CAST Observations and post-conferences, Lesson plans	Student data Lesson plans CAST observations
2	Planning according to data and time	Analyze data and plan targeted instruction for RTI groups, FCIM calendars, and differentiation	Administration, District math coach, Teachers	Review and analyze student data and work during early release and extended team meetings	Progress monitoring of student gains
3	Time and understanding of standards	Plan focused standards-based instruction including Standards of Mathematical Practice for grades 3-5.	Administration, District math coach, Teachers	Classroom observations, Early release training, Review of student work	Student data, Lesson plans, CAST observations and post-conferences

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 : Baseline data showed 70% of the 3rd, 4th, and 5th grade students scoring at level 3 and above. By 2016, the same group will improve their achievement so that 85% score at level 3 or higher on the math state assessment.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	75	78	80	83	

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 3rd-5th grade, 86% of the student subgroups will achieve a Level 3 or higher on the 2012 administration of the FCAT Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 76%(144) Black 75% (23)	White: 86% (169) Black: 86% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Time constraints	Provide differentiated instruction based on assessment data	Administration and teachers	Review lesson plans Classroom observations Review of student data	Benchmark and classroom improvement FCAT results
2	Understanding and using Duval County's math model for instruction	Provide professional development in the math workshop model	Administration, Math Coach	Review lesson plans CAST observations and post-conferences	Student results on benchmark and FCAT

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

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:	In 3rd-5th grade, 67%(13) of the student subgroups will achieve a Level 3 or higher on the 2013 administration of the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (11)achieved level 3 or higher on the FCAT math 2012.	67% (13) SWD students will achieve level 3 or higher 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	Regular ed teachers understanding the accommodations needed for students with disabilities	Utilize differentiation in process, content, and product to meet individual student needs.	ESE teachers, Gen Ed Teachers, Administration	Student work showing differentiated assignments, CAST observations, Team discussions around IEP's	Progress of students with disabilities in meeting their goals and improving academically
2	Availability of time to plan for sensory experiences	Increase the use of sensory experiences to enhance learning.	Teachers (Gen Ed and ESE)	Observations and post-conferences, Student engagement	Student progress toward goals
3	Organizing materials	Provide multiple opportunities to use a wide variety of manipulatives to	Administration and regular education and special education teachers	Review and analyze student work, observe lessons, and review lesson plans to ensure	Improvement on benchmarks, formative assessments, and

		differentiate instruction during the work period		teachers are instructing based on student needs and assessment	FCAT
4	Establishing equitable, yet different, assessments	Allow students to respond orally, in writing, or with drawing on performance tasks	Administration and teachers	Review and analyze student work	Improvement on various assessments

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 3rd-5th grade, 67%(81) of the Economically Disadvantages will achieve a Level 3 or higher on the 2013 administration of the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(72)	67% (81)Economically Deprived students will achieve at least level3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for planning	Provide differentiated instruction based on individual assessment data.	Administration and teachers	CAST observations and post-conferences Lesson planning	CAST observations Lesson plans
2	Ability to create FCIM calendars.	Use FCIM calendars to increase math comprehension.	Administration and teachers	Review and analyze student work after FCIM lessons are taught	Improvement on math benchmarks and FCAT

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
Promote the development of fluency in math for our students	K-5	Arlene Foster	School-wide	August	Purchase site license for Reflex Math to be used by all students	Teachers, Administration
Unpacking and using CCSS for math and the Standards of Mathematical Practices	K-5	District Math Coach, Administration	School-wide	Ongoing throughout 2012, 2013, and 2014.	Observe math workshops in each grade	Teachers, Administration, Math Coach

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Increase math fluency for all students	Site license for Reflex Math	General	\$2,500.00
			Subtotal: \$2,500.00
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: \$2,500.00			

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.		Given instruction based on the NGSS, 87%(50) of the students will achieve at least level 3 on the 2013 FCAT Science Assessment.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
85%(58)students scored a level 3 or higher on the 2012 Science FCAT.		87%(50)students will score a level 3 or higher on the 2013 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	Time and current lack of knowledge	Study and begin to implement CCSS across all grade levels and content areas emphasizing text complexity and close wide reading of literary and informational texts.	Teachers, Administration, Coaches and Cadre	Discussion and classroom application of professional reading, instruction, coaching, and modeling	Team collaboration, CAST observations, PLC work, Student work and progress monitoring
2	Time to reflect and lack of knowledge to create appropriate questions	Plan and utilize questions that promote critical thinking and writing across the curriculum in all students.	Teachers, Administration, Coaches and Cadre	Team collaboration, PLC work, student responses (oral and written), progress monitoring	Academic gains, CAST observations, Conferences (student/teacher; teacher/teacher; teacher/admin), lesson plans

3	Organization of materials	Utilize hands-on laboratory experiments and lessons designed around the 5 E's model.	Administration and teachers	Teachers and students engaging in "hands-on" experiences, Observing science lessons throughout the year	CAST observations and post-conferences, Student improvement on the science formative assessments and journal entries
4	Training in teaching writing in science	Increase student written responses using real life explanations and examples.	Administration and teachers	Science journal	Improvement on FCAT science
5	Planning and utilization of time	Follow the district grade level learning schedule to teach required benchmarks at every grade level.	Administration and K-5 teachers	Lesson plans and observations	Improvement on the Science formative assessments and journal entries
6	Training in text complexity and close reading	Emphasize text complexity and close-wide reading of informational texts to promote scientific understanding.	Administration, District coach, Teacher leaders	Changes in lesson planning and resulting plans, Classroom observations	CAST observations and post conferences, Student growth on benchmarks, science formatives, and FCAT

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

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:	Given instruction based on the SSS, 35% of the students will achieve a level 4 and 5 on the 2012 FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(29)	45%(31)- Smaller class this year

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	Implementation with fidelity	Utilize journal-writing following the steps of the scientific method to explain 5E's in specific lessons.	Teachers	Review and respond to student journals	Journal reviews, Classroom observations
2	Amount of materials on hand	Utilize strong students to organize and prepare materials for upcoming labs (student assistants)	Teachers	Classroom observations, Lesson plans	Student improvement on assessments

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
Developing questions in science that promote critical thinking and writing.	K-5 Science	District Science Coach, Administrator	All science teachers	Early release dates in November and February	Review lesson plans, Practice writing questions for specific lessons	Team leaders, Administration, District Science Coach
Match						

science materials onsite to upcoming lessons	K-5 Science	Teachers	All science teachers	Extended early release days in December	Classroom observations, CAST post-conferences	Teachers, Administration
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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:	In 4th grade, 82% of students will achieve Level 3.0 on the 2013 administration of the FCAT Writes
2012 Current Level of Performance:	2013 Expected Level of Performance:
82%(67)students achieved a 3.0 or higher on Florida Writes.	86%(52)students will achieve a 3.0 or higher on Florida Writes.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to create lessons and expertise at understanding the task	Create 60-minute lessons that focus on writing as a process which emphasizes varying sentence structure, utilizing precise vocabulary, developing voice, and	Administration, Cadre, District Coach and teachers	Classroom observations, Writing folders	Scoring writing samples to determine progress between district prompts Team meetings to discuss the writing process

		includes both speaking and listening.			
2	Balancing the focus of content and conventions	Implement instruction in writing conventions to include spelling, grammar, syntax, punctuation, capitalization, and paragraphing.	Administration and teachers	Writing Team reviewing writing and expectations across the grades. Team discussions around writing progress	Student writing folders, Conversation during Team and Early Release and planning next steps
3	Making the shift in writing instruction	Increase writing instruction that produces text-dependent responses.	Administration, District coach, and teachers	Training provided to enhance teacher expertise in instruction that produces text-dependent responses	Student writing samples throughout the year
4	Time to practice developing questions that promote critical thinking	Plan and utilize questions that promote critical thinking and writing in all students across the curriculum.	Administration, Teachers, Cadre, District Coach	Early release workshop in developing questions, Team meetings to review and add questions to learning schedule	CAST observations, Lesson plans, team discussion of appropriate questions

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
Training in crafting text-dependent questions to advance critical thinking and enhance written	3-5 writing	District Reading/Writing Coach	3-5 teachers of writing	Early release - extended for 3-5	Review of student responses	Teachers, Administration

responses.						
Unpack CCSS to determine instruction in conventions needed at each grade level.	K-5	District Coach, Teachers	School-wide	January Early Release	Instruction at each grade, Evidence of grade-specific conventions in student writing	Teachers, Administration

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 2012-2013, the number of students absent more than ten days will decrease by 5% (from 199 to 189) as recorded in OnCourse.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
On any given day, the absentee rate at Whitehouse is approximately 24%(107) according to data provided from the district.	189 students out of 446 (42%) will have more than 10 days of absences.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
199 of 455 students had 10 or more absences in 2012.	189 students out of 446 will have more than 10 days absence in 2013.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
79 students	70 students of 446 will have excessive tardies.

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	Parent involvement and support with the process	AIT (Attendance Intervention Team) Process	Principal, school AIT team, and district attendance personnel	Review and analyze data monthly	Attendance records, school produced letters
2	Keeping up with which classes did the best	Implement attendance reward system recognizing the homerooms with perfect attendance on the morning news.	Principal, teachers	Data in OnCourse	Improvement in attendance

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						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase Dum-Dums and giant hand prints to serve as rewards for attendance.	lollipops and "hands" to be distributed	School Improvement Funds	\$40.00
			Subtotal: \$40.00
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: \$40.00

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 2012-2013, student suspensions will decrease by 3%.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
7 students	5 students				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
7 students	5 students				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
26 students	19 students				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
19 students	15 students				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Developing and implementing with fidelity	Implement school- wide guidelines for success.	Administration, Foundation team, and teachers	Track referrals and use of Guidelines for Success to re-focus students	Decline in recidivism.
2	Time and matching adult with child	Match repeat offenders with a "check-in" adult to be their character Buddy on a weekly basis.	Teachers, Administration	Meeting logs	Decline in recidivism.
3	Time	Implementation of the Second Step-Violence Prevention/Anti-Bullying Curriculum and Character Education Program	Principal, guidance counselor and teachers	Class observations of Second Step Lessons	CAST observations and lesson plans

(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
Review of Code of Conduct and Whitehouse Guidelines for Success	K-5	Team leaders, Administration	School-wide	December 12/12 early release	Guidelines posted, Team conversations around Code of Conduct	Team leaders, Administration

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>	Increase the number of parents attending school events by 2%
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
2226 hours of volunteers	2270 hours of volunteers

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	Clear and frequent messages sent to parents regarding school events	Use of the school website, parent phone system and Oncourse to send clear and frequent messages to parents	Principal and teachers	Volunteers logs, Parent attendance at events	School climate survey
2	Maintaining updated telephone numbers	Send "Update Phone Number" requests with report cards, and as incorrect numbers are flagged.	Volunteer coordinator	Number of parents called, Volunteer logs	Golden School Award
3	Time	Update marquee with all current information	PTA members	Marquee messages	School climate survey

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						

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

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)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Increase math fluency for all students	Site license for Reflex Math	General	\$2,500.00
Attendance	Purchase Dum-Dums and giant hand prints to serve as rewards for attendance.	lollypops and "hands" to be distributed	School Improvement Funds	\$40.00
				Subtotal: \$2,540.00
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	To understand our children and the Common Core Standards, purchase two books for faculty members to read and discuss during PIC's.	TEACHING WITH POVERTY IN MIND by Jensen, PATHWAYS TO THE COMMON CORE by Calkins	General and School Improvement	\$1,800.00
				Subtotal: \$1,800.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$4,340.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input 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 10/6/2012)

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

Purchase site license of Reflex Math to be used for all grades to develop fluency.	\$2,500.00
Purchase professional book for teachers,TEACHING WITH POVERTY IN MIND to enhance working with our children.	\$1,000.00
Contract with webmaster to complete and update school website.	\$900.00

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

Purchase REFLEX Math Site license for all students
Purchase professional book for all teachers
Contract with webmaster to complete school website

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 WHI TEHOUSE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	82%	73%	80%	313	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	59%			121	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	49% (NO)	47% (NO)			96	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					530	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Duval School District WHI TEHOUSE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	84%	79%	63%	302	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	68%	68%			136	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?	50% (YES)	71% (YES)			121	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					559	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested