

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
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School Name: BROOKVIEW ELEMENTARY SCHOOL

District Name: Duval

Principal: Violet E. Stovall

SAC Chair: Kimberly Snyder

Superintendent: Ed Pratt Dannals

Date of School Board Approval:

Last Modified on: 10/19/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Violet E. Stovall	Elementary Education 1-6 Educational Leadership	3	7	<p>During 2nd year as Principal, Brookview's grade dropped to a "B". The 4th and 5th grade students were able to increase their math gains by 4 points from 2011. Points were lost with our bottom quartile students, the loss was minimal with a 2 point decrease in Reading and a 5 point decrease in Math</p> <p>During 1st year as Principal of Brookview Elementary accomplishments were:                      Increase proficiency of bottom quartile in reading from 51% to 65%; Increase reading gains from 62% to 67% and increase writing proficiency from 84% to 89%.; Maintained State grade of "A"                      During 2 year tenure at S. P. Livingston the school raised its FCAT grade from "F" to "C"</p> <p>Accomplishments were :</p> <ul style="list-style-type: none"> <li>• Students meeting proficiency in Science from 24% to 32%</li> <li>• % making learning gains in Math from 53% to 67%</li> <li>• % of lowest 25% making learning gains</li> </ul>

					in Reading from 37% to 52% % of lowest 25% making learning gains in Math from 47% -79% During 2 year tenure at Windy Hill the school raised its FCAT score from "C" to "B"; the percentage of students scoring at or above grade level increased by 8 points in reading and 10 points in Math;
Assis Principal	Amy B. Roberts	Elementary Education 1-6 Educational Leadership	2	2	During 2nd year as Assistant Principal, Brookview's grade dropped to a "B". The 4th and 5th grade students were able to increase their math gains by 4 points from 2011. We lost points with our bottom quartile students, the loss was minimal with a 2 point decrease in Reading and a 5 point decrease in Math  During 5 year tenure as Instructional Coach at Biscayne Elementary the school raised its FCAT grade from "C" to "B" • Students achieving high standards in Math from 53% to 73% • Students achieving high standards in Science from 20% to 37% • Students meeting writing proficiency from 78% to 84% with 100% of the students making AYP in writing.

## 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	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	1. Grade Level Common Planning Times – Resource schedule was devised to allow time for teachers to collaborate and discuss instruction, curriculum, best practices and student data	Violet Stovall Amy B. Roberts	June 2013	
2	2. On-site Professional Development – Teacher leaders are assigned to subject content areas to facilitate trainings and provide leadership and training to staff.	Content Area Teachers	June 2013	
3	3. Professional Learning Communities – Committees are formed at the beginning of each year specific to every content area. PLC's meet regularly to determine areas of focus based on assessment data. A team is also developed during the summer to plan the work for the upcoming school year.	Violet Stovall Amy B. Roberts PLC Leaders	June 2013	
4	4. Interns from College Universities/Mentoring Opportunities - Brookview works with our local colleges and universities in teacher training programs. Interns and pre-interns are assigned to teachers during the Fall and Spring semesters	Selected CET trained teachers/PDF/Administration	June 2013	
5	5. Incentives to motivate teachers and staff - Administration/PTA provides incentives to staff through weekly/monthly drawings and provide incentives periodically during faculty meetings and trainings	Administration and PTA	June 2013	

## 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
There are 8% (5) teachers not Highly Qualified due to completion of ESOL endorsement.	All 5 of the Non-Highly Qualified teachers will enroll in ESOL and complete the required training by May 2013

## 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
57	3.5%(2)	10.5%(6)	38.6%(22)	47.4%(27)	21.1%(12)	91.2%(52)	3.5%(2)	7.0%(4)	75.4%(43)

## 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
Jean Maurer	Christine Brown	Grade level pairing with teacher with proven track record of student achievement success/CET trained	Collaborative lesson planning, modeling of classroom lessons, classroom observations and data chats, weekly meetings
Erin Mercer	Natalie Danes	Grade level pairing with teacher with proven track record of student achievement success/CET trained	Collaborative lesson planning, modeling of classroom lessons, classroom observations and data chats, weekly meetings
Nicki Mattox	Leah Humphreys	Grade level pairing with teacher with proven track record of student achievement success/CET trained	Collaborative lesson planning, modeling of classroom lessons, classroom observations and data chats, weekly meetings

## 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.

Principal – V. Stovall, Assistant Principal – A. Roberts, Guidance Counselor – Bernadette Fields, Speech Teacher – G. Campbell, Teachers: Kdg. - J. Maurer, 1st gr. C. Cole, 2nd gr. A. Blackmon, 3rd gr. E. Cahill, 4th gr. K. Olsen, 5th gr. J. Ragase and VE teacher, K. Neumann

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?

Once a month during regular grade level meetings, the MTSS grade level representative facilitates the meeting to look at student work, current assessment data, and lead discussions regarding research based interventions that have been successful/unsuccessful in the classroom. The grade level representatives will maintain lists of students that are discussed during these meetings and submit the list to MTSS Leadership to report academic/behavior information and current data regarding students that are in the process of review.

The MTSS Leadership team meets the 2nd Tuesday of the month to look at student documentation (e.g. data, interventions for students that are currently in the process of receiving multi-tiered support) to determine if the student is able to move back into Tier 1, continue with Tier 2 interventions, or move to Tier 3 with intensive support. During the meeting there is discussion of new students that have been identified during grade level meetings as needing to begin the process.

Once a student has been identified as needing Tier 2 monitoring/instruction the team will schedule a MTSS Meeting to include the classroom teacher, MTSS grade level representative, Guidance Counselor, Administration, and grade level VE teacher. Parents will be invited and provided a 7-10 day notice of meeting. Interventions are discussed and an individual plan based on student's academic needs will be put into place that will be monitored for progress for 4-6 weeks. This process could be repeated based on each student and the data that is collected.

Once data has been collected and the student continues to show a need for intensive support then a referral to the Multi-Disciplinary Referral Team (MRT) could be made. This referral will be made through the Guidance Office. The MRT meeting will include District Support Staff, Guidance Counselor, classroom teacher and VE teacher. Progress monitoring of new and ongoing interventions will then continue for 4-6 more weeks. The MRT team will set dates for meetings once a month.

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?

Members of the MTSS Leadership team will meet to determine a formal process for its functions. The roles and responsibilities are outlined for all members and communicated to the faculty and staff and documented in the School Improvement Plan. Instructional teams will assist with the development of an initial draft of the SIP using the template provided by the Florida Department of Education. The MTSS process will guide the work as outlined in the School Improvement Plan

#### 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.

##### Baseline data:

Data Source - Progress Monitoring and Reporting Network (PMRN), Inform, Genesis discipline report;

Assessment Source: Florida Assessments for Instruction in Reading (FAIR), Grades 3-5 District Reading/Math/Science

Benchmark assessments, FCAT data from previous year, DRA2, FKLRS, CELLA, K - 2 Math NGSSS, District Writing Assessments

##### Midyear:

FAIR, DRA2, District Reading, Math and Science Benchmarks, common grade level assessments, ongoing progress monitoring, district writing prompts, Genesis discipline report

##### End of year:

FAIR, FCAT, DRA2, Foundations End of Year Discipline report

##### Ongoing Progress Monitoring:

FAIR, Benchmark assessments, ongoing formative assessments, grade level assessments

##### Frequency of data review:

A minimum of twice monthly based on the targeted data through grade level meetings, PLC's, Extended Leadership meetings and Early Dismissal training days

Describe the plan to train staff on MTSS.

The MTSS Leadership Team created a Grade Level Information/Resource Binder – "Problem-Solving/Response to Intervention: Student Success through Focused Instruction and Intervention – A Comprehensive Plan to Address Student Needs through Problem-solving and Early Intervention." The user's guide is a 96 page document created by Duval County Public Schools. It includes all of the steps to the process, resource/intervention ideas and blank forms with example completed forms. The team has also included a section of examples with well written plans for both academic and behavior interventions along with non examples of written plans.

During a faculty meeting on September 19, 2012 the team presented the information included in the notebook and will provide ongoing training and support as needed.

Describe the plan to support MTSS.

- Brookview's MTSS team will attend district workshops and will consistently debrief the staff on RtI components addressed during the workshops
- The school's Professional Development plan will support continuous learning opportunities for all staff in an effort to increase student achievement.
- In addition to providing RtI training during pre-planning, early dismissal training and faculty meetings, training will also occur during professional learning communities, collaborative planning and analysis of student work

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

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

Violet Stovall – Principal  
 Amy B. Roberts – Assistant Principal  
 Joann Thomas - Kindergarten  
 Candice Cole – 1st Grade  
 Carol Turner – Second Grade  
 Jan Eick – Third Grade  
 Kori Olsen – Fourth Grade  
 Jennifer Ragase – Fifth Grade  
 Karen Neumann - ESE

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

The Literacy Leadership Team is comprised of a member from each grade level. The team meets monthly to assist with the implementation of the DCPS Comprehensive K-12 Reading Plan. Grade level specific data is reviewed to ensure successful implementation of curriculum, to assess student learning needs, identify where specific support is needed and develop strategies to implement where needed. Each team member is responsible for communicating information presented back to their grade levels.

The team also determines faculty professional development needs and the monitoring of data to determine interventions and strategies to meet student Literacy needs.

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

The major initiatives of the LLT this year are:

- Develop strategies to increase student reading proficiency levels
- Increase learning gains with our bottom quartile students
- Develop a plan to improve performance for all AMO groups and grade levels
- incorporating reading strategies in all content areas
- Increase level of complexity in the questions
- Collaborative reading data reviews
- Read It Forward Jax activities
- 25 Book/Million Word goal

Faculty Training

- Increase the rigor of reading instruction
- Implementation of research-based strategies to increase vocabulary
- Monitoring instruction to determine next steps
- Analysis of assessment data to implement interventions and strategies

## 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.

N/A

### \*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.

N/A

### \*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?

N/A

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?

N/A

### 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](#)

N/A

## 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:	59% (211) of students in grades 3 - 5 will achieve proficiency in reading as measured by the 2013 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd grade – Level 3-31% Level 4 -19% Level 5 - 3%  4th grade- Level 3-21% Level 4-26% Level 5–7%  5th grade – Level 3-31% Level –23% Level 5- 2%  School Proficiency Level -56% (200)	59% (211) of students in grades 3 - 5 will achieve proficiency in reading as measured by the 2013 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	1A.1. Lack of time during the reading block to provide extra time for read alouds.	1.1. Teachers will increase time for "teacher read aloud" to model fluency and higher level of listening and vocabulary comprehension	1.1. Administration and teachers	1.1. Grade level meetings best practice discussions	1.1. Review lesson plans for frequency of read alouds; classroom observations; grade level minutes
2	1A.2. Lack of understanding of how to integrate vocabulary strategies into other content areas	1.2. Teachers will collaborate with Science teachers to develop strategies for content area vocabulary	1.2 Administration; Science Lead; Literacy Lead	1.2. Vocabulary rich word walls observed and utilized during instruction	1.2.. Benchmark/Unit Assessments vocabulary data
3	1A.3. Time constraints to provide extra support to specific students.	1.3. Scaffold reading with guided reading/flexible groups	1.3 Administration	1. Administration review of Guided Reading lesson plans and groups	1.3.. Lesson plans; reading group documentation and notes of progress made

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:	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
1	N/A				
2					
3					

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:	30% (107) of students will score at level 4 or above as measured by the 2013 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
Gr. 3-22% Gr. 4-33% Gr. 5-25% 27% (96) students scored at or above Level 4 as measured by the 2012 FCAT	30% (107) of students will score at level 4 or above as measured by the 2013 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	2.1. Time constraints due to extra support and resources channeled to bottom quartile	2.1. Provide resources and training to assist teachers in identifying specific strengths/weaknesses of proficient students	2.1. Administration; district coaches	2.1. Administrators will monitor assessment data of class profile sheet.	2.1. Monitoring of assessment data profile sheet; district benchmark results
2	2.2. Teachers may have limited experience with literature circles.	2.2. Students will participate in literacy circles to engage in discussion of literature	2.2. Literacy Lead Teachers; Administrators	2.2. Administrators will review lesson plans for frequency of literature circles	2.2. Assessment results on Reading benchmark; DRA2 circles
3					
4	2.3 Limited media sources	2.3 Utilize media resources /higher level text to meet students at different cognitive levels	2.3 Media Specialist; ELA PLC	2.3 Review Media Specialist lesson plans for cognitive level questioning	2.3 Assessment results on Reading benchmark; DRA2

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:	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
1	N/A				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	69% (155) of our students will make learning gains in reading as measured by the 2013 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (150) of our 4th and 5th grade students made learning gains in reading	69% (155) of our students will make learning gains in reading as measured by the 2013 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. Teachers will facilitate and monitor silent reading with students and gradually increase amounts of time to build reading stamina	3a.1. Students are not able to silently read for extended periods of time as required by the FCAT Assessment	3a.1. Classroom teachers	3a.1. Administration will review conferencing logs during walk-through	3a.1. Reading Benchmark/Curriculum Assessments
2	3.a.2. Limited training time for teachers on differentiating instruction .	3a.2. PLC and team leaders will attend district literacy trainings and facilitate trainings with teams	3a.2. Classroom teachers will monitor students' progress to determine Professional Development needs	3a.2. Classroom Observations to determine next steps	3a.2. District Assessments Results
3	3.a.3 Lack of teacher training of "Rigor in Instruction"	3a.3 Provide resources and training to assist teachers in understanding test genre and developing strategies to increase the rigor of reading instruction/	3a.3. Literacy Lead Teachers; Administrators	3a.3. Follow up with teachers during grade level meetings to ensure understanding of content during training	3a.3. Training effectiveness survey

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:	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
1	N/A				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	73% (174) of our bottom quartile students will show gains in reading as measured by the 2013 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (158) of our bottom quartile students showed gains in reading	73% (174) of our bottom quartile students will show gains in reading as measured by the 2013 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	4.A.1. Time constraints in the daily class schedule and during the Reader's Workshop 4A.1. Flexible guided reading groups are formed and bottom quartile will be seen daily; Implementation of differentiated instructional practices	4A.1. Flexible guided reading groups are formed and bottom quartile will be seen daily; Implementation of differentiated instructional practices	4.A.1. Administration	4.A.1. Administration will review data and guide reading plans and notes	4.A.1. Progress Monitoring Log and Guided Reading Log
2	4A.2. Minimal district approved supplementary materials available for tier II and III interventions	4A.2. Provide Tier 2 Interventions for students not responding to core instructional practices	4.A.2 MTSS/Rti Team; Administrators	4A.2. MTSS/Rti team will meet to discuss effectiveness of interventions in place	4.A.2. Documentation logs of Rti interventions with student progress charted
3	4.A. Transportation issues for after school tutoring	4.A.3. Before and after school tutoring sessions for students	4.A.3. Teachers, Administration	4.A.3. Review and monitoring of assessment data	4A.3. FCAT Data

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 # In six years the school will reduce the achievement gap with a performance target of 83% proficiency rate in 2016-2017 with a goal of 82% proficiency 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	56%	61%	72%	75%	78%	
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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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The expected 2013 level of performance is a decrease of 10% of students not making satisfactory progress in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black – 37% (50) White – 53% (71)	The expected 2013 level of performance is a decrease of 10% of students not making satisfactory progress in mathematics

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. Teachers need additional training on differentiated instruction.	5B.1. Utilize Early Dismissal training time to provide professional development on differentiated instruction to include modeling and examples of differentiation.	5B.1. Principal and Assistant Principal	5B.1. Evidence of differentiation in lesson plans and increase in student gains on the District Benchmark Assessment.	5B.1. Lesson Plans Benchmark Assessment
2	5B.2. Students identified within subgroups as needing remediation are not able to stay after school for tutoring.	5B.2. Create alternatives to after school tutoring such as before school or Saturday Academies.	5B.2. Principal and Assistant Principal	5B.2. Attendance of targeted students in before school or Saturday Academies	5B.2. Attendance records
3	5B.3. Teachers lack instructional strategies to scaffold questions from low level to high level questioning.	5B.3. Provide ongoing professional development on question scaffolding.	5B.3. District Literacy Coach and Literacy Leadership Team	5B.3. Observational data from classroom informal and formal observations. Lesson plans indicating scaffolding of questions.	5B.3. Observation post conference tools  Lesson Plans
4					

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

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2013 students in the SWD subgroup will decrease the number of students not making satisfactory progress as measured by the 2013 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (36) students in the SWD subgroup did not make satisfactory progress in reading	74%(40) of students in the SWD subgroup will make satisfactory progress 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	5D.1. Teachers lack instructional strategies to scaffold questions from low level to high level questioning.	5D.1. Provide ongoing professional development on question scaffolding.	5D.1. Literacy Leadership Team/District Literacy Coach	5D.1. Observational data from classroom informal and formal observations. Lesson plans indicating scaffolding of questions.	5D.1. Observation post conference tools Lesson Plans
2	5D.2. Teachers lack vocabulary instructional skills necessary to meet the needs of SWD.	5D.2. Provide ongoing professional development on Vocabulary strategies for students.	5D.2. Literacy Leadership Team	5D.2. Observational data from classroom informal and formal observations	5D.2. Lesson Plans and Post Conference Tools
3	5D.3. Teachers need additional training on differentiated instruction.	5D.3. Utilize Early Dismissal training time to provide professional development on differentiated instruction to include modeling and examples of differentiation.	5D.3. Principal and Assistant	Principal 5D.3. Evidence of differentiation in lesson plans and increase in student gains on the District Benchmark Assessment.	5D.3. Lesson Plans Benchmark Assessment

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 55% (123) students in the ED subgroup will make satisfactory progress in reading as measured by the 2013 Reading FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 50% (113) students in the ED subgroup did not make satisfactory progress in reading	In 2013 55% (123) students in the ED subgroup will make satisfactory progress in reading

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Teachers lack instructional strategies to scaffold questions from low level to high level questioning.	5E.1. Provide ongoing professional development on question scaffolding.	5E.1. District Literacy Coach and Literacy Leadership Team 5E.1. Observational data from classroom informal and formal observations.	Lesson plans indicating scaffolding of questions.	5E.1. Observation post conference tools  Lesson Plans
2	5E.2. Students identified as needing remediation are not able to stay after school for tutoring.	5E.2. Create alternatives to after school tutoring such as before school or Saturday Academies	5E.2. Principal and Assistant Principal	5E.2. Attendance of targeted students in before school or Saturday Academies.	5E.2. Attendance records
3	5E.3. Teachers need additional training on differentiated instruction.	5E.3. Utilize Early Dismissal training time to provide professional development on differentiated instruction to include modeling and examples of differentiation	5E.3. Principal and Assistant Principal	5E.3. Evidence of differentiation in lesson plans and increase in student gains on the District Benchmark Assessment.	5E.3. Lesson Plans Benchmark Assessment

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
Text Complexity	K - 5	V. Stovall/A. Roberts	K-1 Teachers Grades 2 – 5 Literacy Teachers	Wednesday, Sept. 19	Classroom Observations/CAST	Administration
Text Dependent Questions	K - 5	V. Stovall/A. Roberts	K-1 Teachers Grades 2 – 5 Literacy Teachers	Wednesday, November 7	Classroom Observations/CAST	Administration
Cloze Reading	K - 5	V. Stovall/A. Roberts	K-1 Teachers Grades 2 – 5 Literacy Teachers	Wednesday, November 28	Classroom Observations/CAST	Administration

Reading Budget:

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

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

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:		Students proficiency rate in oral skills will increase in each grade level by 10% (7.5) on the 2013 CELLA assessment			
2012 Current Percent of Students Proficient in listening/speaking:					
20% (6)of students performed at proficiency level on CELLA					
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. Poor comprehension due to language barriers and language deficiency	1.1. Use Houghton Mifflin "Soar to Success" to implement reading strategies in addition to the core reading program.	1.1. Principal and Assistant Principal	1.1 Evidence of implementation of reading strategies in lesson plans	1.1.Lesson Plans/CELLA/ Benchmark Assessment
2	1.2. Time constraints during the Reader's Workshop & Rti	1.2. Use of Literacy Workstations in each classroom to use during the work period of Reader's Workshop	1.2. Principal and Assistant Principal	1.2. Evidence of implementation of utilization of literacy centers in lesson plans	1.2. Lesson Plans
3	1.3. Lack of district approved supplementary materials available for tier II and III interventions	1.3. Provide Tier 2 Interventions for students not responding to core instructional practices	1.3 MTSS/Rti Team; Administrators	1.3. MTSS/Rti team will meet to discuss effectiveness of interventions in place	1.3. Documentation logs of Rti interventions with student progress charted

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:	Students proficiency rate in reading will increase in each grade level by 10% (4)
2012 Current Percent of Students Proficient in reading:	

Students proficiency rate in reading is 10% (3)

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	2.1. Time constraints during the Reader's Workshop & Rti	2.1. Use of Literacy Workstations in each classroom to use during the work period of Reader's Workshop	2.1. Principal and Assistant Principal	2.1. Evidence of implementation of literacy centers in lesson plans	Lesson Plan

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

3. Students scoring proficient in writing.

Students proficiency rate in writing will increase by 10% (5)

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Students proficiency rate in writing will increase by 10% (5)

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	3.1. Lack of fluency in English for some students	3.1. Use "quickwrites" to develop fluency and stamina during Writer's Workshop	3.1. Principal and Assistant Principal	3.1. Evidence of writing samples in writing portfolios	3.1. Data from school wide and district writing prompts
2	3.2. Time constraints during skills block in Reader's Workshop.	3.2. Explicitly teach grammar, vocabulary, spelling, and punctuation in context during skills block	3.2. Principal and Assistant Principal	3.2. Evidence of specific lessons in plan targeted on grammar, and vocabulary.	3.2. Data from school wide and district writing prompts

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

*End of CELLA Goals*

# 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:	59% (211) of students will score at a proficiency level of 3 based on the 2013 FCAT results
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd grade – Level 3- 36 % Level 4 – 20% Level 5 – 3%  4th grade- Level3–25% Level4–33% Level 5-16%  5th grade – Level 3-35% Level 4-10% Level 5-10%  Level 3-32% (114)	59% (211) of students will score at a proficiency level of 3 based on the 2013 FCAT results

## 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. Teachers may not have a clear understanding of the FCAT Specifications and tested Benchmarks	1.1. Math Lead teachers will implement WOW training days. Teachers will meet in grade level groupings to "unpack" the standards, determining the cognitive complexity and level of	1.1 Administration, Math Lead Teachers	1.1. Review of grade level minutes and follow up of implementation of trainings in classroom through classroom observations	1.1. Student performance of District Assessments
2	1.2. Ensuring that data is disaggregated in a timely manner and is used to group students	1.2. Provide training on conducting conferences in math based on student needs and data. Teachers will look at their data and set up plans to target specific students in the area of need. Training of types of conferences for math.	1.2. Administration, Math Lead Teachers	1.2. Administrators will observe classroom instruction. Administrators will review conference logs	1.2. Progress on District Assessments
3	1.3. Using Math Formatives and pre/post assessments to ensure that the data is used to group students in an appropriate manner	1.3. Provide resources and training to assist teachers in identifying specific strengths/weaknesses of proficient students through Assessments and training on Item Analysis (breaking apart a test). Implement exit slips to quickly know which child needs additional support.	1.3 Administration, RTI Team	1.3 Administrators will monitor student progress on class profile sheet	1.3 Student performance of District 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:	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
1	N/A				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	2.a 33% (118) of students will score at a Level 4 or 5 based on the 2013 FCAT results
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (107) of students scored at a Level 4 or 5 based on the 2013 FCAT results	33% (118) of students will score at a Level 4 or 5 based on the 2013 FCAT results

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	2.1.Lack of resources developed specifically for math enrichment	2.1.Provide resources and training to assist teachers in identifying specific strengths/weaknesses of proficient students and how to use the data to differentiate and provide enrichment activities	2.1. Technology Lead Teachers using Pearson, Math Lead Teachers, Administration, District Math Resource Support	2.1.Observation of implementation in the classroom	2.1.Profile sheet, lesson plans documenting differentiation for proficient students
2	2.2. Teachers may be unaware of which resources are available through the district and strategies would benefit our above proficiency	2.2. Provide training in learning strategies that target our above proficient students. Use of leveled homework, math superstars, and	2.2. Math Lead Teachers, Administration, Classroom Teachers	2.2. Use of District created assessments to track the ongoing progress of above proficient students.	2.2. Inform Data profile for District Math Assessments

	students	look at upcoming benchmarks to move students forward at their individual pace			
3	2.3 Limited time during math block to adequately address needs of high performing students	2.3 Provide training in strategies, EnVisions problem solving strategies handbook, problem solving record sheet, incorporating EnVision problem solving lesson from each topic	2.3 Administration, Math Lead Teacher	2.3 Administrators will observe in classrooms and review lesson plans	2.3 Progress on District Math 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 mathematics.  Mathematics Goal #2b:	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
1	2.a1. Lack of resources developed specifically for math enrichment	2a.1. Provide resources and training to assist teachers in identifying specific strengths/weaknesses of proficient students and how to use the data to differentiate and provide enrichment activities	2a.1. Technology Lead Teachers using Pearson, Math Lead Teachers, Administration, District Math Resource Support	2a.1. Observation of implementation in the classroom	2a.1. Profile sheet, lesson plans documenting differentiation for proficient students
2	2a.2. Teachers may be unaware of which resources are available through the district and strategies would benefit our above proficiency students	2a.2. Provide training in learning strategies that target our above proficient students. Use of leveled homework, math superstars, and look at upcoming benchmarks to move students forward at their individual pace	2a.2. Math Lead Teachers, Administration, Classroom Teachers	2a.2. Use of District created assessments to track the ongoing progress of above proficient students.	2a.2. Inform Data profile for District Math Assessments
3	2a.3 Limited time during math block to adequately address needs of high performing students	2a.3 Provide training in strategies, EnVisions problem solving strategies handbook, problem solving record sheet, incorporating EnVision problem solving lesson from each topic	2a.3 Administration, Math Lead Teacher	2a.3 Administrators will observe in classrooms and review lesson plans	2a.3 Progress on District Math 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Learning gains in Math decreased by 11% school wide from 76% in 2010 to 65% in 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of 4th and 5th grade students made learning gains.	69% of 4th and 5th grade 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	3.1. Limited time constraints for teachers to provide modeling and mentoring	3.1. Establish model math classrooms (one intermediate and one primary) and provide modeling and mentoring for teachers, as well as for increasing student achievement.	3.1. Administration/District Math Coaches	3.1. Development of math classrooms of mentees	3.1. District Math Coach visits to determine adequately established Model Math Classrooms
2	3.2. Limited time constraints during common planning time	3.2. Administrators will conduct quarterly data chats to review progress of students	3.2. Math lead Teachers, Classroom teachers, Administration	3.2. Monitor documentation and implementation of interventions used based on current data analysis and data chats	3.2. Progress on District Math Assessments
3	3.3. Lack of formal training of FCIM	3.3. Develop FCIM weekly schedule based on student assessment data	3.3. Administration/ District Math Coaches	3.3. Weekly FCI M schedules Submitted to Admin for review with assessment data	3.3. Progress on District Math 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 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:	The 2012 goal is 69 % of lowest quartile will make learning gains. The percentage in the lowest quartile making gains in math decreased from 74% in 2010 to 65 in 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of lowest 25% students made learning gains	69% of lowest 25% 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	4.1. Students in the bottom quartile are often lacking basic math skills necessary to complete the higher complexity questions assessed at their grade level.	4.1. Analyze the student work of bottom quartile students to see where the work is breaking down. Provide interventions that are student specific in order to bring the bottom quartile students up to the level of their grade level peers.	4.1 VE Teachers/Administration	4.1. Ongoing progress monitoring of bottom quartile students on common classroom assessments and district assessments	4.1. Bottom quartile student tracking sheet
2	4.2. Lack of basic computation skills	4.2. Tiered/ explicit instruction used when to work with small groups	4.2. Math Lead Teacher, District Math Support	4.2. Review of lesson plans reflecting groups determined by current data	4.2. Lesson plan documentation of grouping
3	4.3.Lack of parent interest of students requiring greatest support	4.3.Family Math Night hosted by 3rd grade teachers to help parents help students	4.3. 3rd Grade Team Leader/Admin. 4.3.District Math Assessment results	4.3.Ongoing progress monitoring of bottom quartile students on common classroom assessments and district assessments	4.3.Ongoing progress monitoring of bottom quartile students on common classroom assessments and district assessments

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

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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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The expected 2013 level of performance is a decrease of 10% of students not making satisfactory progress in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black – 37% (50) White – 53% (71)	The expected 2013 level of performance is a decrease of 10% of students not making satisfactory progress in mathematics

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. Lack of students prior knowledge	5B.1. Teachers will identify students in subgroups to monitor academic progress	5B.1. Grade level teams	5B.1. On-going data chats and meetings to determine student subgroups	5B.1. FAIR, Benchmark Assessments, Core Curriculum Assessments, FCAT
2	5B.2. Students struggling with math concepts lack prior mathematical background knowledge	5B.2. Small group remediation, RTI resources, differentiated instruction	5B.2. Math Lead Teacher, RTI team, classroom teachers	5B.2. Identification of students with deficiencies in math skills, progress monitoring of math interventions	5B.2. Progress Monitoring logs documenting student progress in each

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:	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
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	The economically disadvantaged subgroup will increase the level of proficient students from 77% to 86% in 2012
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Mathematics Goal #5D:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
77% of economically disadvantaged students were proficient (Level 3 or higher)		86% of our economically disadvantaged students will score at proficiency (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	5D.1. Limited resources to provide extra support for students with disabilities in every content area during the daily classroom instruction.	5D.1. Varying Exceptionalities teachers will work with the students directly in the classroom and pull the students out only during RtI for small group instruction.	5D.1. Classroom teachers, VE teachers, Administrators	5D.1. Progress monitoring of SWD based on common classroom assessments	5D.1. Student performance on District Assessments
2	5D.2. Identifying and supplying the needs of each classroom with the appropriate number and type of manipulatives for student use	5D.2. Increase the use of manipulatives and hands-on activities to reinforce mathematic concepts	5D.2. Administration/Math Lead Teachers	5D.2. Classroom observations of utilization of Math Manipulatives	5D.2. Progress monitoring of student data on common class 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:	The economically disadvantaged subgroup will increase the level of proficient students from 77% to 86% in 2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% of economically disadvantaged students were proficient (Level 3 or higher)	86% of our economically disadvantaged students will score at proficiency (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	5E.1. Limited parental knowledge of Math curriculum.	5E.1. Implementation of Math Game night to get parents involved and teach games from Math Investigations that will reinforce skills at each grade level.	5E.1. Math Lead Teacher, Classroom teachers, Administrators	5E.1. Individual progress of economically disadvantaged students based on district common assessments	5E.1. Progress monitoring of student data on common class assessments



2	5E.2. Identifying and supplying the needs of each classroom with the appropriate manipulatives for student use	5E.2. Increase the use of manipulatives and hands-on activities to reinforce mathematic concepts	5E.2. Administration/Math Lead Teachers	5E.2. Classroom observations of utilization of Math Manipulatives	5E.2. Progress monitoring of student data on common class assessments

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
Unpacking Math Standards	K-5/Math	Math Lead Teachers/ District Math Dept.	Math Teachers grades K-5	October 17	Administrators will observe classroom instruction and monitor lesson plans to determine need for follow up for grade levels or individual teachers.	Principal, Vice Principal
Using Data to Differentiate Instruction	K-5/Math	Math Lead Teachers/ District Math Dept.	Math Teachers grades K-5	November 7	Administrators will conduct data chats with grade levels to determine how data is being used to guide instruction and differentiate based on student need.	Principal, Vice Principal

Mathematics Budget:

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

## 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:		42% (52) of 5th grade students will score at a Level 3 as measured on the 2013 FCAT			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
39% (48) of 5th grade students scored at Level 3 as measured on the 2012 FCAT			42% (52) of 5th grade students will score at a Level 3 as measured on the 2013 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	1.1 Students lack of understanding of the scientific process skills	1.1. Students will complete hands-on lab activities weekly and record scientific process skills in journal to document hands-on investigations	1.1. Science Lead Teachers/Administrators	1.1. Benchmark data analysis by strand to determine level of science mastery	1.1 District Science benchmark results
2	1.2. Teachers may lack appropriate rigor of lesson progression	1.2. Teachers will use 5 E's teaching model to deliver science	1.2 Science Lead Teachers/Administrators	1.2. Administrators will observe classroom instruction and review lesson plans to determine use of 5E's during instruction.	1.2. Review of District Science benchmark results and FCAT Science
3	1.3. Students lack of Scientific vocabulary	1.3 Vocabulary (priority to science vocabulary) will be incorporated using differentiated instructional activities	1.3. Science Lead Teachers/Administrators	1.3. Observation of Science classroom instruction of vocabulary	1.3. Review of District Science benchmark results and FCAT Science

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:		N/A			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The FCAT Science goal for students scoring above proficiency is 25% (26)
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of students scoring above proficiency is 16% (17)	The 2012 expected percentage of students scoring above proficiency is 25%

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	2.1 Limited technology at computer lab and classrooms	2.1. Use of Gizmos to supplement Science curriculum to ensure mastery of Science	2.1. Science Lead Teachers/Administrators	2.1. Review and analyze data by strand to determine level of science mastery.	2.1. District Science Benchmark Data
2	2.2. Students may lack experience with using science journals.	2.2. Students will utilize science journals to record information from lessons and data from experiments.	2.2. Science Lead Teachers/Administrators	2.2. Administrators will observe students using journals during Science lab/lessons	2.2. Monitoring of Science journals
3	2.3 .Limited Science technology resources available.	2.3 Provide training in using technology in science for enrichment	2.3. Science Lead Teachers/Administrators	2.2. Administrators will observe Science technology in classrooms. Administrators will review lesson plan	2.3 Review lesson plans for use of technology resources in lessons

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:	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
1	n/a				

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
Science Journaling	K-5	Science Lead Teachers/ District Science Coach	K-5 Science Teachers	Grade level meetings/TBD	Administrators will observe classroom instruction. They will monitor lesson plans and conference logs to determine need for follow up for grade levels or individual teachers.	Principal; Vice Principal; Science Lead Teachers
5E's in Lesson Planning	K-5/Science	Lead Teachers/ District Science Dept.	K – 5 Science Teachers	December 12	Administrators will observe classroom instruction. They will monitor lesson plans and conference logs to determine need for follow up for grade levels or individual teachers.	Principal; Vice Principal; Science Lead Teachers
Integrating Science in Reading	5th Grade/Science	B. Stitz/District Science Coach	Grade 5 Reading & Science Teachers	October 2, 2012	Classroom Observations	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After school Science tutoring	Funding for teacher salaries for after school tutoring	SAC funds	\$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

## 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:	60% (70) of 4th grade students will score at a proficient level as measured by 2013 FCAT Writes
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (67) of students scored at Level 4 as measured on the 2012 FCAT	60% (70) of 4th grade students will score at a proficient level as measured by 2013 FCAT 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	1.A.1. Lack of life experiences upon which to base further learning	1.A.1. Use of authentic literature as models of good writing and sources for strategies.	1.A.1. Classroom teachers, Literacy Lead Teachers	1.A.1. Administrators will monitor data from baseline writings samples and district writing prompts	1.A.1 District Writing Assessment Data ; Writing samples in portfolios
2	1A.2. Lack of time during the daily writing block to compensate for lack of prior writing instruction	1.A.2 Students will participate in writing camps before and after school to improve student writing	1.A.2 Fourth grade Literacy Teachers	1.A.2 Attendance logs	1A.2.District writing prompt/ 2013 FCAT Writing
3	1.A.3 Lack of parent knowledge of the writing expectations, process and scoring rubric	1.A.3 Parent FCAT Night to review FCAT Writing and scoring of writing	1.A.3. Literacy Lead Teachers; Administration	1.A.3. Student writing samples portfolios; review of data in Inform	1A.3. Writing samples in portfolios; district writing prompt; 2013 FCAT Writing

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

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	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	N/A				

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
Calibrating Writing Rubric	K-5 Literacy	Literacy Leadership Team	Literacy Leadership Team	Grade Level Meetings	Administrators will observe classroom instruction to determine need for follow up for grade levels or individual teachers.	Administrators
Scoring the Writing Prompts	4th Grade Literacy	4th Gr. Literacy Leadership Team	4th Grade Literacy	September 5	Administrators will observe classroom instruction to determine need for follow up for grade levels or individual teachers.	Administrators

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After school writing camp	Funding for teacher salaries to teach after school tutoring	SAC funds	\$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:	The 2013 expected attendance goal is 90% (700) of our students will attend school regularly and not have over 21 absences
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2012 attendance rate was 11% (84) students had 21 or more absences	The 2013 expected attendance goal is 90% (700) or more of our students will attend school regularly and not have over 21 absences
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
The 2012 attendance rate was 36% (279) had 10 or more absences	The 2013 expected attendance goal is 25% (192) or more of our students will attend school regularly and not have more than 10 absences
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
The 2012 tardy rate was 20% (150) students with 10 or more tardies	The 2013 tardy goal is 10% (135) or less students with 10 or more 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	1.1. Parents do not always keep track of student absences	1.1. Teachers will call parents after 4 or more absences in a quarter and document the outcome of the phone call in their conference log.	1.1. Teachers, Guidance Counselor, AIT Team	1.1. Reduction in absences	1.1. Monthly attendance data in Genesis/Attendance Roster/District Attendance Messaging System
2	1.2. Lack of student motivation to come to school	1.2. Timely Tigers incentive program weekly; Attendance updates and student expectations will be published in monthly newsletter	1.2. Teachers/Guidance Counselor/CRT	1.2.Reduction in absences, tardies and early check outs	1.2. Monthly attendance tracking in OnCourse.
3	1.3Lack of parental understanding of the correlation to school attendance and student achievement	2.3. Teachers will refer any student who has five unexcused absences in a quarter to the AIT team.	1.3. Counselor, AIT Team; Administration	1.3. Reduction in unexcused absences	1.3. Monthly data sheets

## (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
Updates on school-wide absence data	K-5/ Attendance Reports	Guidance Counselor	All teachers and support staff	Monthly faculty meetings, monthly leadership meetings	Monthly Genesis report	Administration Guidance Counselor
Teachers' role in improving student attendance	K-5/Truancy	Debra Westberry, Truancy Officer	All teachers and support staff K-5	Faculty Meeting October 19	Monitoring of implementation of strategies in place by AIT Team	Guidance Counselor, Administration

### Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Timely Tigers	Full Service School Grant through United Way	United Way	\$1,000.00
			Subtotal: \$1,000.00
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: \$1,000.00

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:	The 2013 suspension goal is to decrease the 2012 (67) number of suspensions to 2013 (57)
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
There were 9 in- school suspensions in 2012	The expected 2013 goal of number of in school suspensions is 10



2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were 9 in- school suspensions in 2012	The 2013 expected goal of out of school suspensions is 50
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The 2012 number of out of school suspensions is 67	The 2013 expected goal of out of school suspensions is 50
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The 2012 number of out of school suspensions is 67	The 2013 expected goal of out of school suspensions is 50

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. Lack of school wide procedures and interventions for discipline issues.	1.1 Develop CHAMP procedures and interventions for discipline issues.	1.1. Foundations Team, Administrators	1.1. Review of discipline data	1.1. Monthly discipline reports in Genesis
2	1.2. Students with high behavioral needs	1.2. Identify Tier 2 and Tier 3 students in the area of behavior and begin RtI process to include MTSS Team meetings, Individual Behavior Plans, as appropriate progress monitoring of discipline data	Foundations Team/Administrator	1.2. Monitoring of Individual Behavior Plans, On-going progress monitoring of student goals	1.2. Discipline Data, Individual behavior plan data
3	1.3. Lack of consistency and implementation of discipline	1.3. Discipline procedures will be placed in faculty handbook and teachers will be provided an overview of expectations during pre-planning and during each faculty meeting	1.3. Foundations Team Administration	1.3. Reduction in referrals related to areas addressed in second step	1.3. Discipline monthly 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
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Updates on school-wide discipline and data	K-5/Discipline Procedures	Administration Guidance Counselor	Discipline Committee Foundation committee meetings/	Monthly/Faculty Meetings	Monthly Genesis Data	Administration Guidance Counselor
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Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$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:		The school will increase the parental involvement rate by 20% (563) as measured by attendance at school events.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
The level of parent involvement is approximately 55% (412)		The school will increase the parental involvement rate by 20% (563) as measured by attendance at school events			
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. Parents not checking for school newsletters that contain school and	1.1. Use of District Messenger system for all school wide activities to provide	1.1. Administration	1.1. Increase in parent attendance at school activities	1.1. Increase in numbers on attendance logs and

	classroom activities	phone calls to parents regarding school activities			parent/teacher communication
2	1.2.Flexible times for parents to attend school functions	1.2.Parent involvement activities will include optional times to enhance parent participation	1.2. Administration	1.2. Increase in parent participation in all parent activities	1.2.Increase of parent/teacher communication

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
Literacy Parent Nights	K-5 Literacy	Gr. K- 5 Team Members	Gr. K- 5 Team Members	October 23	Student Performance/Homework/Classwork	Classroom Teachers
Math/Science Parent Nights	Gr. 3 – 5/Math & Science	Gr. 3 – 5 Team Members	Gr. 3 – 5 Team Members	October - November	Student Performance/Homework/Classwork	Classroom Teachers

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$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

## Additional Goal(s)

### 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. Safety Goal Goal Safety Goal Goal #1:	Decrease the time of students and staff exiting the building during fire drill
2012 Current level:	2013 Expected level:
The current time students and staff exit the building is 10 minutes	The expected time for students and staff to exit the building during a fire drill is 7 minutes

#### 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. Teachers not consistent with procedures for directing students out of the building	1.1.The Fire Drill reporting form will be monitored to determine if time constraints are maintained	1.1.Foundation Team and classroom teachers	1.1.The Fire Drill reporting form will be monitored to determine if time constraints are maintained	1.1.Monthly Fire Drill Monitoring form

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						

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 Safety Goal Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	After school Science tutoring	Funding for teacher salaries for after school tutoring	SAC funds	\$0.00
Writing	After school writing camp	Funding for teacher salaries to teach after school tutoring	SAC funds	\$0.00
Attendance	Timely Tigers	Full Service School Grant through United Way	United Way	\$1,000.00
Suspension	N/A			\$0.00
Parent Involvement	N/A			\$0.00
				Subtotal: \$1,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$1,000.00

## 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 10/19/2012)

## 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
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The SAC funds will be used for funding teachers salary for after school tutoring, school planning and school planners

\$0.00

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

The SAC team will continue to support and work with Brookview and the community to create a safe and orderly school environment to enhance student academic achievement.



# 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 BROOKVIEW ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	86%	86%	49%	301	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%	65%			133	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	68% (YES)	68% (YES)			136	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					570	
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 BROOKVIEW ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	86%	84%	58%	306	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%	76%			138	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	51% (YES)	74% (YES)			125	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					569	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested