

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: OCEANWAY ELEMENTARY SCHOOL

District Name: Duval

Principal: Jacquelyn Sneddon

SAC Chair:

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 9/14/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jacquelyn Sneddon	BS Speech Pathology & Audiology; Masters Elementary Education; and Master Educational Leadership. Education Leadership K-12; and Elementary Education; Speech Language Impaired K-12	3	5	<p>Principal of Oceanway Elementary 2011-2012 Proficiency: Reading % Math % Science %; Learning Gains: Reading % Math %; Lowest 25%: Reading % Math % AYP Not Met. Grade D</p> <p>Principal of Oceanway Elementary 2010-2011 Proficiency: Reading 67% Math 66% Science 38%; Learning Gains: Reading 57% Math 50%; Lowest 25%: Reading 58% Math 63% AYP Not Met. Grade C</p> <p>Assistant Principal of Englewood Elementary 2009-10 Proficiency: Reading 82% Math 76% Science 50%; Learning Gains: Reading 75% Math 69%; Lowest 25%: Reading 68% Math 86%. AYP Met. Grade A</p>

Assistant Principal at Susie E. Tolbert Elementary 2008-2009
 Proficiency: Reading 69%, Math 60%, Science 50%. The following groups did not make AYP: African Americans, Economically Disadvantaged. Grade B

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)
Instructional Coach	Carin White	B.A. Elementary Education Grades 1-5 Gifted Endorsed ESOL Endorsed ESE Certified	3	4	Teacher at Oceanway Elementary 2011-2012 Proficiency: Reading % Math % Science %; Learning Gains: Reading % Math %; Lowest 25%: Reading % Math % AYP Not Met. Grade D Instructional Coach at Oceanway Elementary 2010-2011 Proficiency: Reading 67% Math 66% Science 38%; Learning Gains: Reading 57% Math 50%; Lowest 25%: Reading 58% Math 63% AYP Not Met. Grade C
Reading Coach	Katie Spear	Bachelors of Arts in Elementary Education, Masters in Educational Leadership/ Certification in Elementary Education (K-6), English for Speakers of Other Languages (ESOL), Educational Leadership	1	1	Teacher at Sadie T. Tillis Elementary School 2011-2012 Proficiency: Reading 34% Math 39% Science 20% Writing 59%; Learning Gains: Reading 56% Math 65%; Lowest 25%: Reading 63% Math 77% AYP Not Met. Grade D Teacher at Sadie T. Tillis Elementary School 2010-2011 Proficiency: Reading 52% Math 51% Science 25% Writing 68%; Learning Gains: Reading 63% Math 56%; Lowest 25%: Reading 50% Math 71% AYP Not Met. Grade C
Math Coach	Derrick Whigham-Gibson	Bachelors of Arts in Education Certification K-6 & ESOL Masters of Arts in Curriculum and Instruction	1	1	Teacher at Pine Estates Elementary 2011-2012 Proficiency: Math 76% of students in bottom quartile made 1 year learning gains. AYP Not Met. School Grade C Teacher at Pine Estates Elementary 2010-2011 Proficiency: Math 69% AYP Not Met. School Grade Teacher at Pine Estates Elementary 2009-2010 Proficiency: Math 60% AYP Not Met. School Grade C

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. Partnering new teachers with veteran staff	Principal, Professional Development Facilitator (PDF)	On-going to June 2013	
2	2. Bi-weekly professional development with onsite administrators and coaches	Principal; Coaches	On-going to June 2013	
3	3. Weekly participation in grade level collaboration sessions to plan instruction and analyze student work	Principal, Grade Level Chair	On-going to June 2013	

4	4. Monthly Data Chats	Principal, Teachers	On-going to June 2013
5	5. Coaches model instructional strategies with new hires to provide one on one professional development in the classroom	Principal; Coaches	On-going to 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
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
37	2.7%(1)	27.0%(10)	37.8%(14)	32.4%(12)	21.6%(8)	94.6%(35)	2.7%(1)	2.7%(1)	29.7%(11)

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
Marla Bradford	Kim Pinter	Mrs. Pinter is a second year teacher and is paired up with Mrs. Bradford, a high performing veteran teacher in DCPS, to help adjust to the rigor and routines at Oceanway.	The mentor and mentee are meeting biweekly to discuss evidence based strategies to meet students' needs. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.
Angela Saffle	Debra Reives	Ms. Reives is a second year teacher and is paired up with Ms. Saffle, a high performing veteran teacher in DCPS, to help adjust to the rigor and routines at Oceanway.	The mentor and mentee are meeting biweekly to discuss evidence based strategies to meet students' needs. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.
		Ms. Nowicki is a second year teacher and is paired up with Mr.	The mentor and mentee are meeting biweekly to discuss evidence based

Andy Mathis	Katherine Nowicki	Mathis, a high performing veteran teacher in DCPS, to help adjust to the rigor and routines at Oceanway.	strategies to meet students' needs. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.
Nancy Abercrombie	Andrea Hayden	Ms. Hayden is a second year teacher and is paired up with Ms. Abercrombie, a veteran teacher in DCPS, to help adjust to the rigor and routines at Oceanway.	The mentor and mentee are meeting biweekly to discuss evidence based strategies to meet students' needs. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning. Also the instructional coach will model lessons using research-based for reading, math, and science strategies.
Kim Simmons	Sarah Gordon	Ms. Gordon is a first year teacher and is paired up with Ms. Simmons, a veteran teacher in the STAR program and DCPS, to help adjust to the rigor and routines of Oceanway Elementary and more specifically the STAR program.	The mentor and mentee are meeting biweekly to discuss evidence based strategies to meet students' needs. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds will be used to tutor students scoring in the lowest 25% on district and state assessments.

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

Jackie Sneddon, Principal: Provide a common vision for the use of data-based decision-making, ensure that the teachers are implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

Sue MacCray, Primary General Education Teacher: Provide information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities. Provides professional development principles of RtI to faculty and staff; and collaborates with primary teachers to implement interventions.

Joanne Grant, Exceptional Student Education Teacher: Provide information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities. Provides professional development principles of RtI to faculty and staff; and collaborates with primary teachers to implement interventions.

Jennifer Peterson, Primary General Education Teacher: Provide information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities. Provides professional development principles of RtI to faculty and staff; and collaborates with primary teachers to implement interventions.

Jackie Peltier, Primary General Education Teacher: Provide information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities. Provides professional development principles of RtI to faculty and staff; and collaborates with primary teachers to implement interventions.

Jill Hardison, Intermediate General Education Teacher: Provide information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities. Provides professional development principles of RtI to faculty and staff; and collaborates with intermediate teachers to implement interventions.

Kristen Ballentine, Intermediate General Education Teacher: Provide information about the core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities. Provides professional development principles of RtI to faculty and staff; and collaborates with intermediate teachers to implement interventions.

Andy Mathis, Intermediate General Education Teacher: Provide information about the core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities. Provides professional development principles of RtI to faculty and staff; and collaborates with primary teachers to implement interventions.

Carin White, Instructional Coach: Conducts direct observation of student behavior. Provide information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

Sherry Sommers, Guidance Counselor: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers.

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

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1-Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI team provided input with collecting data that generated interventions and strategies to increase student achievement in reading, math, science, and writing.

MTSS Implementation

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

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

Baseline data:

Florida Comprehensive Assessment Test (FCAT)

Curriculum Based Measurement

Duval County Interim Benchmarks

Duval County Timed Writing Assessments

Duval County Formatives/Summatives

K-3 Literacy Assessment System

Diagnostic Reading Assessment (DRA2)

K-3 Mathematics Assessment

FAIR – Florida Assessment for Instruction in Reading (PMRN - Progress Monitoring and Reporting Network)

Comprehensive English Language Learning Assessment (CELLA)

Office Discipline Referrals

Retentions

Absences

Mid Year data:

- FAIR

- DRA2

- Duval County Interim Benchmarks

- Duval County Timed Writing Assessment

- K-3 Literacy Assessment System

- Duval County Formatives/Summatives

End of Year data:

- FCAT Writes

- FCAT

- DRA2
- CELLA

Describe the plan to train staff on MTSS.

The school-based RtI team will provide in-service to the faculty on designated professional development days (i.e. planning days, early dismissal days, and faculty meetings). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- Consensus building
- Positive Behavioral Intervention and Support
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions
- Tools utilized to identify specific discrepancies in reading

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Teresa Blanton, Kindergarten Teacher
- Marla Bradford, Grade 1 Teacher
- Amanda Montoya, Grade 2 Teacher
- Angela Saffle, Grade 3 Teacher
- Allison Mixon, Grade 4 Teacher
- Amy Niergarth, Grade 5 Teacher
- Kitty Hoffman, Speech Pathologist

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

The LLT will meet on the 3rd Monday of the month. The team will review current data to ensure the successful implementation of the reading series and research based strategies for supporting students in the curriculum. The LLT will also meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals. The main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students.

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

The major initiative for the LLT is to support new and veteran teachers while planning and implementing strategies to improve students' performance in reading.

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.

In the Spring 2012, at Oceanway Elementary School will schedule a pre-orientation for neighborhood preschool aged children who will be kindergartners in 2012-2013 School Year. The pre-orientation will include a brief overview of the curriculum, a tour

of the school and suggested ideas for parents to work on with their child during the summer. This will be the kick off for kindergarten registration.

All incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Language and Literacy, Mathematics, Social and Personal Skills, Science, Social Studies, Physical Development and Fitness, and Creative Arts.

Screening data will be collected using ECHOES and FLKRS and aggregated prior to October 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond the core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Instruction will be delivered through the use of the workshop models and best practices. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and to determine the need for changes to the instructional/intervention programs.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, the rate of proficiency will be increased from 24% to 28% on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (76) Proficient	28% (78) Proficient

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	Excessive absences and tardies	<p>Teachers will make phone calls to students who are absent beyond one school day to encourage attendance.</p> <p>For students who are absent for more than two days, the principal, CRT, or instructional coach will call the home to encourage attendance.</p> <p>The principal will sign and send attendance letters quarterly to students with excessive absences.</p> <p>Teachers will send home books for students to read at home, along with activities that can be completed as independently as possible.</p> <p>Students who have been absent will be required to complete the work they missed (at home or at school) upon their return to school.</p> <p>Rewards will be offered to students and families of students who are here every day.</p>	Principal, Coaches, Teachers	Attendance reports will be reviewed bi-weekly by teachers and monthly by coaches and administration.	Attendance reports from Genesis.
	Lack of financial resources	Increase utilization of materials currently in the building, such as District Purchased Texts and Kits and materials to accompany texts	Principal, Coaches, Teachers	Lesson plans will be reviewed to show the use of these materials to meet the needs of the students and raise the percentage of students	Lesson Plans and Gradebooks in Oncourse. Response from district regarding

2		<p>(Calendar Math, Science Kits, Soar to Success).</p> <p>Submit proposal to the district for academic support materials to assist teachers in increasing proficiency in all grade levels.</p> <p>Begin using newly purchased materials, such as Math Navigator and Florida Ready, to increase proficiency in all grade levels.</p>		<p>who are proficient.</p> <p>Gradebooks will be reviewed to show student growth, based on the use of these materials.</p>	<p>request of new materials.</p>
3	<p>Low parental involvement and lack of parents' understanding of the curriculum</p>	<p>Monthly newsletters will be sent home to all parents, explaining what each grade level is currently working on.</p> <p>Teachers will make contact with parents of students who are low performing to discuss what the student has difficulty with and suggest helpful strategies to improve that student's success.</p> <p>Parent Nights will be held to educate and inform parents about our curriculum.</p> <p>PTA Meetings will be held monthly and select grade levels will perform for parents in an effort to encourage parents to visit our school.</p> <p>Teachers will form relationships with students and their families to ensure that the comfort level of parents is such that they feel they can call or visit when their child has a specific need to be met.</p>	<p>Principal, Coaches, Teachers</p>	<p>Copies of newsletters will be kept in an archive.</p> <p>Teacher's parent communication log will be shared with administration to show how often and for what reason families were contacted.</p> <p>Agendas and Minutes from PTA and Parent Nights will be kept to show potential growth of parent involvement from beginning of year to end.</p>	<p>Communication Logs School Newsletters PTA Minutes Family Night Sign-In Sheets</p>
4	<p>Students started the school year at a non-proficient level</p>	<p>Pre-assess students the first week of school to find deficiencies. Then, form groups based on the results of those assessments to target the specific needs of the non-proficient students.</p> <p>Begin RtI immediately after the beginning of the year assessments. Utilize coaches and ESE teachers to help make smaller groups to better assist the low performing students in an effort to obtain proficiency.</p>	<p>Principal, Coaches, Teachers</p>	<p>Results from the beginning of the year assessments will be examined and used to instruct students.</p> <p>Biweekly RtI Assessment results will be provided for non-proficient students to monitor progress.</p>	<p>Assessment Results</p>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5, the percentage of students scoring at or about Achievement Level 4 will increase from 24% to 27% on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (77) scoring at or above Achievement Level 4 in Reading	27% (75) scoring at or above Achievement Level 4 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	Excessive absences and tardies	Teachers will make phone calls to students who are absent beyond one school day to encourage attendance. For students who are absent for more than two days, the principal, CRT, or instructional coach will call the home to encourage attendance. The principal will sign and send attendance letters quarterly to students with excessive absences. Teachers will send home books for students to read at home, along with activities that can be completed as independently as possible. Students who have been	Principal, Coaches, Teachers	Attendance reports will be reviewed bi-weekly by teachers and monthly by coaches and administration.	Attendance reports from Genesis.

		absent will be required to complete the work they missed (at home or at school) upon their return to school. Rewards will be offered to students and families of students who are here every day.			
2	Lack of financial resources	Increase utilization of materials currently in the building, such as District Purchased Texts and Kits and materials to accompany texts (Calendar Math, Science Kits) Submit proposal to the district for academic support materials to assist teachers in increasing proficiency in all grade levels. Begin using newly purchased materials, such as Math Navigator and Florida Ready, to increase proficiency in all grade levels.	Principal, Coaches, Teachers	Lesson plans will be reviewed to show the use of these materials to meet the needs of the students and raise the percentage of students who achieved a Level 4 or higher. Gradebooks will be reviewed to show student growth, based on the use of these materials.	Lesson Plans and grade books in Oncourse. Response from district regarding request of new materials.
3	Low parental involvement and lack of parents' understanding of the curriculum	Monthly newsletters will be sent home to all parents, explaining what each grade level is currently working on. Parent Nights will be held to educate and inform parents about our curriculum. PTA Meetings will be held monthly and select grade levels will perform for parents in an effort to encourage parents to visit our school. Teachers will form relationships with students and their families to ensure that the comfort level of parents is such that they feel they can call or visit when their child has a specific need to be met.	Principal, Coaches, Teachers	Copies of newsletters will be kept in archive. Teachers' parent communication log will be shared with administration to show how often and for what reason families were contacted. t in an archive. Agendas and Minutes from PTA and Parent Nights will be kept to show potential growth of parent involvement from beginning of year to end.	Communication Logs School Newsletters PTA Minutes Family Night Sign-In Sheets

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

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

Reading Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 4-5, 60% of students will make gains in Reading on the 2013 administration of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (110)	60% (111)

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	Many of the students at Oceanway Elementary are from economically disadvantaged households and so do not have adequate reading material at home.	Provide students with learning materials and other helpful tools to take home. Provide reading/math strategies to be practiced outside of school. An in-school tutor will be provided for select students so that they have extra assistance in learning during school hours.	Principal, Coaches, Teachers	A log will be kept of materials and practice reading/math strategies sent home with students. Brief targeted assessments will be administered.	Attendance from tutoring Log of materials Assessment results
2	Excessive absences and tardies	Generate and utilize class and individual student monitoring forms. Teachers will make phone calls to parents of students who are absent beyond one school day to encourage attendance.	Principal; Classroom Teachers	Principal will monitor implementation through classroom walkthroughs.	Updated class and individual student monitoring forms located in class data notebooks.
3	Lack of parental understanding of the reading curriculum.	Invite parents to parent/curriculum nights and provide them with knowledge to reinforce academics at home.	Principal	Review classroom data notebooks and student portfolios. The principal will monitor content and attendance of parent curriculum nights.	Running record, class record in classroom data notebooks, student portfolios and attendance reports.
	Many of the students at Oceanway Elementary	Provide students with reading materials and	Principal	A log will be kept of materials and practice	Log of materials sent home and

4	are from economically disadvantaged households and so do not have adequate reading material at home.	other learning tools to take home. Provide reading strategies to be practiced outside of school.	reading strategies sent home with students. Brief targeted assessments administered.	student monitoring forms in data notebook.
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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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 3-5, 62% of the lowest 25% of students will achieve learning gains on the 2013 administration of the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (31)	68% (31)

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	Scheduling issues that arise from incorporating all mandated course work, as well as the insufficient time spent reading outside of school.	Deliver Small Group instruction in targeted areas. Increase time spent on RTI from 30 to 45 minutes 5 days a week. Provide immediate intensive intervention to students scoring high risk for the FSP on FAIR and below proficiency level on Benchmark Assessments. Embed Science/Social	Principal, Coaches, Teachers	Data will be gathered during small group instruction and RtI. Lesson plans will be written by each teacher for the group they are assigned. Logs will be kept of activities and lessons taught, as well as assessments given and results of those assessments	RtI lesson plans, data, attendance Differentiated Lesson Plans Assessment Results

		Studies in Kindergarten through Grade 2 to allow extra time for Reading. Utilize coaches and tutors to work with small groups within and outside of the regular classroom on targeted skills.			
2	Scheduling issues that arise from incorporating all mandated course work, as well as the insufficient time spent reading outside of school.	Deliver Small Group instruction in targeted areas. Provide immediate intensive intervention to students scoring high risk for the FSP on FAIR. Embed Science/Social Studies in Kindergarten through Grade 2 to allow extra time for Reading.	Principal	Administer FAIR, DRA, and Reading Series Assessments. Principal will monitor implementation through classroom focus walks.	Review FAIR reports, DRA2 results, Reading Series Assessments. Focus walk documentation sheets and lesson plans.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	5A : <input type="text"/>

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In grades 3-5, the White subgroup will decrease the rate of non-proficiency from 46% to 42% on the 2013 administration of the Reading FCAT. In grades 3-5, the Black subgroup will decrease the rate of non-proficiency from 68% to 64% on the 2013 administration of the Reading FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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White: 46% (109) Black: 68% (50) Non-Proficient	White: 42% () Black: 64% () Non-Proficient
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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	Reduced daily planning time for grade level teacher groups due to a reduction of resources.	Grade Levels will find a common planning time before or after school bi-weekly to share and discuss data and grade level information. Principal will provide once monthly planning sessions for the teachers to	Principal, Coaches	Grade Levels will turn in meeting notes to the principal after each meeting. RtI Plans will be written and reviewed by a coach during the planning time.	Grade Level Meeting Notes RtI Plans/Data

		discuss and plan for RtI and FCIM.			
2	Reduced daily planning time for grade level teacher groups due to a reduction of resources.	Conduct weekly data discussions between grade level teachers following mini-assessments (i.e. FCIM/RtI) to plan instructional focus for small groups.	Principal; Grade Level Chairman	Classroom teachers will record student groupings, small group focus, and assessment results.	Data Notebooks/Lesson Plans

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced daily planning time for grade level teacher groups due to a reduction of resources.	Grade Levels will find a common planning time before or after school bi-weekly to share and discuss data and grade level information. Principal will provide once monthly planning sessions for the teachers to discuss and plan for RtI and FCIM.	Principal, Coaches	Classroom teachers will record student groupings, small group focus, and assessment results. RtI Documentation, Data, Lesson Plans, Attendance	Data Notebooks/Lesson Plans

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 grades 3-5, the Economically Disadvantaged subgroup will decrease the rate of non-proficiency from 43% to 38.7% on the 2012 administration of the Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (97) Non-Proficient Safe Harbor Target	38.7% (87) Non-Proficient Safe Harbor Target

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	Reduced daily planning time for grade level teacher groups due to a reduction of resources.	Conduct bi-weekly data discussions between grade level teachers following mini-assessments (i.e. FCIM/RtI) to plan instructional focus for small groups. Principal will provide monthly sessions during which teachers will discuss and plan for RtI grouping and instruction.	Principal/Coaches	Classroom teachers will record student groupings, small group focus, and assessment results.	Data Notebooks/Lesson Plans
2	Reduced daily planning time for grade level teacher groups due to a reduction of resources.	Conduct weekly data discussions between grade level teachers following mini-assessments (i.e. FCIM/RtI) to plan instructional focus for small groups.	Principal/Grade Level Chairperson	Classroom teachers will record student groupings, small group focus, and assessment results.	Data Notebooks/Lesson Plans

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
Guided Reading and Differentiated Instruction	All	Reading Coach	All Classroom Teachers	September 2012-May 2013	Lesson Plans, Observations, Classroom Walk-throughs	Principal/Coaches
The Daily 5 "Action Research" Committee Presentations	All	Reading Coach and Daily 5 Participants	All Classroom Teachers	September 2012-May 2013	Lesson plans, classroom visits, data notebooks, data chats, common assignments, etc.	Principal/Coaches
					Lesson plans, classroom visits, one-on-one	

Reader's Workshop Components	All	Reading Coach	All Classroom Teachers	September 2012-May 2013	conferences with teachers, meetings with teachers, presentation of common assignments to faculty, etc.	Principal/Coaches
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide support for small group reading instruction	Florida Ready	General Funds/Functional Area	\$3,039.40
			Subtotal: \$3,039.40
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide support for Reading instruction via technology	Reading A-Z	General Funds/Functional Area	\$539.00
			Subtotal: \$539.00
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: \$3,578.40

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal # 1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing.				
CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

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

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

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:	In grades 3-5, the rate of non-proficiency will be reduced from 29% to 33% on the 2012 administration of the FCAT Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (92)	33% (92)

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	Excessive absences and tardies	<p>Teachers will make phone calls to students who are absent beyond one school day to encourage attendance.</p> <p>For students who are absent for more than two days, the principal, CRT, or instructional coach will call the home to encourage attendance.</p> <p>The principal will sign and send attendance letters quarterly to students with excessive absences.</p> <p>Teachers will send home books for students to read at home, along with activities that can be completed as independently as possible.</p> <p>Students who have been absent will be required to complete the work they missed (at home or at school) upon their return to school.</p> <p>Rewards will be offered to students and families of students who are here every day.</p>	Principal, Coaches, Teachers	Attendance reports will be reviewed bi-weekly by teachers and monthly by coaches and administration.	Attendance reports from Genesis.
	Lack of financial resources	<p>Increase utilization of materials currently in the building, such as District Purchased Texts and Kits and materials to accompany texts (Calendar Math, Science Kits, Soar to Success).</p> <p>Submit proposal to the</p>	Principal, Coaches, Teachers	<p>Lesson plans will be reviewed to show the use of these materials to meet the needs of the students and raise the percentage of students who are proficient.</p> <p>Gradebooks will be reviewed to show</p>	<p>Lesson Plans and Gradebooks in Oncourse.</p> <p>Response from district regarding request of new materials.</p>

2		<p>district for academic support materials to assist teachers in increasing proficiency in all grade levels.</p> <p>Begin using newly purchased materials, such as Math Navigator and Florida Ready, to increase proficiency in all grade levels.</p>		<p>student growth, based on the use of these materials.</p>	
3	<p>Low parental involvement and lack of parents' understanding of the curriculum</p>	<p>Monthly newsletters will be sent home to all parents, explaining what each grade level is currently working on.</p> <p>Teachers will make contact with parents of students who are low performing to discuss what the student has difficulty with and suggest helpful strategies to improve that student's success.</p> <p>Parent Nights will be held to educate and inform parents about our curriculum.</p> <p>PTA Meetings will be held monthly and select grade levels will perform for parents in an effort to encourage parents to visit our school.</p> <p>Teachers will form relationships with students and their families to ensure that the comfort level of parents is such that they feel they can call or visit when their child has a specific need to be met.</p>	<p>Principal, Coaches, Teachers</p>	<p>Copies of newsletters will be kept in an archive.</p> <p>Teacher's parent communication log will be shared with administration to show how often and for what reason families were contacted.</p> <p>Agendas and Minutes from PTA and Parent Nights will be kept to show potential growth of parent involvement from beginning of year to end.</p>	<p>Communication Logs School Newsletters PTA Minutes Family Night Sign-In Sheets</p>
4	<p>Students started the school year at a non-proficient level</p>	<p>Pre-assess students the first week of school to find deficiencies. Then, form groups based on the results of those assessments to target the specific needs of the non-proficient students.</p> <p>Begin RtI immediately after the beginning of the year assessments. Utilize coaches and ESE teachers to help make smaller groups to better assist the low performing students in an effort to obtain proficiency.</p>	<p>Principal, Coaches, Teachers</p>	<p>Results from the beginning of the year assessments will be examined and used to instruct students.</p> <p>Biweekly RtI Assessment results will be provided for non-proficient students to monitor progress.</p>	<p>Assessment Results</p>

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

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

Mathematics Goal # 1b:

2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, the rate of proficiency in FCAT Levels 4 and 5 will be increased from % to % on the 2013 administration of the FCAT Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (46)	18% (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	Excessive absences and tardies	<p>Teachers will make phone calls to students who are absent beyond one school day to encourage attendance.</p> <p>For students who are absent for more than two days, the principal, CRT, or instructional coach will call the home to encourage attendance.</p> <p>The principal will sign and send attendance letters quarterly to students with excessive absences.</p> <p>Teachers will send home books for students to read at home, along with activities that can be completed as independently as possible.</p> <p>Students who have been absent will be required to complete the work they missed (at home or at school) upon their return to school.</p>	Principal, Coaches, Teachers	Attendance reports will be reviewed bi-weekly by teachers and monthly by coaches and administration.	Attendance reports from Genesis.

		Rewards will be offered to students and families of students who are here every day.			
2	Lack of financial resources	<p>Increase utilization of materials currently in the building, such as District Purchased Texts and Kits and materials to accompany texts (Calendar Math, Science Kits)</p> <p>Submit proposal to the district for academic support materials to assist teachers in increasing proficiency in all grade levels.</p> <p>Begin using newly purchased materials, such as Math Navigator and Florida Ready, to increase proficiency in all grade levels.</p>	Principal, Coaches, Teachers	<p>Lesson plans will be reviewed to show the use of these materials to meet the needs of the students and raise the percentage of students who achieved a Level 4 or higher.</p> <p>Gradebooks will be reviewed to show student growth, based on the use of these materials.</p>	Lesson Plans and grade books in Oncourse. Response from district regarding request of new materials.
3	Low parental involvement and lack of parents' understanding of the curriculum	<p>Monthly newsletters will be sent home to all parents, explaining what each grade level is currently working on.</p> <p>Parent Nights will be held to educate and inform parents about our curriculum.</p> <p>PTA Meetings will be held monthly and select grade levels will perform for parents in an effort to encourage parents to visit our school.</p> <p>Teachers will form relationships with students and their families to ensure that the comfort level of parents is such that they feel they can call or visit when their child has a specific need to be met.</p>	Principal, Coaches, Teachers	<p>Copies of newsletters will be kept in archive.</p> <p>Teachers' parent communication log will be shared with administration to show how often and for what reason families were contacted. t in an archive.</p> <p>Agendas and Minutes from PTA and Parent Nights will be kept to show potential growth of parent involvement from beginning of year to end.</p>	Communication Logs School Newsletters PTA Minutes Family Night Sign-In Sheets

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grades 4-5, 59% of students will achieve learning gains on the 2013 administration of the Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (108)	59% (109)

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	Many of the students at Oceanway Elementary are from economically disadvantaged households and so do not have adequate reading material at home.	Provide students with learning materials and other helpful tools to take home. Provide reading/math strategies to be practiced outside of school. An in-school tutor will be provided for select students so that they have extra assistance in learning during school hours.	Principal, Coaches, Teachers	A log will be kept of materials and practice reading/math strategies sent home with students. Brief targeted assessments will be administered.	Attendance from tutoring Log of materials Assessment results
2	Lack of financial and human resources	Continue to use the optional Everyday Calendar Counts Math curriculum, and material currently available in the building as well as implementing small math groups to differentiate instruction.	Principal	The Principal will meet with teachers either during meetings every 6 weeks or one-on-one to discuss assessment and student progress in order to lend support.	Progress of all students on formative assessments.
3	Low parental involvement and lack of understanding of the curriculum.	Invite parents to parent/curriculum nights and provide them with knowledge to reinforce academics at home.	Principal and Classroom Teachers	The principal will conduct weekly focus walks to monitor instruction	Progress of all students on formative 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:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase the learning gains of the bottom quartile (lowest 25%) students on the Math portion of the 2013 FCAT from 43% to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (21)	47% (22)

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	Scheduling issues that arise from incorporating all mandated course work, as well as the insufficient time spent reading outside of school.	<p>Deliver Small Group instruction in targeted areas.</p> <p>Increase time spent on RtI from 30 to 45 minutes 5 days a week.</p> <p>Provide immediate intensive intervention to students scoring high risk for the FSP on FAIR and below proficiency level on Benchmark Assessments.</p> <p>Embed Science/Social Studies in Kindergarten through Grade 2 to allow extra time for Reading.</p> <p>Utilize coaches and tutors to work with small groups within and outside of the regular classroom on targeted skills.</p>	Principal, Coaches, Teachers	<p>Data will be gathered during small group instruction and RtI. Lesson plans will be written by each teacher for the group they are assigned.</p> <p>Logs will be kept of activities and lessons taught, as well as assessments given and results of those assessments</p>	<p>RtI lesson plans, data, attendance</p> <p>Differentiated Lesson Plans</p> <p>Assessment Results</p>
	Excessive absences and tardies	<p>Teachers will make phone calls to parents of students who are absent beyond one day.</p> <p>Implement with fidelity and flexibility, a 60-</p>	Principal	<p>Review Math Benchmark data reports to ensure teachers are assessing students accordingly. The principal will meet with teachers every six weeks to discuss</p>	<p>FCAT, FCAT Explorer, Benchmarks, administration visitation log, and other district formative and</p>

2		<p>minute Math Workshop in all mathematics classrooms using the core math curriculum of Scott Foresman Math Investigations and Envisions.</p> <p>Utilize Compass Odyssey, Gizmos, iXL and other district approved software in the computer lab to remediate and/or enrich students based on their needs.</p>		<p>assessment results and student progress. During these meetings, lesson plans, data assessment notebooks, student portfolios and attendance reports will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing.</p>	<p>summative assessments.</p>
3	<p>Many of the students at Oceanway Elementary are from economically disadvantaged households and so lack math learning tools at home.</p>	<p>Provide students with math materials and other learning tools to take home. Provide math strategies to be practiced outside of school.</p>	Principal	<p>A log will be kept of materials sent home with students. Brief targeted assessments will be administered.</p>	<p>Log of materials sent home and student monitoring forms in data notebook.</p>

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

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

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>In grades 3-5, the White subgroup will decrease the rate of non-proficiency from 50% to 46% on the 2013 administration of the Math FCAT.</p> <p>In grades 3-5, the Black subgroup will decrease the rate of non-proficiency from 70% to 66% on the 2013 administration of the Math FCAT.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White: 50% (120) Black: 70% (52) Non-Proficient</p>	<p>White: 46% () Black: 66% () Non-Proficient</p>

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	<p>Reduced daily planning time for grade level teacher groups due to a reduction of resources.</p>	<p>Grade Levels will find a common planning time before or after school bi-weekly to share and discuss data and grade level information.</p> <p>Principal will provide once</p>	Principal, Coaches	<p>Grade Levels will turn in meeting notes to the principal after each meeting.</p> <p>RtI Plans will be written and reviewed by a coach during the planning time.</p>	<p>Grade Level Meeting Notes</p> <p>RtI Plans/Data</p>

		monthly planning sessions for the teachers to discuss and plan for RtI and FCIM.			
2	Reduced daily planning time for grade level teacher groups due to a reduction of resources.	Conduct weekly data discussions between grade level teachers following mini-assessments (i.e. FCIM/RtI) to plan instructional focus for small groups.	Principal	Classroom teachers will record student groupings, small group focus and assessment results.	Data Notebooks/Lesson Plans

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduced daily planning time for grade level teacher groups due to a reduction of resources.	Grade Levels will find a common planning time before or after school bi-weekly to share and discuss data and grade level information. Principal will provide once monthly planning sessions for the teachers to	Principal, Coaches	Classroom teachers will record student groupings, small group focus, and assessment results. RtI Documentation, Data, Lesson Plans, Attendance	Data Notebooks/Lesson Plans

	discuss and plan for RtI and FCIM.		
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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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 3-5, the Economically Disadvantaged subgroup will decrease the rate of non-proficiency from 43% to 38.7% on the 2012 administration of the Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (97) Non-Proficient Safe Harbor Target	38.7% (87) Non-Proficient Safe Harbor Target

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	Reduced daily planning time for grade level teacher groups due to a reduction of resources.	Conduct bi-weekly data discussions between grade level teachers following mini-assessments (i.e. FCIM/RtI) to plan instructional focus for small groups. Principal will provide monthly sessions during which teachers will discuss and plan for RtI grouping and instruction.	Principal/Coaches	Classroom teachers will record student groupings, small group focus, and assessment results.	Data Notebooks/Lesson Plans
2	A large percentage of students at Oceanway Elementary lack background knowledge.	Item analysis will be completed after each assessment and instruction will be adjusted to appropriately scaffold student background knowledge gaps relating to items needing attention.	Principal	Assessments will be given throughout each unit to be taught.	Student portfolios will be reviewed during Focus Walks.

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
How to utilize technology to individualize and target skills for students (Math Navigator, Destination	All	School Math Coach	All Classroom Teachers	September 2012- May 2013	Reports from the computer programs, as well as lesson plans and teacher/student conferencing notes.	Principal/Coach

Success, FCAT Explorer)						
Rigor (higher level thinking) and Differentiation	All	School Math Coach	All Classroom Teachers	September 2012-May 2013	Lesson plans and teacher/student conferencing notes.	Principal/Coach
Math Investigations and enVision review	All	School Math Coach	All Classroom Teachers	September 2012-May 2013	Lesson plans and teacher/student conferencing notes.	Principal/Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with materials for small group, targeted instruction in the area of Math	Florida Ready	General Funds-Fund amount appears under Reading Budget Section	\$0.00
Provide teachers with materials for small group, targeted instruction in the area of Math	Math Navigator	General Funds	\$5,950.00
			Subtotal: \$5,950.00
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: \$5,950.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	In grade 5, 31% of the students will achieve mastery for science on the 2013 FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (29)	31% (25)
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	Excessive absences and tardies	<p>Teachers will make phone calls to students who are absent beyond one school day to encourage attendance.</p> <p>For students who are absent for more than two days, the principal, CRT, or instructional coach will call the home to encourage attendance.</p> <p>The principal will sign and send attendance letters quarterly to students with excessive absences.</p> <p>Teachers will send home books for students to read at home, along with activities that can be completed as independently as possible.</p> <p>Students who have been absent will be required to complete the work they missed (at home or at school) upon their return to school.</p> <p>Rewards will be offered to students and families of students who are here every day.</p>	Principal, Coaches, Teachers	Attendance reports will be reviewed bi-weekly by teachers and monthly by coaches and administration.	Attendance reports from Genesis.
2	Lack of financial resources	<p>Increase utilization of materials currently in the building, such as District Purchased Texts and Kits and materials to accompany texts (Calendar Math, Science Kits, Soar to Success).</p> <p>Submit proposal to the district for academic support materials to assist teachers in increasing proficiency in all grade levels.</p> <p>Begin using newly purchased materials, such as Math Navigator and Florida Ready, to increase proficiency in all grade levels.</p>	Principal, Coaches, Teachers	<p>Lesson plans will be reviewed to show the use of these materials to meet the needs of the students and raise the percentage of students who are proficient.</p> <p>Gradebooks will be reviewed to show student growth, based on the use of these materials.</p>	<p>Lesson Plans and Gradebooks in Oncourse.</p> <p>Response from district regarding request of new materials.</p>
	Low parental involvement and lack of parents' understanding of the curriculum	Monthly newsletters will be sent home to all parents, explaining what each grade level is currently working on.	Principal, Coaches, Teachers	<p>Copies of newsletters will be kept in an archive.</p> <p>Teacher's parent</p>	<p>Communication Logs</p> <p>School Newsletters</p> <p>PTA Minutes</p>

3		<p>Teachers will make contact with parents of students who are low performing to discuss what the student has difficulty with and suggest helpful strategies to improve that student's success.</p> <p>Parent Nights will be held to educate and inform parents about our curriculum.</p> <p>PTA Meetings will be held monthly and select grade levels will perform for parents in an effort to encourage parents to visit our school.</p> <p>Teachers will form relationships with students and their families to ensure that the comfort level of parents is such that they feel they can call or visit when their child has a specific need to be met.</p>		<p>communication log will be shared with administration to show how often and for what reason families were contacted.</p> <p>Agendas and Minutes from PTA and Parent Nights will be kept to show potential growth of parent involvement from beginning of year to end.</p>	Family Night Sign-In Sheets
4	Students started the school year at a non-proficient level	<p>Pre-assess students the first week of school to find deficiencies. Then, form groups based on the results of those assessments to target the specific needs of the non-proficient students.</p> <p>Begin RtI immediately after the beginning of the year assessments. Utilize coaches and ESE teachers to help make smaller groups to better assist the low performing students in an effort to obtain proficiency.</p>	Principal, Coaches, Teachers	<p>Results from the beginning of the year assessments will be examined and used to instruct students.</p> <p>Biweekly RtI Assessment results will be provided for non-proficient students to monitor progress.</p>	Assessment Results
5	Lack of proper materials	Grade levels will collaborate to share materials across the board in order to meet student's varying abilities.	Science Committee and Principal	Classroom Walk-throughs will be conducted and Meeting notes will be written.	Focus Walk forms; Meeting Notes forms
6	Gap in content learned	<p>A Daily Science Block will be incorporated into the school day for every grade level.</p> <p>Technology will be utilized to increase student knowledge of science material (Study Island, Education City, Gizmos)</p>	Science Committee and Principal	Classroom Walk-throughs will be conducted and Lesson Plans will be reviewed. Computer program reports will be monitored to verify use of the programs.	Lesson Plans Focus Walk Forms Computerized reports
	Lack of ability to read non-fiction	Non-fiction leveled readers will be	Science Committee and	Lesson plans will be reviewed to confirm	Lesson Plans

7	incorporated into lessons in an effort to differentiate instruction.	Principal	the use of differentiated groups, using the non-fiction readers.
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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 group:				
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:		In grade 5, 11% of students will achieve Level 4 and 5 on the 2013 administration of the Science FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
7% (8)		11% (9)			
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
	Excessive absences and tardies	Teachers will make phone calls to students who are absent beyond one school day to encourage attendance. For students who are absent for more than two days, the principal, CRT, or instructional coach will call the home to encourage attendance. The principal will sign and send attendance letters quarterly to students with	Principal, Coaches, Teachers	Attendance reports will be reviewed bi-weekly by teachers and monthly by coaches and administration.	Attendance reports from Genesis.

1		<p>excessive absences.</p> <p>Teachers will send home books for students to read at home, along with activities that can be completed as independently as possible.</p> <p>Students who have been absent will be required to complete the work they missed (at home or at school) upon their return to school.</p> <p>Rewards will be offered to students and families of students who are here every day.</p>			
2	Lack of financial resources	<p>Increase utilization of materials currently in the building, such as District Purchased Texts and Kits and materials to accompany texts (Calendar Math, Science Kits)</p> <p>Submit proposal to the district for academic support materials to assist teachers in increasing proficiency in all grade levels.</p> <p>Begin using newly purchased materials, such as Math Navigator and Florida Ready, to increase proficiency in all grade levels.</p>	Principal, Coaches, Teachers	<p>Lesson plans will be reviewed to show the use of these materials to meet the needs of the students and raise the percentage of students who achieved a Level 4 or higher.</p> <p>Gradebooks will be reviewed to show student growth, based on the use of these materials.</p>	Lesson Plans and grade books in Oncourse. Response from district regarding request of new materials.
3	Low parental involvement and lack of parents' understanding of the curriculum	<p>Monthly newsletters will be sent home to all parents, explaining what each grade level is currently working on.</p> <p>Parent Nights will be held to educate and inform parents about our curriculum.</p> <p>PTA Meetings will be held monthly and select grade levels will perform for parents in an effort to encourage parents to visit our school.</p> <p>Teachers will form relationships with students and their families to ensure that the comfort level of parents is such that</p>	Principal, Coaches, Teachers	<p>Copies of newsletters will be kept in archive.</p> <p>Teachers' parent communication log will be shared with administration to show how often and for what reason families were contacted. t in an archive.</p> <p>Agendas and Minutes from PTA and Parent Nights will be kept to show potential growth of parent involvement from beginning of year to end.</p>	Communication Logs School Newsletters PTA Minutes Family Night Sign-In Sheets

		they feel they can call or visit when their child has a specific need to be met.			
4	Lack of proper materials	All grade levels will cooperate to share materials so that all students' needs are being met.	Science Committee and Principal	Grade levels will provide meeting notes, describing which materials have been shared.	Meeting Notes
5	Lack of time	Students in need of enrichment will receive it during a specified block of time during the day.	Science Committee and Principal	Classroom Walk-throughs will be conducted, along with review of Lesson Plans to confirm differentiation for the high level learners.	Focus Walk Forms Lesson Plans
6	Lack of background knowledge	Teachers will use high level questioning in their lessons to challenge these students to achieve at a higher level	Science Committee and Principal	Classroom Walk-throughs will be conducted, along with review of Lesson Plans to confirm differentiation for the high level learners.	Focus Walk Forms Lesson Plans

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

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

Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rigor and Higher Level Thinking in Science	All	District Science Coach	All Classroom Teachers	September 2012- May 2013	Lesson Plans, Observations, Walk-throughs	Principal/Coaches

Utilizing FCAT Explorer and Gizmos	All	Instructional Coach	All Classroom Teachers	September 2012- May 2013	Computer Records; Lesson Plans	Principal/Coaches
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers and students with technological instruction and practice through Gizmos	Gizmos	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		On the 2013 administration of the FCAT Writing Test, 80% of the 4th grade students will achieve a 3.5 or above.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
75% (66)		80% (83)			
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	There is a lack of background knowledge among a large percentage of Oceanway students.	Students will use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time.	Principal	A school wide consistent method of saving student work has been established, which includes the use of portfolios. During the class period, students will place their writing in	Progress between monthly District Writing Prompts.

				notebooks for any visitors to view during a focus walk.	
2	Lack of financial and human resources	<p>Increase the use of resources currently available in the building to sharpen the instructional focus of the revision and editing process.</p> <p>Begin the use of Write Score to assist in scoring and instruction decisions for each district writing prompt for our 4th grade students.</p> <p>Use the Step Up to Writing Program in 3rd and 4th grades to improve student proficiency.</p>	Principal and Coaches	Administration will monitor revision and editing process by reviewing student drafts.	Progress between the pre-test prompt and mid-year prompt. Monitoring progress through data notebooks which consist of anecdotal notes from one-on-one conferences and/or guided writing groups.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Process and Language Use and Conventions	All	Reading Coach/4th Grade Teachers	All Classroom Teachers	September 2012-May 2013	Lesson Plans, Observations, Classroom Visits	Principal/Coaches

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with materials and interventions for students in the area of writing	Write Score	General Funds	\$2,181.68
			Subtotal: \$2,181.68
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,181.68

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:	During the 2012-2013 school year, Oceanway will lower the numbers of excessive tardies and absences by approximately 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (570)	96% (540)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
44% (266)	39% (220)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
12% (76)	7% (39)
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	Lack of understanding by a percentage of parents of the importance of consistent school attendance.	Teachers will call home to parents when a student has been absent for one school day in order to encourage consistent attendance. The office will call home after 2 consecutive absences/tardies to inform parents of the importance of attendance. Oceanway will make use of the Parent Portal to notify parents of absences/tardies.	CRT Operator/Principal	A quarterly review of attendance will be conducted Letters will be sent home quarterly to students with excessive absences and tardies.	Oncourse
2	No working home/cell phones to communicate with parents	Use planners, communication folders, newsletters, flyers, and other forms of communicating to parents.	Principal/CRT Operator	Teachers will monitor excessive absences and tardies for feedback from parents.	Utilize OnCourse to track students' attendance

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Intervention Strategies	All	Principal, Guidance Counselor, and Attendance Intervention Team	School wide and parents	September 2012- May 2013	Observations and check-in/out logs	Principal, Guidance Counselor, and Attendance Intervention Team

Attendance 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 Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension					
Suspension Goal #1:		In 2012-2013 Oceanway will decrease Class II Offenses by 15%, or by 11 referrals.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
1		0			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
0		0			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
26		20			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
14		10			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of consistent discipline from previous settings.	A School-wide discipline plan (CHAMPS) will be followed by all teachers at Oceanway Elementary. A behavior clip board will travel with each class throughout the school day. A PBS (Positive Behavioral Support) System will be developed with daily check-ins for chronic	Principal, Coach	Each teacher will establish CHAMPS in his/her own discipline through rituals and routines. It will be used consistently to prevent misbehavior from occurring. Teachers will form positive relationships with their students and families of students to encourage positive behavior.	Student Agendas, Behavior Charts, discipline reports.

		behavior problems. All students with a history of behavior problems will be assigned a mentor for positive interaction and moral support.			
2	Low parental involvement by a portion of the population.	Inform parents both in writing and verbally about the importance of good behavior at school.	Principal, Coach, Guidance Counselor.	Observations Teacher/Parent contact forms	Data in Genesis, observation; Parent contact logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Foundations Training (CHAMPS)	All	Foundations Team/Instructional Coach	All Teachers	September 2012-May 2013	Observations; Conferencing	Principal/Coaches
PBS Behavior System Training	All	RtI Team/Instructional Coach	All Teachers	September 2012-May 2013	Observations; Conferencing	Principal/Coaches

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase parental involvement
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
10% (61)	12% (73)

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	Work schedule and lack of financial resources	Parent Involvement Curriculum nights and other family involvement activities at flexible times	Guidance counselor, principal, classroom teachers, Curriculum Committees	Participation data	Parent Sign in
2	Minimal parental support	Parent Teacher Conferences	Principal, classroom teachers	Participation Data	Parent Sign-in

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

Create an orderly dismissal procedure and decrease the number of parents illegally parking in front of school creating a safety hazard. 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. Create an orderly dismissal procedure and decrease the number of parents illegally parking in front of school creating a safety hazard. Goal		N/A			
Create an orderly dismissal procedure and decrease the number of parents illegally parking in front of school creating a safety hazard. Goal # 1:					
2012 Current level:			2013 Expected level:		
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	Lack of faculty and staff to monitor parking area	Solicit and assign volunteers	Principal, foundation team, paraprofessionals, classroom teachers	Observations	Climate Survey
2	Lack of parent participation and acceptance of policy	Inform parents of policy change	Principal, foundation team, paraprofessionals, classroom teachers	Observations	Climate Survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Dismissal Procedure Trainings	All	Principal/Foundations	All Staff	September 2012-May 2013	Observation	Principal/Teachers

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 Create an orderly dismissal procedure and decrease the number of parents illegally parking in front of school creating a safety hazard. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide support for small group reading instruction	Florida Ready	General Funds/Functional Area	\$3,039.40
Mathematics	Provide teachers with materials for small group, targeted instruction in the area of Math	Florida Ready	General Funds-Fund amount appears under Reading Budget Section	\$0.00
Mathematics	Provide teachers with materials for small group, targeted instruction in the area of Math	Math Navigator	General Funds	\$5,950.00
Writing	Provide teachers with materials and interventions for students in the area of writing	Write Score	General Funds	\$2,181.68
				Subtotal: \$11,171.08
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide support for Reading instruction via technology	Reading A-Z	General Funds/Functional Area	\$539.00
Science	Provide teachers and students with technological instruction and practice through Gizmos	Gizmos	N/A	\$0.00
				Subtotal: \$539.00
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: \$11,710.08

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.

[View uploaded file](#) (Uploaded on 9/14/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

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 OCEANWAY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	66%	78%	38%	249	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	57%	50%			107	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	63% (YES)			121	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					477	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District OCEANWAY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	69%	76%	48%	264	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	66%	65%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	70% (YES)			127	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					522	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested