

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: STONEWALL JACKSON ELEMENTARY SCHOOL

District Name: Duval

Principal: Violetra Ward

SAC Chair: Clarence Grayson

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/19/2012

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: Stonewall Jackson Elementary: 2011-12: School Grade B 48% of all students in reading and 54% in mathematics met proficiency. 70% of all students in reading and 77% in mathematics made learning gains. 72% of all students in reading and 72% in mathematics met learning gains in lowest 25%. 2010-11: School Grade B: 95% of students met criteria for AYP: All subgroup met proficiency in Mathematics with 80% of all students making a year's worth of progress. 72% in reading and 79% in mathematics met proficiency. 59% in reading and 80% in mathematics made learning gains. 53% in reading and 67% in mathematics met learning gains in lowest 25%. 2009-10: School Grade B: 90% of students met criteria for AYP: All subgroup met proficiency in Mathematics with 73% of all students making a year's worth of progress. 67% in reading and

Principal	Violetra C. Ward	Bachelors of Science in Elementary Education; Masters of Arts in Educational Leadership; Level II Principal Certification-Principal Academy –Duval County Public Schools Leadership Development	3	11	<p>69% in mathematics met proficiency. 56% in reading and 73% in mathematics met learning gains. 53% in reading and 67% in mathematics met learning gains in lowest 25%.</p> <p>Principal: Pine Estates Elementary: 2008-09; School Grade B: 95% of students met criteria for AYP: All subgroups met Proficiency criteria in Reading and Writing; Economically Disadvantage Students which encompasses 88% of the school population met Reading, Writing and Math Proficiency criteria. 62% in reading and 53% in mathematics met proficiency. 75% in reading and 72% in mathematics met learning gains. 70% in reading and 81% in mathematics met learning gains in lowest 25%.</p> <p>2007-08: School Grade C: 92% of students met criteria for AYP (N); All subgroups met Proficiency criteria for Math and Writing. 53% in reading and 53% in mathematics met proficiency. 63% in reading and 60% in mathematics met learning gains. 70% in reading and 67% in mathematics met learning gains in lowest 25%.</p> <p>2006-07: School Grade B: AYP (N) 82% students met criteria for AYP. 56% in reading and 44% in mathematics met proficiency. 86% in reading and 66% in mathematics met learning gains. 87% in reading and 80% in mathematics met learning gains in lowest 25%.</p> <p>2005-2006: School Grade C: AYP (N) 90% of students met criteria for AYP and all students NCLB subgroups met Reading Proficiency criteria. 60% in reading and 48% in mathematics met proficiency. 47% in reading and 49% in mathematics met learning gains. 40% in reading met learning gains in lowest 25% (mathematics not reported until 2007).</p> <p>2004-2005 School Grade B: Provisional AYP; 90% of students met AYP criteria: Total population met proficiency in both Reading and Writing. 67% in reading and 49% in mathematics met proficiency. 72% in reading and 63% in mathematics met learning gains. 74% in reading met learning gains in lowest 25% (mathematics not reported until 2007).</p> <p>2003-2004 School Grade C: AYP (N) 90% of students met criteria: Total student population met proficiency for Writing, Reading and Mathematics. 46% in reading and 43% in mathematics met proficiency. 40% in reading and 68% in mathematics met learning gains. 43% in reading met learning gains in lowest 25% (mathematics not reported until 2007).</p> <p>2002-2003 School Grade C: 90% of students met criteria for AYP (N): Total student population met Reading and Writing Proficiency. 52% in reading and 32% in mathematics met proficiency. 59% in reading and 59% in mathematics met learning gains. 59% in reading met learning gains in lowest 25% (mathematics not reported until 2007).</p> <p>Vice Principal: Chimney Lakes Elementary: School Grade A 2001-2002 AYP 100% of students met criteria. 72% in reading and 59% in mathematics met proficiency. 66% in reading and 64% in mathematics met learning gains. 63% in reading met learning gains in lowest 25% (mathematics not reported until 2007).</p>
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INSTRUCTIONAL COACHES

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

Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with the principal, PDF, Data Coach, and district cadre.	Principal, Professional Dev. Facilitator, Data Coach	On-going	
2	2. Partner new teachers with mentor	Veteran Teacher	On-going	
3	3. Soliciting referrals from current employees	Principal	Inquiries made at faculty meetings until all positions filled	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
20	5.0%(1)	20.0%(4)	30.0%(6)	50.0%(10)	25.0%(5)	100.0%(20)	5.0%(1)	0.0%(0)	45.0%(9)

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
Joanne Odom	Meghan Wilson	<ul style="list-style-type: none"> Ms. Odom has 30 years of experience in the field of Reading instruction and will be able to foster collaboration and 	<ul style="list-style-type: none"> Vertical articulation between grades 3-5. Professional Development Planning and courses that are Continuous Learning Cycle in reading with grade 4.

		mentorship with Ms. Wilson on a continuous basis as an experienced teacher.	<ul style="list-style-type: none"> Professional Development Planning and courses that are aligned with school-wide curriculum goals.
Nancy Grant	Kathleen Michelfelder	<ul style="list-style-type: none"> Ms. Grant has 20 years of experience in the field of Mathematics instruction and will be able to foster collaboration and mentorship with Ms. Michelfelder on a continuous basis as an experienced teacher. 	<ul style="list-style-type: none"> Vertical articulation between grades 3-5. Professional Development Planning and courses that are Continuous Learning Cycle in mathematics with grade 3. Professional Development Planning and courses that are aligned with school-wide curriculum goals.
Resa Groomes	Nilsa Morales	<ul style="list-style-type: none"> Ms. Groomes has 18 years of experience in the field of Reading and Mathematics instruction and will be able to foster collaboration and mentorship with Ms. Morales on a continuous basis as an experienced teacher teaching the same grade. 	<ul style="list-style-type: none"> Vertical articulation between grades K-2. Professional Development Planning and courses that are Continuous Learning Cycle in reading and mathematics with grades K-2. Professional Development Planning and courses that are aligned with school-wide curriculum goals.

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

Funds are used to provide additional academic support and learning opportunities to help low-achieving students in reading and math. The funds are also used to provide professional development and other school initiatives that will increase the effectiveness of teachers, principals, paraprofessionals, and parents. The school receives Title I funds for parental involvement to provide materials and trainings to help parents work with their children to improve their academic achievement.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Title II in collaboration with Title I provides funding to improve the quality of teaching and principal leadership through recruitment, teacher training and professional development, teacher incentive pay and stipends, and supplemental resources to increase student achievement.

Title III

Title III works collaboratively with Title I to provide funding to help students learn English so that they are able to benefit from

the same academic courses as English speakers, to help ELL students meet academic standards, to provide training to teachers and staff, and supplemental resources to increase student achievement.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Foundations/Champs

Nutrition Programs

N/A

Housing Programs

N/A

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.
The MTSS leadership team includes:

Ms. Violetra Ward, Principal

- Provides a common vision for the use of data-based decision-making.
- Ensures that the school-based team is implementing RtI.
- Conducts assessment of RtI skills of school staff.
- Ensures implementation of intervention support and documentation requirements.
- Ensures adequate professional development to support RtI implementation.
- Communicates with parents regarding school-based RtI plans and activities.
- Develops, leads, and evaluates school core content standards/programs.
- Analyzes scientifically based curriculum/behavior assessment and intervention approaches.
- Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies.
- Assists with whole school screening programs that provide early intervening services for children to be considered "at risk".
- Assists in the design and implementation for progress monitoring, data collection, and data analysis utilizing the school and district Data Teams.
- Participates in the design and delivery of professional development.
- Supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
- Provides support for assessment and implementation monitoring.

Mr. Philip Bloom, School Counselor

- Participates on Building Leadership Team.

- Acts as liaison for implementation of RtI at the school level.
- Receives ongoing RtI training and delivers information to school.
- Provides direct intervention services to an identified group of students for action research, tracks student progress, and collaborates with leadership in using data to make decisions about interventions and strategies that support RtI.
- Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students.
- Link community agencies and district staffing personnel to school and families to support the child's academic, emotional, behavioral, and social success.
- Provides consultation services to general and special education teachers, parents, and administrators.
- Administers program support for ESOL and directs Section 504 plan management.

Margo Williams, Reading Intervention Teacher

- Provides intensive instruction in reading to at-risk students in a one-on-one or small group setting.
- Assists teachers in identifying at-risk students.
- Works closely with teachers to coordinate intervention program efforts aligned with regular classroom instructional focuses to promote student success.
- Monitors and maintains data on student progress toward achievement goals.

Sherri Brown, Math Intervention Teacher

- Provides intensive instruction in math to at-risk students in a one-on-one or small group setting.
- Assists teachers in identifying at-risk students.
- Works closely with teachers to coordinate intervention program efforts aligned with regular classroom instructional focuses to promote student success.
- Monitors and maintains data on student progress toward achievement goals.

Tracey Brown, Kathy Brogli, Patricia Warnock, Ann Marie Shields, Dena Richardson, General Education Teachers

- Provides information about the core instruction.
- Participates in student data collection.
- Delivers Tier 1 instruction/interventions.
- Collaborates with other staff to implement Tier 2 and/or Tier 3 interventions.
- Integrates Tier 1 materials and instruction with Tier 2/3 activities.

Catherine Davis, ESE/Inclusion teacher

- Participates in student data collection.
- Assists in determination for further assessment.
- Integrates core instructional activities and materials into Tier 2 and/or Tier 3 instruction.
- Collaborates with the general education teachers through such activities as co-teaching, facilitation and consultation.

Mary Rumph, Foundations Team Chair

- Provides information about school wide academic and behavior curriculum and instruction.
- Participates in behavioral data collection.
- Provides professional development principles of Foundations to faculty/staff.
- Collaborates with staff to implement behavioral interventions.

Tracey Brown and Resa Groome, Technology Specialists

- Develops and assists with technology needed to manage and display data.
- Provides professional development and technical support to teachers and staff regarding data management and display.

Karen McGarity, Speech Language Pathologist

- Educates the team in the role language plays in curriculum, assessment and instruction, as a basis for appropriate program design.
- Assists in the selection of screening measures.
- Helps identify systemic patterns of student need with respect to language skills.

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 MTSS Leadership Team meets bi-weekly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create and maintain effective learning environments. Upon determining that the Tier 1-Core Instruction is effective and in place, the teacher will then identify those students who are not meeting the academic targets. The identified students will then 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 school based MTSS Leadership Team will meet with the School Advisory Council and will utilize the previous year's data, information on Tier 1, Tier 2 and Tier 3 targets and focus attention on deficient areas to help develop the SIP.

MTSS Implementation

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

Baseline data: Pearson Limelight; Progress Monitoring and Reporting Network (PMRN) Diagnostic Assessments for Baseline data: Progress Monitoring and Reporting Network (PMRN); Diagnostic Assessments for Instruction in Reading (DRA2); District Reading, Math, and Science Benchmark Assessments ; Florida Assessments for Instruction in Reading (FAIR); Florida Kindergarten Readiness Screener (FLKRS); ECHOS (K); Formatives and Summative (Math and Science); District K-2 Math Assessment; District Writing Prompts; Florida FCAT Simulation; and district K-12 Comprehensive Core Reading Series assessment. Midyear: Progress Monitoring and Reporting Network (PMRN); Diagnostic Assessments for Instruction in Reading (DRA2); Florida Assessments for Instruction in Reading (FAIR); and District Reading, Math, and Science Benchmark Assessments.

End of year: Progress Monitoring and Reporting Network (PMRN); Florida Assessments for Instruction in Reading (FAIR); Florida Comprehensive Achievement Test (FCAT); District Reading, Math, and Science Benchmark Assessments; CELLA for LEP students; and district K-12 Comprehensive Core Reading Series assessment.

Describe the plan to train staff on MTSS.

Professional development will occur during teachers' common planning time in addition to professional development during early dismissal days and faculty meetings. Furthermore teachers are encouraged to attend workshops at the District level via the Schultz Center.

Describe the plan to support MTSS.

Follow up support will be provided during regularly scheduled monthly meetings of the RtI Leadership Team, at grade level common planning periods, and on an as needed basis with individual teachers by the RtI Leadership Team.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Violetra Ward, Principal
Deana Richardson, Kindergarten
Resa Groomes, 1st
Kathy Brogli, 2nd
Mary Rumph, 3rd
Margo Williams, 4th
Patricia Warnock, 5th
Catherine Davis, ESE

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

The principal, lead content area teachers, and other principal appointees serve on this team which meets bi-monthly. The principal, lead content area teachers, and other principal appointees serve on this team which meets monthly. The committee chairperson will report committee activities by making written notes for members and making oral reports at faculty meetings. Curriculum groups and/or grade levels meet on a bi-weekly basis and on common planning time.

The purpose of the Literacy Leadership Team in relation to the area of Literacy is:

- to focus on building the capacity for growth in that area for all students
- to increase integration of reading and writing skills into the other core subjects of math and science
- to ensure knowledge of literacy concerns are addressed with effective problem solving
- to ensure that the school-wide Book of the Month initiatives are in place and functioning
- to provide effective support and professional assistance where appropriate to include such as mentoring and professional development

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

The major initiatives of the Literacy Leadership Team as it pertains to Literacy this year are:

- monitor student performance and make recommendations for targeted instruction
- assist the principal in monitoring instruction
- collaborate to plan for effective MTSS activities
- collaborate to plan for effective professional development

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/17/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	28% (38) of the students will score a Level 3 on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (29)	28% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Inconsistent collaboration and planning across the grade levels to alleviate gaps in the standards from grade to grade.	1.1. Teachers are allotted more opportunities for collaborative planning across grade levels. Teachers begin covering areas of need in the next grade level earlier (at the end of each preceding school year).	1.1. Violetra Ward (Principal) Teachers (Grades K – 5) Margo Williams (Reading Interventionist)	1.1. Pre and Post Assessments pertaining to the preceding and succeeding years standards are administered to determine areas of need and allow teachers to pre-plan for short comings for the following year.	1.1. Reading Progress Monitoring Assessments given throughout the year. Duval Interim Benchmark assessments given throughout the year.
2	1.2. Teachers inconsistently use available resources for ramp up and remediation of students not yet showing proficiency in critical Reading areas.	1.2. Teachers more consistently utilize the Florida Ready series and Interventions available from the Intervention Central website during ramp up, remediation and enrichment.	1.2. Violetra Ward (Principal) Teachers (Grades K – 5) Margo Williams (Reading Interventionist)	1.2. Formal and Informal observations by the principal to determine if appropriate materials are being used as necessary. Teacher formal and informal evaluations of students given and graphed to show growth towards proficiency.	1.2. Formal and Informal Observations by the principal. Formal and Informal assessments given by the teacher.
3	1.3 Students are not meeting their yearly reading volume goals.	1.3 School reading volume goals will be set and promoted throughout the school by having students sign reading goal contracts and using those contracts to establish classroom and school goals. Teachers and administrators will encourage students to meet their goals with use of quarterly motivators given to students who meet their goal each 9	1.3 Violetra Ward (Principal) Teachers (Grades K - 5) Margo Williams (Reading Interventionist)	1.3 Student Reading Logs will be monitored and checked weekly by their Reading Teacher to ensure that students are working toward their goal.	1.3 Student Reading Logs

weeks.

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	27% (36) of students will score at or above levels 4 and 5 on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (34)	27% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Teachers inconsistently use available materials to support the standard to promote higher level thinking.	2.1 Teachers more consistently utilize the Florida Ready series and the Challenge Handbook provided with the CCRP for enrichment and to promote higher level thinking.	2.1. Violetra Ward (Principal) Teachers (Grades K – 5) Margo Williams (Reading Interventionist)	2.1. Principal will complete informal evaluations and focus walks in the classroom. Students will articulate their higher level thinking via exit tickets.	2.1. Formal and Informal assessments that test students' abilities to complete higher level tasks aligned with FCAT 2.0.
2	2.2. Teachers not proficient in planning rigorous lessons consisting of higher order questioning techniques and tasks which promote higher order critical thinking in students.	2.2. Teachers participate in professional development on Rigor and Higher Order questioning.	2.2. Violetra Ward (Principal) Teachers (K – 5) Margo Williams (Reading Interventionist)	2.2. Principal will complete formal and informal observations to monitor use of higher order questioning during lessons.	2.2. Formal and Informal classroom observations completed by the principal.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	74% (73) of students will make learning gains on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (70)	74% (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	3.1. Lack of student proficiency in using Reading strategies to comprehend difficult texts.	3.1. Teachers will plan whole class lessons and create ad hoc groups focusing on the "Super Six" Reading strategies (Making Connections, Predict and Prove, Questioning, Summarizing, Inference, and Visualization) from the "Read It Forward Jax" initiative.	3.1. Violetra Ward (Principal) Teachers (K – 5) Margo Williams (Reading Interventionist)	3.1. Principal will complete formal and informal observations. Teachers will administer mini-assessments correlated to each strategy and graph the results to show growth towards proficiency.	3.1. Formal and Informal classroom observations completed by the principal. Mini Assessments administered by teachers.
2	3.2. Inconsistent use of available materials for remediation and ramp up of students not making learning gains.	3.2. Teachers utilize the Reading Ready Series, Enrichment materials from the CCRP, Destination Reading, Reading Tool Kit and Soar to Success for remediation and ramp up of students not making learning gains.	3.2. Violetra Ward (Principal) Teachers (K – 5) Margo Williams (Reading Interventionist)	3.2. Principal will complete formal and informal observations and focus walks in the classroom. Formal and Informal assessments administered by the teacher and graphed	3.2. Formal and Informal assessments given to students to show learning gains. Informal and Formal

			over time to show learning gains.	observations by the principal.
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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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	77% (19) of students in lowest 25% will make learning gains on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (18)	77% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Inconsistent use of the Problem Solving Model to determine areas of focus for use with FCIM lessons.	4.1. Teachers will collaborate to analyze data and problem-solve to plan for mini-lessons using FCIM.	4.1. Teachers (Grades K – 5) Margo Williams (Reading Interventionist)	4.1. Teachers will formally and informally assess students and graph the data gained from these assessments to determine next steps in the Problem Solving Model.	4.1. Formal and Informal assessments given to students to determine proficiency.
2	4.2. Time constraints for allowing students in the lower 25% to gain proficiency while still maintaining focus on the learning schedule and critical FCAT areas.	4.2. Teachers will continue to use FCIM for additional instruction on skills/concepts. Tier II and Tier III intervention for students in the lowest 25% not making gains with	4.2. Violetra Ward (Principal) Teachers (Grades K – 5) Margo Williams (Reading Interventionist)	4.2. Formal and Informal assessments to determine if students have gained proficiency. Principal and grade level chair focus walks to determine effectiveness of small group	4.2. Formal and Informal assessments given to students to determine if proficiency has been met.

		emphasis on critical FCAT areas.		instruction.	
3	4.3 Limited vocabulary background knowledge.	4.3 Teachers will participate in professional development to learn how to implement explicit, research based vocabulary instructional practices in their Reading lessons including, but not limited to teaching words in context, explicitly teaching formal, content specific words, and revisiting vocabulary throughout the school year.	4.3 Violetra Ward (Principal) Teachers (Grades K - 5) Margo Williams (Reading Interventionist)	4.3 Classroom observations by the principal to determine if full implementation of explicit, research based vocabulary instructional strategies has occurred. Lesson Plans will be checked weekly by the principal to monitor planning of lessons to include explicit vocabulary strategies. Pre and Post Assessments given by teachers to assess student vocabulary proficiency.	4.3 Formal and Informal observations; Lesson Plan checks; Pre and Post Assessments.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		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:	The number of students in these subgroups not making satisfactory progress in reading will decrease as follows: White from 36.21% (21) to 31.21% (18) and Black from 65.82% (52) to 60.82% (48).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 36.21% (21) Black: 65.82% (52)	White: 31.21% (18) Black: 60.82% (48)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: Inadequate communication and support of parents in reinforcing Reading skills and strategies at home.	Monthly Newsletter sent home which includes a "Strategy of the Month" and parent tips for reinforcing class work at home.	Violetra Ward (Principal) Teachers (K – 5) Margo Williams (Reading Interventionist)	Data collected from Benchmakrs, Progress Monitoring Assessments and Fair is monitored and graphed to determine student growth in basic Reading skills.	PMAs, FAIR, Benchmarks, Florida Ready Pre and Post Tests
	Black: Insufficient prior knowledge of critical reading skills and strategies.	Differentiated Instruction in small group settings to ramp up and bridge the gap in student knowledge	Violetra Ward (Principal) Teachers (K – 5)	Data from mini-assessments, weekly Reading assessments and district benchmarks and	Benchmarks, PMAs, formal and informal weekly assessments, mini-

2		of critical reading skills and strategies.	Margo Williams (Reading Interventionist)	PMA's will be collected and monitored to determine success of small reading groups and if changes need to be made.	assessments.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A – Insufficient number of students in subgroup for reporting purposes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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:	N/A – Insufficient number of students in subgroup for reporting purposes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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:	The number of students in this subgroup not making satisfactory progress in reading will decrease from 61.54% (72) to 56.54% (66).
2012 Current Level of Performance:	2013 Expected Level of Performance:
61.54% (72)	56.54% (66)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Inconsistent communication between teachers and parents to help support, establish and maintain good study habits through completion of enrichment and remediation assignments at home.	5D.1. Parent community involvement Reading nights hosted by PTA to familiarize parents with the Reading standards, Read It Forward Jax Super Six Reading Strategies and the Reading curriculum. Teachers will more consistently use daily planners for communication with parents.	5D.1. Violetra Ward (Principal) Teachers (K – 5) PTA representatives Margo Williams (Reading Interventionist)	5D.1. Parent surveys conducted to evaluate the success of the parent night. Teacher documentation of student participation in home remediation and enrichment assignments.	5D.1. Parent Surveys and Teacher checklists to document student completion of home enrichment and remediation assignments.
2	5D.2. Lack of background knowledge of key reading strategies and critical reading vocabulary.	5D.2. Teachers establish ad hoc groupings to ramp up student knowledge of Reading vocabulary and strategies that have not yet been mastered.	5D.2. Violetra Ward (Principal) Teachers (K – 5) Margo Williams (Reading Interventionist)	5D.2. Formal and Informal assessments to determine if students have gained proficiency. Principal and grade level chair focus walks to determine effectiveness of small group instruction.	5D.2. Formal and Informal assessments given to students to determine if proficiency has been met.
3	5D.3. Availability of at home resources that are correlated with the standards to reinforce classroom learning.	5D.3. School provides parents with remediation and enrichment materials (Destination Reading and FCAT explorer training and student log in information as well as enrichment packets) for use in reinforcing classroom learning.	5D.3. Violetra Ward (Principal) Teachers (K – 5) Margo Williams (Reading Interventionist)	5D.3. Teacher documentation of student participation in home remediation and enrichment assignments. Formal and Informal assessments given to students to evaluate understanding of key concepts and skills.	5D.3. Teacher Checklists and Formal /Informal assessments given to students to evaluate understanding of key concepts and skills.

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	1/Reading	District Training Staff	Jacobs (1) Wilson (4)	11/2012-01/2013	Focus Walks to monitor guided reading instruction. Mentor observations to monitor progress in facilitation of guided reading groups.	Violetra Ward, Principal Resa Groomes, Mentor Teacher
Reading Interventionist Training	K-5	District Training Staff	Margo Williams (school-wide)	9/17/12, 10/8/12, 11/2012, and 12/2012.	Classroom observations	Principal
Rigor and Higher Order Questioning	K-5/Reading	1. Principal 2. Data Coach	School-wide	Early Release/Monthly	Focus walks to monitor use of higher order questioning during lessons, posted in the classroom, and included	Violetra Ward, Principal

					in lesson plans.	
Common Core Standards	K, 1/Reading	District Training Staff	Morales (1) Grant (3) Odom (5) Williams (school-wide)	Bi-weekly	Formal and Informal observations to monitor implementation of common core standards.	Violetra Ward, Principal
Explicit Vocabulary Instruction	K-5/Reading	1. Principal	School-wide	Monthly	Lesson Plan checks to monitor use of explicit vocabulary instructional practices in lesson plans; Formal and Informal Observations to monitor implementation of explicit vocabulary instruction.	Violetra Ward, Principal
School Improvement Leadership Team Training	K - 5	School Improvement Leadership Team	School-wide	Planning Day/Quarterly	Focus Walks to monitor implementation of school improvement strategies.	Violetra Ward, Principal
TERC (Data Analysis)	K - 5	Data Team Data Coach	School-wide	Early Release/Monthly	Data analyzed in grade level teams and vertical articulation to analyze data across grade levels.	Principal Teachers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide additional printed materials in various genres and formats.	Ready to Read; Steck-Vaughn Vocabulary Kits	Operating Budget	\$2,500.00
			Subtotal: \$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Allow teachers to attend literacy workshops, coaching academies, assessment training, etc.	Substitutes for teachers to attend school level and district level workshops.	Operating Budget	\$5,000.00
Allow teachers to disaggregate data and collaboratively plan for Tier 1, Tier 2, and Tier 3 levels of intervention.	Substitutes for teachers to participate in collaborative planning activities, design team activities, and teacher led meetings.	Operating Budget	\$2,500.00
			Subtotal: \$7,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide resource for development and progress monitoring or reading skills.	Printing Expenses: in-house and at district central printing facility.	Operating Budget	\$1,188.00
			Subtotal: \$1,188.00
			Grand Total: \$11,188.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	N/A
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2012 Current Percent of Students Proficient in listening/speaking:

N/A

Problem-Solving Process to Increase Student Achievement

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

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:	N/A
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2012 Current Percent of Students Proficient in reading:

N/A

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing. CELLA Goal #3:	N/A
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2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	32% (42) of the students will score a Level 3 on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (37)	32% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Inconsistent planning across the grade levels to alleviate gaps in the standards from grade to grade.	1.1. Teachers are allotted more opportunities for cooperative planning across grade levels. Teachers begin covering areas of need in the next grade level earlier (at the end of each preceding school year).	1.1. Violetra Ward (Principal) Teachers (Grades K – 5) S. Brown, (Math Interventionist)	1.1. Pre and Post Assessments pertaining to the preceding and succeeding years' standards are administered to determine areas of need and allow teachers to pre-plan for short comings for the following year.	1.1. Florida Ready Math pre and post assessments. Duval Interim Benchmark assessments given throughout the year.
2	1.2. Lack of teacher knowledge and experience with each component of the math workshop model.	1.2. Academy of Mathematics Workshop and Math 101 Workshop.	1.2. Violetra Ward (Principal) Teachers (Grades K – 5) S. Brown, (Math Interventionist)	1.2. Teacher collaboration during lesson planning; Grade level Math representative will complete focus walks and model in classrooms in less experienced teachers.	1.2. Informal and formal CAST evaluations completed by Principal; Informal evaluations completed by Grade Level Math representative.
3	1.3. Absence of conceptual learning opportunities for utilizing the Envisions Math Curriculum aligned with the Math Workshop Model.	1.3. Exit tickets aligned with item specifications for each standard taught daily to determine the student's cognitive understanding and ability to complete the tasks.	1.3. Violetra Ward (Principal) Teachers (Grades K – 5) S. Brown, (Math Interventionist)	1.3. Math grade level representative will model and assist teachers in analyzing student data to ensure proficiency and/or determine if remediation is needed.	1.3. Task and Transfers (Performance Tasks) for each module located in the learning schedule

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

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

N/A					N/A
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
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:	28% (37) of students will score at or above levels 4 and 5 on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (34)	28% (37)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Lack of materials to support the standard to promote higher level conceptual thinking.	2.1 Teachers begin utilizing the Navigations Math Series to support the standards and the common core curriculum.	2.1. Violetra Ward (Principal) Teachers (Grades K – 5) S. Brown, (Math Interventionist)	2.1. Principal will complete informal evaluations and focus walks in the classroom. Students will articulate their higher level conceptual thinking via exit tickets at the end of each lesson.	2.1. Formal and Informal assessments that test students' abilities to complete higher level tasks aligned with FCAT 2.0.
2	2.2. Student lack of proficiency with the fundamental skill sets (multiplication, division) that are the foundation for Mathematics in the FCAT grades.	2.2. Teachers begin teaching these skill sets (not just the concept) in earlier grades to provide opportunities for students to master the skill prior to entering the FCAT grades.	2.2. Violetra Ward (Principal) Teachers (Grades K – 5) S. Brown, (Math Interventionist)	2.2. Pre and Post skill assessments are given at the beginning and end of each school year to determine if proficiency has been met prior to students proceeding to the next grade.	2.2. 2A.2. Formal and Informal Assessments given by the teacher to determine proficiency. Pre and Post assessments from the Calendar Math, Florida Ready and Envision Math series.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	81% (66) of students will make learning gains on 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (64)	81% (66)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Lack of materials for remediation and ramp up of students not making learning gains.	3.1. Teachers utilize the Navigations Math Series to support the standards and the common core curriculum Teachers more consistently utilize Destination Math resources for Tier I, II, and III students.	3.1. Violetra Ward (Principal) Teachers (Grades K – 5) S. Brown, (Math Interventionist)	3.1. Principal will complete informal evaluations and focus walks in the classroom.	3.1. Formal and Informal assessments given to students to determine proficiency.
2	3.2. Inconsistent use of the Problem Solving Model to determine areas of focus for use with FCIM lessons.	3.2. Teachers will collaborate to analyze data and problem solve to plan for mini-lessons utilizing FCIM.	3.2. Teachers (Grades K – 5) S. Brown, (Math Interventionist)	3.2. Teachers will formally and informally assess students and graph the data gained from these assessments to determine next steps in the Problem Solving Model.	3.2. Formal and Informal assessments given to students to determine proficiency.

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:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	70% (23) of students in the lowest 25 percentile will make learning gains in mathematics on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (22)	70% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Lack of at level materials for remediation and ramp up of students in the lowest 25% not making learning gains.	4.1. Teachers will utilize Envisions Remediation Kits, Intervention Central.org Destination Math for remediation and ramp up of students in the lowest 25% not making learning gains.	4.1. Teachers (Grades K – 5) S. Brown, (Math Interventionist)	4.1. Teachers will formally and informally assess students and graph the data gained from these assessments to determine next steps in the Problem Solving Model.	4.1. Formal and Informal assessments given to students to determine if gains have been made.
2	Time constraints for allowing students in the lower 25% to gain proficiency while still maintaining focus on the learning schedule and critical FCAT areas.	Teachers will continue to use FCIM for additional instruction on skills/concepts. Tier II and Tier III intervention for students in the lowest 25% not making gains with emphasis on critical FCAT areas.	Violetra Ward (Principal) Teachers (Grades K – 5) S. Brown, (Math Interventionist)	Formal and Informal assessments to determine if students have gained proficiency. Principal and grade level chair focus walks to determine effectiveness of small group instruction.	Formal and Informal assessments given to students to determine if proficiency has been met.

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The number of students in these subgroups not making satisfactory progress in mathematics will decrease as follows: White from 34.48% (20) to 30.48% (18) and Black from 56.96% (45) to 52.96% (42).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 34.48% (20) Black: 56.96% (45)	White: 30.48% (18) Black: 52.96% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: Inconsistent communication between parents and teachers to address areas of need in support of maintaining proficiency in Math.	Teachers will communicate with parents via class websites and weekly homework sheets sent home in order for parents to be able reinforce classwork at home.	Teachers (K - 5) S. Brown, (Math Interventionist)	Weekly Assessments of skills and concepts to determine if proficiency is reached. Homework checked weekly by the classroom teacher.	Weekly Assessments. Homework Checks.
2	Black: Insufficient prior knowledge and experience in completing higher order conceptual thinking tasks and answering challenging questions.	Differentiated Instruction with scaffolding to teach strategies for completing higher order conceptual thinking tasks and answering higher order challenging questions.	Violetra Ward (Principal) Teachers (K - 5) S. Brown, (Math Interventionist)	Formal and informal assessments given to students to assess growth towards proficiency in completing higher order tasks. Focus Walks completed by the principal to check for implementation of differentiated groups.	Formal and Informal assessments. Focus Walks

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:	NA – Insufficient number of students in subgroup for reporting purposes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	NA – Insufficient number of students in subgroup for reporting purposes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The number of students in this subgroup not making satisfactory progress in mathematics will decrease from 55.56% (65) to 51.56% (60).
2012 Current Level of Performance:	2013 Expected Level of Performance:
55.56% (65)	51.56% (60).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Lack of parental support in establishing and maintaining good study habits through completion of enrichment and remediation assignments at home.	5E.1. Parent community involvement Math nights hosted by PTA to familiarize parents with the new Math standards and curriculum.	5E.1. Violetra Ward (Principal) Teachers (K – 5) PTA representatives S. Brown, (Math Interventionist)	5E.1. Parent surveys conducted to evaluate the success of the parent night. Teacher documentation of student participation in home remediation and enrichment assignments.	5E.1. Parent Surveys and Teacher checklists to document student completion of home enrichment and remediation assignments.
2	5E.2. Lack of background knowledge.	5E.2. Teachers establish ad hoc groupings to ramp up student knowledge of Math skills and concepts that have not yet been mastered.	5E.2. Violetra Ward (Principal) Teachers (K – 5) S. Brown, (Math Interventionist)	5E.2. Formal and Informal assessments to determine if students have gained proficiency. Principal and grade level chair focus walks to determine effectiveness of small group instruction.	5E.2. Formal and Informal assessments given to students to determine if proficiency has been met.
	5E.3. Lack of available resources at home to	5E.3. School provides parents with remediation and	5E.3. Violetra Ward (Principal)	5E.3. Teacher documentation of student participation	5E.3. Teacher Checklists and

3	reinforce classroom learning.	enrichment materials (website access, enrichment packets) for use in reinforcing classroom learning.	Teachers (K – 5) S. Brown, (Math Interventionist)	in home remediation and enrichment assignments. Formal and Informal assessments given to students to evaluate understanding of key concepts and skills.	Formal /Informal assessments given to students to evaluate understanding of key concepts and skills.
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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
Math Interventionist training	K-5	District Training Staff	S. Brown (School-wide)	9/17/12, 10/8/12, 11/2012, and 12/2012.	Classroom observations	Principal
School Improvement Leadership Team Training	K - 5	K - 5 School Improvement Leadership Team	school-wide	Planning Day/Quarterly	Focus Walks to monitor implementation of school improvement strategies.	Principal
TERC (Data Analysis)	K - 5	Data Team Data Coach	school-wide	Early Release/Monthly	Data analyzed in grade level teams and vertical articulation to analyze data across grade levels.	Principal Teachers

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide printed material in various formats.	Everyday Counts student practice books.	Operating Budget	\$250.00
Provide printed material in various formats.	Drops in the Bucket	Operating Budget	\$200.00
			Subtotal: \$450.00
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
Allow teachers to attend new math series adoption workshops on understanding the New Generation Sunshine State Standards, assessment training, etc.	Substitutes for teachers to attend school level and district level workshops.	Operating Budget	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,450.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:		46% (21) of the students will score a Level 3 on 2013 FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
41% (19)		46% (21)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of understanding of Science Vocabulary.	1.1. Science vocabulary included in Word Walls in the classroom. Pictures included with vocabulary words to ensure student understanding for all learners.	1.1. Violetra Ward (Principal) Teachers (K – 5)	1.1. Classroom observations completed by the principal to check for full implementation of the Science word wall.	1.1. Formal and Informal classroom observations completed by the principal. Science vocabulary assessed with each unit completion.
2	1.2. Inadequate Professional Development in specific Science content areas.	1.2. Selected teachers will participate in the Science Academy. Selected teachers will attend the Pearson workshop Florida Interactive Science.	1.2. Violetra Ward (Principal) Teachers (K – 5)	1.2. Principal will complete formal and informal observations to evaluate teacher knowledge of specific content areas.	1.2. Formal and Informal classroom observations completed by the principal.
3	1.3. Lack of background knowledge of key Science concepts.	1.3. Collaborative planning across grade levels to develop scaffolding in grades K - 5	1.3. Violetra Ward (Principal) Teachers (K – 5)	1.3. Teachers analyze data gained from Pre and Post assessments of key Science process skills and concepts given in each grade level.	1.3. Pre and Post Assessments of key Science process skills and concepts given in each grade level.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal # 1b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			

N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
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:	16% (7) of students tested will score 4 or above in science on the 2012 FCAT test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(5)	16% (7)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students' inability and experience with answering higher order thinking questions.	2.1. Teachers more consistently use higher order thinking questions included in the Science learning schedule. Teachers implement reciprocal teaching strategies to allow for students to create and answer their own higher order questions	2.1. Violetra Ward (Principal) Teachers (K – 5)	2.1. Teachers analyze data gained from Science benchmarks and Progress Monitoring Assessments.	2.1. Science Benchmarks Progress Monitoring Assessments
2	2.2. Lack of materials to support the standard to promote higher level conceptual thinking.	2.2. Teachers will utilize Gizmos and FCAT explorer to support students in developing higher level conceptual thinking.	2.2. Violetra Ward (Principal) Teachers (K – 5)	2.2. Principal Focus Walks and Informal Observations to evaluate use of these resources. Student data from formal and informal assessments will be collected and analyzed to assess successful use of these resources by students.	2.2. Principal observations and Formal and Informal assessments given to students.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.	N/A

Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
Academy of Science Year 3	K/5	District Training Staff	Perkins (K) Warnock (5)	9/26/2012, 11/14/2012, 1/30/2013, and 5/8/2013.	Classroom Walkthroughs	Violetra Ward, Principal
TERC (Data Analysis)	K/5	Data Team Data Coach	school-wide	Early Release/Monthly	Data analyzed in grade level teams and vertical articulation to analyze data across grade levels.	Violetra Ward, Principal K-5 Teachers
School Improvement Leadership Team Training	K/5	School Improvement Leadership Team	school-wide	Planning Day/Quarterly	Focus Walks to monitor implementation of school improvement strategies.	Violetra Ward, Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Allow teachers to attend the			

Academy of Science, workshops on understanding the New Generation Sunshine State Standards, assessment training, etc.	Substitutes for teachers to attend school level and district level workshops.	Operating Budget	\$5,000.00
Allow teachers to disaggregate data and collaboratively plan for effective differentiated instruction.	Substitutes for teachers to participate in collaborative planning activities, design team activities, and teacher led meetings.	Operating Budget	\$1,500.00
			Subtotal: \$6,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,500.00

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.		45% (24) of the students will score at Level 4 and higher on 2013 FCAT.]			
Writing Goal #1a:		[Alternatively, 71% (38) of the students will score at Level 3 and higher on 2013 FCAT.]			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
39% (21) [Alt. 68% (36)]		45% (24) [Alt. 71% (38)]			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of exposure to prompt writing.	1.1. Prompt writing tasks assigned to students weekly. Students shown FCAT anchor set samples of scored prompt writing. Writing journals with prompts implemented in primary grades to expose students to prompts prior to entering 4th grade. Write Score® Assessments given monthly in FCAT conditions in order to familiarize students with the prompt writing assessment process and determine areas for further instruction.	1.1. Teachers (K – 5)	1.1. Weekly prompts are scored by collaborative teams and graphed over time to show student growth towards proficiency in prompt writing. Write Score® Assessments administered monthly.	1.1. Weekly prompts given by the teacher. Monthly District Prompts. Monthly Write Score® prompts.

2	1.2. Students lack knowledge in the basic conventions including Spelling and Grammar.	1.2. Teacher Led explicit instruction in Spelling and Grammar.	1.2. Violetra Ward (Principal) Teachers (K – 5)	1.2. Conferencing and Monitoring of student writing work.	1.2. Mini-assessments in Spelling and Grammar weekly.
3	1.3 Inadequate and immature vocabulary due to lack of exposure to higher order texts and language.	1.3 Steck-Vaughn Vocabulary Kits will be used to expose students to more mature vocabulary and increase usage.	1.3 Violetra Ward (Principal) Teachers (K – 5)	1.3 Principal formal and informal observations of writing lessons to determine effectiveness of vocabulary instruction. Teachers analyze data collected from student writing samples.	1.3 Formal and Informal observations by the principal.

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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
Narrative Writing	3 – 5	Claire Riddell, Leslie Beasley, Molly Ray	Elementary Writing Teachers in Grades 3 - 5	Friday, Oct 12, 2012 8:00am – 3:00pm	Classrooms focus walks and observation of the 3 – 5 Writing Teachers.	Violetra Ward (Principal) Tracey Brown (Writing Curriculum Team Leader)

Writing Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No additional school-based funded activities/materials added for current year.			\$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
Allow teachers to attend writing workshops which focus on how to utilize the Writers' Workshop Model and effectively instruct the various genres at various grade levels	Substitutes for teachers to attend school level and district level workshops	Operating Budget	\$5,000.00
Allow teachers to disaggregate data and collaboratively plan for effective differentiated instruction.	Substitutes for teachers to participate in collaborative planning activities, and teacher lead meetings	Operating Budget	\$1,500.00
Subtotal: \$6,500.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Grand Total: \$6,500.00			

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Student attendance rate will increase to the district average of 95.9% (262 of 273) and the number of students with excessive absences will decrease from 38.5% (114) to 36.5% (108) in 2013.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.2% (279 of 296) Average Daily Attendance.	95.9% (284 of 296) Average Daily Attendance.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
38.5% (114 of 296)	36.5% (108 of 296)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
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	Failure to establish firm relationships with families in order for them to communicate needs regarding attendance barriers and how to address them.	Parent Conferences to discuss social/emotional/physical restrictions to increasing attendance and create a list of strategies and a system of rewards to overcome these restrictions.	Parent Student Teacher	Oncourse attendance data graphed to show changes in attendance patterns.	Attendance data monitored by the teacher. Monthly attendance progress reports sent to parent.
2	Lack of clear and concise expectations of attendance communicated to parents and students with an established system of rewards and consequences if expectations are not met.	Attendance expectations, rewards and consequences will be discussed with parents at the start of the school year during orientation and open house as well as communicated with parents through the school's monthly newsletter and website. Students will be recognized at the end of each nine weeks with a reward for achieving attendance goals. The Attendance Intervention Team will meet monthly to analyze attendance data and sign attendance contracts with parents.	Violetra Ward (Principal) Teachers (K – 5) Philip Bloom (Guidance Counselor)	Monthly attendance data will be collected and kept in data notebooks and used to plan interventions for students not meeting attendance goals.	Attendance data monitored by administrator, guidance counselor, and teachers.

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
Response to Intervention (Attendance)	K-5	Principal Data Coach	All teachers grades K-5	Quarterly on Planning Days	Data collected on attendance to be kept in Data notebooks which will be checked monthly.	Violetra Ward, Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No additional school-based funded activities/materials added for current year.			\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No additional school-based funded activities/materials added for current year.			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No additional school-based funded activities/materials added for current year.			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No additional school-based funded activities/materials added for current year.			\$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		Reduce the number of suspensions by 25% to 17 days from 23 days.			
Suspension Goal #1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
0 days		0 days			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
0 students		0 students			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
23 days		17 days			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
13 students		10 students			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Inconsistent implementation of CHAMPS/Foundations established rules, rituals and routines.	Teachers will familiarize students with CHAMPS/Foundations rules, rituals and routines from the first day of school and consistently remind students of these behavior initiatives through their lessons and transitions.	Violetra Ward (Principal) Foundations committee Mentors	Principal, Foundations Team and Mentors will monitor the implementation of CHAMPS/Foundations with focus walks.	Focus Walks and Observations.
2	Failure to prevent misbehavior by recognizing students with previous behavioral issues at the start of the school year and helping them establish personal goals for good behavior.	Teachers will identify students with histories of behavioral issues and create behavior contracts with them at the beginning of the school year with reinforcers and consequences to prevent misbehavior from starting.	Violetra Ward (Principal) Teachers (K – 5)	Social growth and development/conduct grades will be collected weekly by the teacher of record and monitored by the principal to determine if behavior contracts need to be modified.	Weekly progress sheets with social growth and development/conduct grades.

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
Response to Intervention (Behavior)	K-5	Response to Intervention Facilitator; Principal	school-wide	Early Dismissal/Monthly	Copies of Weekly Progress reports given to the RTI team for monitoring of success or failure of behavior interventions.	Response to Intervention Facilitator; Violetra Ward, Principal
CHAMPS / FOUNDATIONS	K-5	Foundations Team	K-5 Teachers	Early Dismissal/Bi-weekly	Monthly Progress Sheets and Report Cards checked by administration.	Violetra Ward, Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No additional school-based funded activities/materials added for current year.			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No additional school-based funded activities/materials added for current year.			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No additional school-based funded activities/materials added			\$0.00

for current year.				Subtotal: \$0.00
Other				
Strategy	Description of Resources	Funding Source	Available Amount	
No additional school-based funded activities/materials added for current year.				\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Our goal for this school year is to increase the parental involvement at Stonewall Jackson Elementary School by 20% (56) by offering events at a variety of times in order to accommodate the various schedules that our parents maintain.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
30% (83)		50% (139)			
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	Difficulty in coordination of jobs and other parenting responsibilities.	Provide opportunities for parent involvement at varying times during the school year so that parent schedules can be accommodated.	Faculty and Staff	Faculty and staff will keep sign in sheets for all parent involvement activities to collect data on numbers of parents participating at each event. Parent surveys will be administered to monitor success of the parent involvement.	Parent attendance survey sheets Parent sign in sheets.
2	Failure to communicate opportunities for parent involvement in a timely manner.	Parents will be notified of parent involvement opportunities at least two weeks in advance through newsletters, flyers and the school marquee.	Faculty and Staff	Parent attendance for each parent involvement activity will be taken and monitored to determine if communication has been successful. Parent surveys will be administered to monitor success of the parent communication.	Parent attendance sheets Parent surveys

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
PTA FCAT Parent Nights for Math, Science, Reading, and Writing	K-5	Principal Teachers PTA members	Parents	Quarterly	Parent Surveys	PTA

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No additional school-based funded activities/materials added for current year.			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No additional school-based funded activities/materials added for current year.			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No additional school-based funded activities/materials added for current year.			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No additional school-based funded activities/materials added for current year.			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM	
STEM Goal # 1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

Additional Goal(s)

Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Safety Goal Safety Goal #1:			Reduce the number of overall referrals by 10% (3). Our goal is to create a school culture conducive to teaching and learning.		
2012 Current level:			2013 Expected level:		
28 referrals			25 referrals		
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	Student Buy-In and/or Safety Awareness of appropriate behavior within school setting.	Promote Monthly Character Trait with the district C.A.T.S. lessons and student recognition with an award for "using the character trait" to be posted on a bulletin board in the front lobby of the school. Names to be recognized during afternoon announcements.	Teachers (K – 5)	Monthly count of Positive Referrals given. Report of monthly Suspension data. Per student report of Suspension data.	Suspension report pulled monthly. Teacher's feedback on student's improvement in behaviors
2	Student understanding and demonstrating conduct in school-wide behavior plan and DCPS Code of Conduct	Program used within 100% of classrooms: Foundations/Champs.	Violetra Ward (Principal) Teachers (K – 5)	Student exhibiting CHAMPS strategies within all settings at school.	CHAMPS posted in all classrooms.

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
CHAMPS / FOUNDATIONS	K-5	Foundations Team	K-5 Teachers	Early Dismissal/Bi-weekly	Monthly Progress Sheets and Report Cards checked by administration.	Violetra Ward, Principal

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No additional school-based funded activities/materials added for current year.			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No additional school-based funded activities/materials added for current year.			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No additional school-based funded activities/materials added for current year.			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No additional school-based funded activities/materials added for current year.			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Safety Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide additional printed materials in various genres and formats.	Ready to Read; Steck-Vaughn Vocabulary Kits	Operating Budget	\$2,500.00
Mathematics	Provide printed material in various formats.	Everyday Counts student practice books.	Operating Budget	\$250.00
Mathematics	Provide printed material in various formats.	Drops in the Bucket	Operating Budget	\$200.00
Writing	No additional school-based funded activities/materials added for current year.			\$0.00
Attendance	No additional school-based funded activities/materials added for current year.			\$0.00
Suspension	No additional school-based funded activities/materials added for current year.			\$0.00
Parent Involvement	No additional school-based funded activities/materials added for current year.			\$0.00
Safety	No additional school-based funded activities/materials added for current year.			\$0.00
				Subtotal: \$2,950.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	No additional school-based funded activities/materials added for current year.			\$0.00
Suspension	No additional school-based funded activities/materials added for current year.			\$0.00
Parent Involvement	No additional school-based funded activities/materials added for current year.			\$0.00
Safety	No additional school-based funded activities/materials added for current year.			\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Allow teachers to attend literacy workshops, coaching academies, assessment training, etc.	Substitutes for teachers to attend school level and district level workshops.	Operating Budget	\$5,000.00
Reading	Allow teachers to disaggregate data and collaboratively plan for Tier 1, Tier 2, and Tier 3 levels of intervention.	Substitutes for teachers to participate in collaborative planning activities, design team activities, and teacher led meetings.	Operating Budget	\$2,500.00
	Allow teachers to attend new math series adoption workshops on	Substitutes for		

Mathematics	understanding the New Generation Sunshine State Standards, assessment training, etc.	teachers to attend school level and district level workshops.	Operating Budget	\$5,000.00
Science	Allow teachers to attend the Academy of Science, workshops on understanding the New Generation Sunshine State Standards, assessment training, etc.	Substitutes for teachers to attend school level and district level workshops.	Operating Budget	\$5,000.00
Science	Allow teachers to disaggregate data and collaboratively plan for effective differentiated instruction.	Substitutes for teachers to participate in collaborative planning activities, design team activities, and teacher led meetings.	Operating Budget	\$1,500.00
Writing	Allow teachers to attend writing workshops which focus on how to utilize the Writers' Workshop Model and effectively instruct the various genres at various grade levels	Substitutes for teachers to attend school level and district level workshops	Operating Budget	\$5,000.00
Writing	Allow teachers to disaggregate data and collaboratively plan for effective differentiated instruction.	Substitutes for teachers to participate in collaborative planning activities, and teacher lead meetings	Operating Budget	\$1,500.00
Attendance	No additional school-based funded activities/materials added for current year.			\$0.00
Suspension	No additional school-based funded activities/materials added for current year.			\$0.00
Parent Involvement	No additional school-based funded activities/materials added for current year.			\$0.00
Safety	No additional school-based funded activities/materials added for current year.			\$0.00
				Subtotal: \$25,500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide resource for development and progress monitoring or reading skills.	Printing Expenses: in-house and at district central printing facility.	Operating Budget	\$1,188.00
Attendance	No additional school-based funded activities/materials added for current year.			\$0.00
Suspension	No additional school-based funded activities/materials added for current year.			\$0.00
Parent Involvement	No additional school-based funded activities/materials added for current year.			\$0.00
Safety	No additional school-based funded activities/materials added for current year.			\$0.00
				Subtotal: \$1,188.00
				Grand Total: \$29,638.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
2012-2013 SAC funds will be utilized to provide tutorial services for our lowest quartile students.	\$1,652.72

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

The school advisory council is an integral part of the success of Stonewall Jackson Elementary. This year the SAC will:

- Assist in the development and evaluation of the School Improvement Plan;
- Discuss and provide suggestions on how to improve student performance;
- Solicit mentors to improve student achievement;
- Monitor SIP Targets/SIP Funds;
- Attend workshop on Foundations to familiarize members with the school wide Safe and Civil school policies.

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 STONEWALL JACKSON ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	79%	52%	58%	261	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	59%	80%			139	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?	53% (YES)	67% (YES)			120	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					520	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Duval School District STONEWALL JACKSON ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	69%	76%	41%	253	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	56%	73%			129	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?	53% (YES)	67% (YES)			120	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					502	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested