FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LONG BRANCH ELEMENTARY SCHOOL

District Name: Duval

Principal: Marva McKinney

SAC Chair: Jacqueline Lattimore

Superintendent: Ed Pratt Dannals

Date of School Board Approval: Pending

Last Modified on: 10/23/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Reading 2011-2012 Grade: B Mastery: 25% Learning Gaines: 80% Lowest 25% Gains: 80% 2010 – 2011 Grade: A (533points) Mastery: 55% Learning Gains: 73% Lowest 25% Gains: 73% AYP in Reading: Yes 2009 – 2010 Grade: C (440 points) Mastery: 43% Learning Gains: 53% Lowest 25% Gains: 50% AYP in Reading: No 2008-2009 Grade: D (404 points) Mastery: 43%

Position	Name	Certification	# of Years at Current School	# of Years as Administrator	Prior Performance Record
					Learning Gains: 57% Lowest 25% Gains: 63% AYP in Reading: No 2007-2008 Grade: D (417 points) Mastery: 44% Learning Gains: 61% Lowest 25% Gains: 57% AYP in Reading: No Math 2010 – 2011 Grade: A Mastery: 82% Learning Gains: 82% Lowest 25% Gains: 82% AYP in math: Yes 2009 – 2010 Grade: C Mastery: 61% Learning Gains: 80% Lowest 25% Gains: 80% AYP in math: Yes
Principal	Marva McKinney	BS- Elementary Education, Bethune Cookman Masters Educational Leadership, Florida Atlantic University Principal Certification- State of Florida Level 2 Principal Certification	5	6	2008-2009 Grade: D Mastery: 42% Learning Gains: 54% Lowest 25% Gains: 54% AYP in math: No 2007-2008 Grade: D Mastery: 43% Learning Gains: 65% Lowest 25% Gains: 67% AYP in math: No AYP in Reading: No Math 2010 – 2011 Grade: A Mastery: 82% Learning Gains: 82% Lowest 25% Gains: 82% AYP in math: Yes 2009 – 2010 Grade: C Mastery: 61% Learning Gains: 80% Lowest 25% Gains: 80% AYP in math: Yes 2008-2009 Grade: D Mastery: 42% Learning Gains: 54% Lowest 25% Gains: 54% AYP in math: No 2007-2008 Grade: D Mastery: 43% Learning Gains: 65% Lowest 25% Gains: 67% AYP in math: No

INSTRUCTIONAL COACHES

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

			# of	# of Years as	Prior Performance Record (include prior School Grades, FCAT/Statewide

Subject Area	Name	Degree(s)/ Certification(s)	Years at Current School	an Instructional Coach	Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math Interventist	Pamela Drinkwater	Bachelor of Arts Elementary Education 1 - 6	3	6	Long Branch Elementary 2011-2012 Grade: B Mastery: 43% Learning Gaines: 87% Lowest 25% Gains: 87% 2010-2011 Grade: A (533 points) Mastery: 55% Learning Gaines: 73% Lowest 25% Gains: 73% AYP in Reading: Yes 2009 – 2010 Grade: C (440 points) Mastery: 43% Learning Gaines: 53% Lowest 25% Gains: 50% AYP in Reading: No Coach at Enterprise Learning Academy from 2006 – 2009 2008 – 2009: Grade: B (518 points) Mastery: 79% Learning Gaines: 68% Lowest 25% Gains: 59% AYP in Reading: Yes 2007 – 2008 Grade: B (506 points) Master: 75% Learning Gaines: 67% Lowest 25 % Gains: 59% AYP in Reading: Yes 2006 – 2007 Grade: C (455 points) Mastery: 78% Learning Gaines: 62% Lowest 25% Gains: 55% AYP in Reading: Yes
Math	Vincent Taylor	Bachelor of Arts Elementary Education	3.5	3.5	Math Coach 2011-2012 Grade: B Mastery: 43% Learning Gaines: 87% Lowest 25% Gains: 87% 2010-2011 Grade: A Mastery: 82% Learning Gaines: 82% Lowest 25% Gains: 82% AYP in Math: Yes 2009 – 2010 Grade: C Mastery: 61% Learning Gaines: 80% Lowest 25% Gains: 80% AYP in math: Yes
Science	Ruth Jackson-Knight	Bachelor of Science Criminal Justice PreK-3 Early Childhood Education Elementary Education (K-6)-Certification	1		Science Coach 2011-2012 Grade: B Mastery:16%
Reading Interventionist	Shameka Brown	Bachelor of Science in Finance Florida Teacher Certification K - 6	4	2	Long Branch Elementary 2010-2011 Grade: A (533 points) Mastery: 55% Learning gains: 73% Lowest 25% gains: 73% AYP in Reading; Yes

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.Individual Professional Development to strengthen teacher skills 2.PLC- Professional Learning Communities to ensure teacher support 3.District-level Professional Development to strengthen teacher skills. 4.Administrators will observe and give teacher feedback 5.Administrators and instructional coaches will model lessons and best practices	Principal and Coaches Principal and Coaches District Personnel Principal Principal and Coaches Principal	On-going On-going On-going On-going On-going	
2				

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
None	

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
23	95.7%(22)	165.2%(38)	143.5%(33)	21.7%(5)	17.4%(4)	434.8% (100)	0.0%(0)	4.3%(1)	47.8%(11)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Shameka Brown	Kristian Kohn	Reading Interventionist	Instructional Support Modeling Lesson Planning MINT Support
Courtney Ellis	Kayla Rodgers	Teacher/Team Member	Instructional Support Modeling Lesson Planning

			MINT Support
Ashley Sherwood	Brittany Coant	Teacher/Team Member	Instructional Support Modeling Lesson Planning MINT Support
Ashley Sherwood	Brittany Coant	Teacher/Team Member	Instructional Support Modeling Lesson Planning MINT Support
Vincent Taylor	Devaughn Parks	Math Coach	Instructional Support Modeling Lesson Planning MINT Support
Vincent Taylor	Devaughn Parks	Math Coach	Instructional Support Modeling Lesson Planning MINT Support

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A
Pre-K- Pre-Kindergarten is a program that is designed to prepare students for Kindergarten
Parental Involvement Center- A resource to parents designed to assist them with the necessary tools to empower their students for success. The center also gives parents valuable tools for self motivation and life improvement.
Full Service Schools- Behavior Intervention Resource
SES Tutoring- Supplemental Educational Services is a program that sponsors and funds the after-hours tutoring for students that are eligible for free/reduced lunch and attends a Title 1 school that has not made AYP in two or more years. The SES tutors will be required to align their daily instruction with the curriculum of the tutoring company as approved by the Duval County School District.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team includes the principal, school instructional coach, reading coach, math coach and science coach.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, assesses staff skills, ensures implementation of interventions and support and documentation, ensuring teachers are provided with adequate professional development to support RtI
Implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education and ESE Teachers: (primary and intermediate) Provide information about core instruction, collect student data and deliver Tier I Instruction. They collaborate with other staff to implement
Tier 2 interventions, and integrates Tier 1 materials and instruction with Tier 2 and 3 intervention activities.

Exceptional Student Education (ESE) Teachers: Participate in collecting student data, integrates core instructional activities and material into Tier 3 instruction, and collaborates with general education teachers through conferencing and profession learning communities

Reading Interventioist, Math Interventioist, Math Coach and Science Coach: Develop, lead and evaluate school core standards and programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of students needs with district personnel to identify appropriate, evidence-based intervention strategies; assist with school screening programs that provide early intervention services for students to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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 Leadership team will meet weekly to look data and use to determine instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding the benchmark, at moderate risk, or at high risk for not meeting the benchmarks. Based on data collected the team will identify professional development and resources the teachers will need to implement RtI. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. They will conduct action research with identified targeted "at risk" students providing direct intervention services, monitoring students' progress, and measuring the results of the intervention.

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 RtI Leadership Team will meet with the School Advisory Council (SAC) to help develop the SIP. The team will provide data on Tier I, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear

expectations for instruction; facilitates the development of a systematic approach to teaching (gradual release, essential questions, activating and teaching strategies; extending, refining, and summarizing); and aligned processes and procedures. School Psychologist- 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; and helps identify systemic patterns of student need with respect to language skills.

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: Benchmarks; F.A.I.R., DRA2, summative assessments, and FCAT 2.0

Progress Monitoring: Progress Monitoring and Reporting Network (PMRN), Curriculum Based Measurement, previously released FCAT's and Sample FCAT 2.O, FCAT Explorer, Destinations success, Success Maker, and formative assessments.

Diagnostic Assessment: F.A.I.R., and DRA2

End of the Year: FCAT 2.0 and F.A.I.R.

Frequency of Data Days: bi-weekly for data analysis

Describe the plan to train staff on MTSS.

Professional Development on RtI will be during Early Release Training, grade level meetings and common planning time (PLC). The coaches will provide professional development based on district training of RtI, best practices, and based on evaluation of teacher needs as determined in the weekly RtI Leadership team meetings

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Marva Payne
Shameka Brown
Pamela Drinkwater

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

The school based Literacy Leadership team will meet twice monthly to discuss our goals in the area of literacy. The team will develop ideas and motivational events that are aligned with the school goals.

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

Major initiatives for this year include working with other organizations within the school to promote parental and educational support for the community. The initiatives include the Ready to Learn program and planned Literacy nights.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/18/2012)

*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.

> Pre-K is a part of a standards based program. This program is designed to prepare students for Kindergarten and beyond. This program has a highly qualified teacher and a full time para-professional. The maximum capacity is 18 students. This program begins at 8:30 a.m. and ends at 3:00p.m. daily. A district/state developed standardized test that is criterion referenced.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Teachers will use FCAT and FAIR data along with FCAT item specification to drive their instruction to meet the class and individual student's needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5,25% (22) of students achieved mastery on the 2011 administration of the FCAT Reading Test.	In grades 3-5,39% (43)of students achieved mastery on the 2012 administration of the FCAT Reading Test.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack of computer skills for online assessments that are being used to meet students individual needs	1.1. Provide students opportunities to become familiar with computer based assessments. Teachers will use FCAT and FAIR data along with FCAT item specification to drive their instruction to meet the class and individual student's needs	1.1. Principal	1.1 F.A.I.R., Benchmarks, and going assessments	1.1 Review of analysis of the assessments
2	1.2. Teachers may need assistance with creating FCIM Calendars	1.2. School coaches will collaborate with teachers to create FCIM Calendars based on assessments for learning.	1.2. Principal	1.2. On-going assessments on the Florida Department of Education FCIM Focus website	1.2. Review of on-going assessments
3	1.3. Teachers will need continued assistance with the item specifications for the Common Core	1.3. School coaches will meet during common planning to continue to use the FCAT Item Specification for the Common Core	1.3. Principal	1.3. Teachers will use the FCAT item specifications in their classroom instruction and monitor through classroom walks	1.3. Evidence of use of the FCAT item specifications in teachers lesson plans and classroom instruction
4					

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Teachers will use engaging, rigorous, and differentiated instruction to increase student achievement above proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5,11% (10) of students achieved above mastery on the 2011 administration of the FCAT Reading Test.	In grades 3-5,20%(22)of the students will achieve mastery on the 2012 administration of the FCAT Reading Test.

	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 student engagement	2.1. Cooperative Leaning integrated though content area instruction. Teachers will use engaging, rigorous, and differentiated instruction to increase student achievement above proficiency.	2.1. Principal	2.1 Teachers will use the cooperative learning structures in their classroom instruction and monitor through classroom walks	2.1. Evidence of cooperative learning in teacher lesson plans and classroom instruction
2	2.2 Students who are above grade level proficiency not being challenged	2.2 Provide opportunity for increased rigor and student enrichment through differentiated instruction during guided reading and small group instruction.	2.2. Principal	2.2 Student performing at a higher proficiency on on-going assessments	2.2. Evidence of differentiated instruction in lesson plans and classroom instruction
3	2.3 Teachers will need to increase the rigor of instruction and performance of students	2.3 Teachers will use higher level questioning and performance task to develop student's critical thinking	2.3 Principal	2.3 Teachers will use the higher level question and student performance task in their classroom instruction and monitor through classroom walks	2.3 Evidence of use of higher level questioning and expectations of students evident i teachers lesson plans and classroom instruction
4					

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

2b. Florida Alternate Assessment:

Students scoring at or above Achievement Level 7 in reading.

Reading Goal #2b:

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Teachers will use NGSSS and FCAT 2.0 to ensure that students are achieving grade level expectations.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5,80% (39) of students achieved mastery on the 2011 administration of the FCAT Reading Test	In grades 3-5,90% (63)of students achieved mastery on the 2012 administration of the FCAT Reading Test.

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. Teachers will need to provide explicit instruction, modeling and opportunity for practice to enable student to be successful.	3.1. Teachers will plan instruction using the gradual release model. Teachers will use NGSSS, Item Specifications, and FCAT 2.0 to ensure that students are achieving grade level expectations.	3.1. Principal Reading Interventionist ESE Teacher	3.1. Teachers' lesson plans and instruction will show evidene of the gradual release model.	3.1. Evidence of gradual release model will be eviden tin lesson plans and classroom instruction.
2	3.2. All students will need their individualized learning needs met	3.2 Teachers will use students data to provide differentiated instruction based on students individualized needs	3.2 Principal Reading Interventionist ESE Teacher	3.2 F.A.I.R., Benchmarks, and going assessments	3.2 Review of analysis of the assessments
3	3.3 Some students will need additional interventions to reach proficiency.	3.3 Teachers will use on-going assessments to determine students who need Tier II and Tier III interventions.	3.3 Principal Reading Interventionist ESE Teacher	3.3 Use on-going assessments to track students success with grade level proficiency	3.3 Review of analysis assessments

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Teachers will use data from FCAT, FAIR, and on-going assessments to plan for differentiated small group instruction and RtI.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 80% (39) of students achieved mastery on the 2011 administration of the FCAT Reading Test	In grades 3-5, 90% (63) of students will make ayear's growth on the 2012 administration of the FCAT Reading Test.

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. Some students will need additional interventions to reach proficiency	4.1. Teachers will use data to differentiate instruction based on students individual needs Teachers will use data from FCAT 2.0, FAIR, and on-going assessments to plan for differentiated small group instruction and RtI.	4.1 Principal Reading Interventionist ESE Teacher	4.1. Use on-going assessments to track students success with grade level proficiency	4.1 Review of analysis assessments
2	4.2. Students not meeting grade level proficiency may need additional learning time and assistance.	4.2. Implementing an extended school day to provide response to intervention for students not meeting grade level proficiency	4.2. Principal Reading Interventionist ESE Teacher	4.2. In the lesson plans Teachers will include in their lesson plans students grouped in areas of need with interventions they will do with each group during the extended RtI time.	4.2 Evidence of student groups according to need with specific intervention is included in the lesson plans
3	4.3 Lack of student engagement	4.3 Cooperative Learning integrated though content area instruction	4.3 Principal Reading Interventionist ESE Teacher	4.3 Teachers will use the cooperative learning structures in their classroom instruction and	4.3 Evidence of cooperative learning in teacher lesson plans and

				monitor through classroom walks.	classroom instruction.

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 :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	Teachers will use data from FCAT, FAIR, and on-going assessments to plan for differentiated small group instruction and RtI.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (59) of the black and economically disadvantaged did not make AYP on the FCAT Test	55% (37) of the black and economically disadvantaged will not make AYP on the 2011 FCAT 2.0 Test

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					

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Teachers will use data from FCAT, FAIR, and on-going assessments to plan for differentiated small group instruction and RtI
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 61%(59) of students achieved below mastery on the 2010 administration of the FCAT Reading Test	In grades 3-5, 55% (37) of students will make a year's growth on the 2011 administration of the FCAT Reading Test

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
Reading						

Fluency across the content areas	All grade levels/subject	School based coaches	All teachers	Early Release common planning and SIG Saturdays	Monitoring lesson plans and classroom instruction	Principal, School based coaches
Comprehension Strategies	All grade levels/subject	School based coaches	All teachers	Early Release common planning and SIG Saturdays	Monitoring lesson plans and classroom instruction	Principal, School based coaches
Champs Behavior Management System	All grade levels/subject	School based coaches	All teachers	Early Release common planning and SIG Saturdays	Monitoring lesson plans and classroom instruction	Principal, School based coaches
Cooperative Learning Structures	All grade levels/subject	School based coaches	All teachers	Early Release common planning and SIG Saturdays	Monitoring lesson plans and classroom instruction	Principal, School based coaches

Reading Budget:

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

End of Reading Goal

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

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

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Our goal is to have 63%(69) of our students achieve a level 3 or higher on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%	63%

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. Instructional strategies that address the multiple intelligences, especially the visual, musical, and bodily-kinesthetic learner.	1.1 Teachers will ensure lessons cater to the various learning styles of students. School-based math coach will collaborate with mathematics teachers through professional learning communities to create lesson plans that meet the needs of multiple learning styles. Math Coach will model lessons incorporating the visual, musical, and bodily-kinesthetic intelligences	1.1. Math Coach	1.1. Focused walkthroughs by administration will be conducted to ensure the multiple learning styles are addressed. Observation by math coach through co-teach situations; ;	1.1. Evidence posted in lesson plans
2	1.2. Analyzing multiple forms of student data (FCIM, unit assessments, and district benchmark assessments) to drive instruction.	1.2. School-based math coach and district math coach will collaborate to provide teachers with professional development focused on using data (benchmarks and weekly assessments) to monitor student progress and modify instruction. The school-based math coach will facilitate analysis of student data during common planning time.	1.2. Principal and math coach	1.2. Math Coach will review results of assessments to determine progress toward benchmark. Conversing done during Common Planning Time between teacher and math coach will reflect that there was a focus on data.	1.2. Diagnostic assessments, FCIM assessments, End-of-Unit assessments, and district benchmark assessments that are aligned with the Next Generation Math Standards
	1.3 Teachers' misconception of higher order	1.3 Utilize Webb's Depth of Knowledge to infuse	1.3 Principal Math Coach	1.3. Focused walkthroughs by administration will be	1.3. Reports generated through

| | | higher order questions in lessons daily

Math coach will model higher order questioning during numerous lesson as well as ensure that classwork caters to a high cognitive processing | Math Interventionist District Math Coach | conducted to ensure the multiple learning styles are addressed. Observation by math coach through co-teach situations;

Observation by math coach through co-teach situations; | walkthroughs

Evidence posted in lesson plans |
|---|---|---|---|---|---|
| 3 | questioning. | | | | |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Our goal is to have 30% (33) of our students achieve a level 4 or 5 on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (17) Students	30%

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	2.3.

Teachers' misconception of higher order questioning. | 2.3.

Utilize Webb's Depth of Knowledge to infuse higher order questions in lessons daily | 2.3.

Math Coach | 2.3.

Observation by math coach through co-teach situations; | 2.3.

Evidence posted in lesson plans |
| 3 | | 2.1 | 2.1. | 2.1. | 2.1. |

2	2.1. Instructional strategies that address the multiple intelligences, especially the visual, musical, and bodily-kinesthetic learner.	Teachers will ensure lessons cater to the various learning styles of students. School-based math coach will collaborate with mathematics teachers through professional learning communities to create lesson plans that meet the needs of multiple learning styles. Math Coach will model lessons incorporating the visual, musical, and bodily-kinesthetic intelligences.	Principal and the math coach	Focused walkthroughs by administration will be conducted to ensure the multiple learning styles are addressed. Observation by math coach through co-teach situations;	Reports generated through walkthroughs Evidence posted in lesson plans
3	2.2. Analyzing multiple forms of student data (FCIM, unit assessments, and district benchmark assessments) to drive instruction.	2.2. School-based math coach and district math coach will collaborate to provide teachers with professional development focused on using data (benchmarks and weekly assessments) to monitor student progress and modify instruction. The school-based math coach will facilitate analysis of student data during common planning time.	2.2. Principal and math coach	2.2. Math Coach will review results of assessments to determine progress toward benchmark. Conversing done during Common Planning Time between teacher and math coach will reflect that there was a focus on data.	2.2. Diagnostic assessments, FCIM assessments, End-of-Unit assessments, and district benchmark assessments that are aligned with the Next Generation Math Standards

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning

gains in mathematics.

Mathematics Goal #3a:

Our goal is to have 90% (63) of our students making learning gains in mathematics on the 2012 FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
87%	90%

	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. Instructional strategies that address the multiple intelligences, especially the visual, musical, and bodily-kinesthetic learner.	3.1 Teachers will ensure lessons cater to the various learning styles of students. School-based math coach will collaborate with mathematics teachers through professional learning communities to create lesson plans that meet the needs of multiple learning styles. Math Coach will model lessons incorporating the visual, musical, and bodily-kinesthetic intelligences.	3.1. Principal and the math coach	3.1. Focused walkthroughs by administration will be conducted to ensure the multiple learning styles are addressed. Observation by math coach through co-teach situations;	3.1. Reports generated through walkthroughs Evidence posted in lesson plans
2	3.2. Analyzing multiple forms of student data (FCIM, unit assessments, and district benchmark assessments) to drive instruction.	3.2. School-based math coach and district math coach will collaborate to provide teachers with professional development focused on using data (benchmarks and weekly assessments) to monitor student progress and modify instruction. The school-based math coach will facilitate analysis of student data during common planning time.	3.2 Principal and math coach	3.2. Math Coach will review results of assessments to determine progress toward benchmark. Conversing done during Common Planning Time between teacher and math coach will reflect that there was a focus on data.	3.2. Diagnostic assessments, FCIM assessments, End-of-Unit assessments, and district benchmark assessments that are aligned with the Next Generation Math Standards
3	3.3. Teachers' misconception of higher order questioning.	3.3. Utilize Webb's Depth of Knowledge to infuse higher order questions in lessons daily	3.3. Math Coach	3.3. Observation by math coach through co-teach situations;	3.3. Evidence posted in lesson plans

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Our goal is to have 90% (63 students) of our students in the lowest 25% making learning gains in mathematics on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87%(43 students)	90% (63)

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. Instructional strategies that address the multiple intelligences, especially the visual, musical, and bodily-kinesthetic learner.	4.1 Teachers will ensure lessons cater to the various learning styles of students. School-based math coach will collaborate with mathematics teachers through professional learning communities to create lesson plans that meet the needs of multiple learning styles. Math Coach will model lessons incorporating the visual, musical, and bodily-kinesthetic intelligences.	4.1. Principal and the math coach	4.1. Focused walkthroughs by administration will be conducted to ensure the multiple learning styles are addressed. Observation by math coach through co-teach situations;	4.1. Reports generated through walkthroughs Evidence posted in lesson plans
	4.2. Analyzing multiple forms of student data (FCIM, unit assessments, and district benchmark assessments) to drive instruction.	4.2. School-based math coach and district math coach will collaborate to provide teachers with professional development focused on using data	4.2. Principal and math coach	4.2. Math Coach will review results of assessments to determine progress toward benchmark. Conversing done during	4.2. Diagnostic assessments, FCIM assessments, End-of-Unit assessments, and district benchmark

2		(benchmarks and weekly assessments) to monitor student progress and modify instruction.

The school-based math coach will facilitate analysis of student data during common planning time. | | Common Planning Time between teacher and math coach will reflect that there was a focus on data. | assessments that are aligned with the Next Generation Math Standards |
| 3 | 4.3.

Teachers' misconception of higher order questioning. | 4.3.

Utilize Webb's Depth of Knowledge to infuse higher order questions in lessons daily | 4.3.

Math Coach | 4.3.

Observation by math coach through co-teach situations; | 4.3.

Evidence posted in lesson plans |

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Elementary School Mathematics Goal #

5A : |
|---|---|

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

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

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

| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics.

Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	We will decrease the amount of black students who were no proficient in math by 10% using Safe Harbor targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (40)	38%(25)

		Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5D.1. Teachers are not addressing various learning styles through the utilization of available materials	5D.1. Teachers will ensure lessons cater to the various learning styles of students. School-based math	5D.1. Principal, assistant principal, and the math coach	5D.1. Focused walkthroughs by administration will be conducted to ensure the multiple learning styles are addressed.	5D.1. Reports generated through walkthroughs

		coach will work in collaboration with mathematics teachers through professional learning communities to create lesson plans that meet the needs of multiple learning styles. Teachers will incorporate available materials to meet the needs of multiple learning styles.		Observation by math coach through co-teach situations;	Evidence posted in lesson plans
1					
2	5D.2. Student data is not being used to monitor student progress	5D.2. School-based math coach and district math coach will collaborate to provide teachers with professional development focused on using data (benchmarks and weekly assessments) to monitor student progress and modify instruction. The school-based math coach will facilitate analysis of student data during common planning time.	5D.3 Math Coach	5D.3 Observation by math coach through co-teach situations;	5D.3 Evidence posted in lesson plans

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
Turnaround Coaches Meetings	Coaches	District Coaches	Early Release Day and during Common Planning Time	Early Release Day and during Common Planning Time	Logs submitted to the District	District Personnel
Turnaround Coaches Meetings	Coaches	District Coaches	Early Release Day and during Common Planning Time	Early Release Day and during Common Planning Time	Logs submitted to the District	District Personnel
Turnaround Coaches Meetings	Coaches	District Coaches	Early Release Day and during Common Planning Time	Early Release Day and during Common Planning Time	Logs submitted to the District	District Personnel

Mathematics Budget:

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	16% of eligible students achieved proficiency (FCAT level 3) in science. For the 2011-2012 school year, the goal is 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%	35%

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 New testing format (FCAT 2.0)	1.1 District and School Based Coach will provide training on new testing format FCAT 2.0. The District and School Based Coach will provide professional development for all teachers on unpacking FCAT 2.0 benchmarks. The School Based Coach will facilitate lesson planning, modeling, co-teaching, and debriefing in order to support science teachers in unpacking FCAT 2.0 benchmarks.	1.1 District Staff and School Based Coach District Staff and School Based Coach School Based Coach	1.1 Monitoring of the implementation of knowledge acquired from the professional development. Participants present information acquired from the professional development during Early Release Day sessions and/or Faculty Meetings Science Coach conducts classroom visits and documents the stage of implementation observed.	1.1 Analysis of data from District and School Based Assessments. Analysis of follow-up feedback meetings with teachers. Analysis of assessments
2	1.2 Teachers do not follow an appropriate progression of rigor according to the Webb's Depth of Knowledge Levels	1.2 Provide professional development in Webb's Depth of Knowledge Science teachers will align lesson planning and delivery based on benchmarks at	1.2 Administrators, coaches, and teachers	1.2 Classroom observations	1.2 Lesson Plans Appropriate observation instrument Maintain activity logs that include classroom

		appropriate cognitive complexity levels			observations
	1.3 Students are not making a connection between classroom investigations and concepts being taught. 3	1.3 Full implementation of science instruction via the learning schedule, instructional calendar, test specifications document. Provide enrichment opportunities via field trips. Teachers provide relevant classroom experiences to connect the investigations with concepts taught.	1.3 Administrators, coaches, and teachers	1.3 Classroom observations Student journals	1.3 Lesson Plans Classroom artifacts Appropriate observation instrument Maintain activity logs that include classroom observations

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	No students achieved above proficiency (FCAT Levels 4 and 5) in science. For 2013, the goal is 35%
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%	35%

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
2.1	2.1.	2.1.	2.1.	2.1.

1	New testing format (FCAT 2.0)	District and School Based Coach will provide training on new testing format FCAT 2.0. The District and School Based Coach will provide professional development for all teachers on unpacking FCAT 2.0 benchmarks. The School Based Coach will facilitate lesson planning, modeling, co-teaching, and debriefing in order to support science teachers in unpacking FCAT 2.0 benchmarks.	District Staff and School Based Coach District Staff and School Based Coach School Based Coach	Monitoring of the implementation of knowledge acquired from the professional development Participants present information acquired from the professional development during Early Release Day sessions and/or Faculty Meetings Science Coach conducts classroom visits and documents the stage of implementation observed	Analysis of data from District and School Based Assessments. Analysis of follow-up feedback meetings with teachers Analysis of assessments
2	2.2 Teachers do not follow an appropriate progression of rigor according to the Webb's Depth of Knowledge Levels	2.2 Provide professional development in Webb's Depth of Knowledge Science teachers will align lesson planning and delivery based on benchmarks at appropriate cognitive complexity levels	2.2 Administrators, coaches, and teachers	2.2 Classroom observations	2.2 Lesson Plans Appropriate observation instrument Maintain activity logs that include classroom observations
3	2.3 Students are not making a connection between classroom investigations and concepts being taught.	2.3 Full implementation of science instruction via the learning schedule, instructional calendar, test specifications document Provide enrichment opportunities via field trips Teachers provide relevant classroom experiences to connect the investigations with concepts taught	2.3 Administrators, coaches, and teachers	2.3 Classroom observations Student journals	2.3 Lesson Plans Classroom artifacts Appropriate observation instrument Maintain activity logs that include classroom observations

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

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

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

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

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

Science Budget:

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Teachers will use on- going writing assessment to differentiate instruction based on students needs.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%	85%

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 need help in organizing the writing and writing across the content areas.	Provide Step-Up to Writing to instruction for student struggling with organization in their writing and writing in content area	Principal Reading Interventionist	There will be evidence of organization in students completed pieces in their writing portfolio and journals	Monitoring the Writing folder and journals.
2	Students are not proficient in grammar	Provide additional and explicit mini-lessons on grammar usage	Principal Reading Interventionist	There will be evidence of students using grammar in orally communication and in completed pieces in their writing portfolio	Monitoring the Writing folde
3	Students need to increase vocabulary to be able to express themselves clearly and effectively	Provide vocabulary instruction to enhance students ability to Communicate effectively	Principal Reading Interventionist	There will be evidence of student s use of vocabulary orally and in completed pieces in their writing portfolio	Monitoring the Writing folder

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	To decrease the number of students missing 10 or more days by 25%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
98%	100%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
3	10

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
0	10

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental involvement/communication; disconnected telephone numbers; change of address	Truant officer/guidance counselor will make home visits as needed; frequently update student information cards; speak to in student drop off/pick up zone; weekly/monthly reminders to repeated attendance issues	Principal Guidance Counselor Truant Officer CRT Operator Teachers	Weekly meetings with Truant Officer and Guidance Counselor	Track data to monitor rates of attendance

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

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

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

Attendance Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	To decrease the suspension rate by 50%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1	10
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
1	10

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Limited discipline strategies; classroom management	1.1. School-wide behavior plan; teachers will be CHAMPs trained; more parental contact/conferences	1.1. Guidance Counselor Truant Officer CRT Operator Teachers	Monitor the number of disipline referrals written Monitor teacher classroom management	Genesis discipline data input

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	80 % of the parents at Long Branch Elementary will participate in ongoing activities and workshops throughout the school year
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
40%	Parent days will be offered once a every nine weeks
Problem-Solving Process to Increase Student Achievement	
	Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Funding for incentives, food and other prizes	Seek and build relationships and partnerships with local business agencies.	Principal, teachers, Parent and Volunteer Liaison	Collect participation data and survey families.	Collect participation data and surveys to families
2	Updated information regarding phone numbers and addresses	Parents will be reminded during parent/teacher conferences, team up and school newsletter	Principal, teachers, Parent and Volunteer Liaison	Collect participation data and survey families.	Collect participation data and surveys to families
3	School newsletter and other information not being read or received	Place a reminder on marquee and in student agenda	Principal, teachers, Parent and Volunteer Liaison	Collect participation data and survey families.	Collect participation data and surveys to families

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

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

STEM Budget:

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

Subtotal: $0.00

Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

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:	We will continue to implement Safe and Orderly School programs,this includes Foundations and CHAMPS during the coming year.
2012 Current level:	2013 Expected level:
N/A	100%

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	Larger Class sizes	Foundations Team will review in pre-planning for faculty what a Champs classroom should look like with rituals and routines posted: daily schedule, assignments, classroom rules with consequences and rewards and any additional artifacts Incorporate Foundations training and resources into our daily routines as well as our classwork/homework.	1.1. Foundations Team, Principal Classroom Teachers	1.1. The Foundations Team will administer surveys to parents, students and staff at mid-year and at the end of the year. The team will evaluate results.	1.1 Walk through instruments
2	1.2. Modifying instructional time for activities.	Provide week of activities celebrating Red Ribbon Week, including Anti-bullying instruction, Character Development and Conflict Resolution through classroom/video instruction.	1.2. Principal Classroom Teachers	1.2. Students will begin to develop skills in conflict resolution resulting in a reduction in bullying reports and requests for assistance from teachers.	1.2. Anecdotal observations from classroom teachers and Principals
3	We have a large number of students who attend our TEAM-up program. Parents do not always indicate a change in transportation when necessary	1.3. Create a monthly mode of transportation form	1.3. Principal Classroom Teachers	1.3. Monitor mode of transportation forms monthly	1.3. Monitor mode of transportation forms monthly and check for consistency

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

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

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

Budget:

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

End of Safety Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

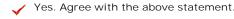| j͏ Priority	j͏ Focus	j͏ Prevent	j͏ NA	

Are you a reward school: j͏ Yes j͏ No

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

No Attachment (Uploaded on 10/18/2012)

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
The SAC committee is currently in the process of planning fund raising activities	$0.00

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

The SAC committee is planning to host events that will increase the Parental Involvement at Long Branch Elementary. Some of the activities include a Winter and Spring Carnival. Other schools will be invited to participate in these events. The committee wants to increase the amount of members participating within the SAC and to develop continuity and consistency among its members.

AYP DATA

SCHOOL GRADE DATA

No Data Found

**Duval School District
LONG BRANCH ELEMENTARY SCHOOL
2010-2011**

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	82%	63%	23%	223	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	73%	82%			155	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?	73% (YES)	82% (YES)			155	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					533	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

**Duval School District
LONG BRANCH ELEMENTARY SCHOOL
2009-2010**

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	42%	61%	71%	3%	177	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	53%	80%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	80% (YES)			130	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					440	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested