

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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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

School Name: PICKETT ELEMENTARY SCHOOL

District Name: Duval

Principal: Carol Brown

SAC Chair: Debra Baldwin

Superintendent: Ed Pratt-Daniels

Date of School Board Approval:

Last Modified on: 10/16/2012

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)
		B.S in Early Childhood/			Principal: Pickett Elementary 2011-2012 FCAT Grade: D Reading Level of Satisfactory Performance: 34% Math Level of Satisfactory Performance: 45% Writing Level of Satisfactory Performance: 63% Science Level of Satisfactory Performance: 32% Learning Gains in Reading: 61% Learning Gains in Math: 69% Bottom Quartile Reading Gains: 50% Bottom Quartile Math Gains: 61% 2010-2011 FCAT Grade: C Reading Proficiency was 53%, Math proficiency 75%, Writing proficiency 84% And Science 44% White, Black and Economically Disadvantaged students Did not make AYP in reading. White and Economically Disadvantaged students did not make AYP in math.

Principal	Carol Brown	Master in Elementary Education	2	5	<p>AP: George Washington Carver 2009-2010 FCAT Grade: C Reading Proficiency was 43%, Math proficiency 55%, Writing proficiency 96% And Science 35% There are less than ten students in the White, Hispanic, ELL, and Indian subgroups. Black and Economically Disadvantaged students Did not make AYP in reading or math. Students with disabilities did not make AYP</p> <p>2008-2009 FCAT Grade: B Reading proficiency was 44%, math proficiency 55%, writing proficiency 88%, and Science proficiency 32%. There are less than ten students in the White, Hispanic, ELL, and Indian. Blacks, SWD, and Economically Disadvantage students did not make AYP in reading, while SWDs did not AYP in math. All other applicable NCLB subgroups made AYP: George Washington Carver Elementary</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.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math Coach	Keith Johnson	BA Elem. Education/ 1-6	3	8	<p>Math Coach: Pickett Elementary 2011-2012 FCAT Grade: D Reading Level of Satisfactory Performance: 34% Math Level of Satisfactory Performance: 45% Writing Level of Satisfactory Performance: 63% Science Level of Satisfactory Performance: 32% Learning Gains in Reading: 61% Learning Gains in Math: 69% Bottom Quartile Reading Gains: 50% Bottom Quartile Math Gains: 61%</p> <p>Math Coach Pickett Elementary 2010-2011 FCAT Grade: C Reading Proficiency was 53%, Math proficiency 75%, Writing proficiency 84% And Science 44% White, Black and Economically Disadvantaged students Did not make AYP in reading. White and Economically Disadvantaged students did not make AYP in math.</p> <p>Math Coach Pickett Elementary 2009-2010 FCAT Grade B Reading proficiency was 58%, math proficiency 68%, writing proficiency 97%, and Science proficiency 24%. There are less than ten students in the SWD, Hispanic, ELL, and Indian. Blacks, and Economically Disadvantage students did not make AYP in reading. All other applicable NCLB subgroups made AYP.</p> <p>Math Coach Henry F. Kite Elementary 2008-2009 FCAT Grade A Math proficiency 67%. All NCLB subgroups made AYP.</p> <p>Math Coach Henry F. Kite Elementary 2007-2008 School Grade A Math proficiency 52%. All NCLB subgroups made AYP.</p>
					<p>Reading Coach: Pickett Elementary 2011-2012 FCAT Grade: D Reading Level of Satisfactory Performance:</p>

Reading Coach	Melanie Poag	BA Elem. Education/K-6	14	8	<p>34% Math Level of Satisfactory Performance: 45% Writing Level of Satisfactory Performance: 63% Science Level of Satisfactory Performance: 32% Learning Gains in Reading: 61% Learning Gains in Math: 69% Bottom Quartile Reading Gains: 50% Bottom Quartile Math Gains: 61%</p> <p>Reading Coach: Pickett Elementary 2010-2011 FCAT Grade: C Reading Proficiency was 53%, Math proficiency 75%, Writing proficiency 84% And Science 44% White, Black and Economically Disadvantaged students Did not make AYP in reading. White and Economically Disadvantaged students did not make AYP in math.</p> <p>Reading Coach: Pickett Elementary 2009-2010 FCAT Grade B Reading proficiency was 58%, math proficiency 68%, writing proficiency 97%, and Science proficiency 24%. There are less than ten students in the SWD, Hispanic, ELL, and Indian. Blacks, and Economically Disadvantage students did not make AYP in reading. All other applicable NCLB subgroups made AYP.</p> <p>Reading Coach: Pickett Elementary 2008-2009 FCAT Grade C Reading proficiency was 54%, math proficiency 48%, writing proficiency 94%, and Science proficiency 32%. There are less than ten students in the SWD, Hispanic, ELL, and Asian. All other applicable NCLB subgroups made AYP through Safe Harbor</p> <p>Reading Coach: Pickett Elementary 2007-2008 FCAT Grade D Reading proficiency was 45%, math proficiency 33%, writing proficiency 72%, and Science proficiency 15%. There are less than ten students in the White, Hispanic, ELL, and Indian. Blacks, Whites, and Economically Disadvantage students did not make AYP in reading or math.</p>
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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 Principal and Coaches	Principal/Coaches	ongoing	
2	2. Partnering new teachers with veteran staff	PDF	ongoing	
3	3. PLC's and school based-professional development on shared inquiry and student engagement.	Coaches	ongoing	
4	4. Participation in district based-professional development.	District Coaches	ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
22	4.5%(1)	13.6%(3)	36.4%(8)	45.5%(10)	36.4%(8)	0.0%(0)	0.0%(0)	0.0%(0)	4.5%(1)

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
Melanie Poag	Dena Payne	Reading Coach	Monthly meetings/Modeling

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

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. Pickett Elementary is a designated center for S.T.A.R. Program.

Title II

District receives supplemental funds for improving basic education programs through the purchase of equipment to supplement education programs. New technology (Smart Boards) in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. The District purchased SuccessMaker and Compass Odyssey to integrate with instruction. In addition, professional development for SuccessMaker will be provided.

Title III

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the Paxon Full Service Program and United Way to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide Summer Reading Academy for Level 1 and Level 2 students, along with primary students identified in the red/yellow according to FAIR. SAI funds will be used to hire a retired Gifted teacher to work with our proficient students in grades 3-5 and an additional teacher will be hired to work with our Level 1 students.

Violence Prevention Programs

Safe and Drug Free Schools: District provides funds for programs (Foundations/CHAMPS, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement. We will also use the Second Step curriculum for Bullying Prevention

Nutrition Programs

Breakfast is provided to each student. A Health Fair and Food Drive will be held for parents in conjunction with our Parent Nights.

Housing Programs

Head Start

Adult Education

A Parent Resource Room is set up for parents to utilize during the day. A Health Drive and a Job Fair is organized for parents in conjunction with our monthly Parent Nights.

Career and Technical Education

Guidance will present a Career Program through Classroom Guidance.

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.

Identify the school-based RtI Leadership Team.
Carol Brown, Principal
Elandra Jones and Amy Taylor, General Education Teachers
Nakia Reed, Exceptional Student Education (ESE) Teacher
Melanie Poag, and Keith Johnson, Instructional Coach(es) Reading/Math
Susan Smith, Math Interventionist
Megan Paxton, Reading Interventionist
Michelle Bradner, School Counselor

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 focus meetings around one question: How do we develop and maintain a problem-solving system

to bring out the best in our school, our teachers, and in our students? The Leadership Team will attend all district RtI training, provide trainings to the faculty on information learned at District meetings, continuously review student achievement data and identify school-wide needs as well as specific grade level needs, and implement the three-tiered MTSS/RtI model. The team will meet bi-weekly to engage in the following activities:
Review universal screening data and link to instructional decisions. We will also review progress-monitoring data at the classroom level. The team will then identify professional development and resources needed. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 MTSS/RtI Leadership Team will meet with the School Advisory Council (SAC) and principal to help develop the SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, and Relationship) and align processes and procedures.

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: FAIR, DRA2, Florida Comprehensive Assessment Test (FCAT), Summatives, Benchmark Assessments Discipline Referrals
Progress Monitoring: Progress Monitoring Assessments, Module Assessments, Performance Task, Discipline Referrals
Midyear: FAIR, DRA2, FCAT Practice Test, Benchmark Assessment
End of year: FAIR, FCAT, DRA2, Benchmark
Frequency of Data Days: monthly for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year.
The MTSS/RtI team will also evaluate additional staff PD needs during the bi-weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

We have a dedicated time during the school day on each teacher's schedule to implement MTSS/RtI. Reading and Math interventionists review and monitor data and push into classrooms to work with targeted students. Data chats occur every nine weeks with the classroom teacher and the school-based MTSS/RtI Team.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT).
Carol Brown, Principal
Nakia Reed, Exceptional Student Education (ESE) Teacher
Megan Paxton, Reading Interventionist
Melanie Poag, and Keith Johnson, Instructional Coach(es) Reading/Math/Science
Michelle Bradner, School Counselor

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

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The school based LLT meets every Monday at 11:30am. We discuss Reading and Math data for all grade levels and all subgroups. We have representation from all content area coaches and EESS. The team makes decisions on what professional development is needed, what students need to be targeted, what classrooms need modeling, and what types of dialogue

needs to occur with teachers.

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

Our major initiatives this year are:

Increasing the level of satisfactory performance in Reading for all students and implementing a Shared Inquiry Model of instruction.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/6/2012)

*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.

Pickett Elementary will offer a basic education Pre-school program this school year. A highly qualified teacher and paraprofessional are in place. They will follow a district provided curriculum based around the Sunshine State Standards to 18 children. This will allow our students to transition into our two basic kindergarten classes the following year.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In Grades 3-5, we will increase our level of satisfactory performance students (FCAT Level 3) in Reading from 15% to 20%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (16)	20%(20)

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	Reading Curriculum not rigorous enough	1.1. Comprehension Tool Kits SuccessMaker (dedicated teacher to monitor program implementation) Destination Reading Guided Reading (Implement with fidelity) Time For Kids (use in conjunction with comprehension tool kits) Shared Inquiry using Comprehension and Collaboration Inquiry Circles in Action Florida Ready	Principal Coaches Reading Interventionist	Monthly Progress Monitoring Data	Progress Monitoring Assessments Benchmark Data FAIR data
2	Students with excessive Absences/ Tardies	Tutoring (Team Up)-hire a dedicated teacher to monitor successful implementation of SuccessMaker during Team Up Breakfast in the classroom District Attendance Officer Phone contact via Parent Liason Provide free pediculosis treatment kits	Principal Coaches Parent Liason	OnCourse Attendance Data	OnCourse
	Lack of background	Expose students to more	Principal	Classroom Walk-throughs	Classroom

3	knowledge	non-fiction text	Coaches Classroom teachers	and Monthly Progress Monitoring Data	feedback forms Progress Monitoring Data
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In Grades 3-5, we will increase our high proficiency students (FCAT Level 4 and 5) in Reading from 21% to 23%
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (20)	23% (24)

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	Reading Curriculum not rigorous enough	Comprehension Tool Kits SuccessMaker (dedicated teacher to monitor program implementation) Destination Reading Guided Reading (Implement with fidelity) Time For Kids (use in conjunction with comprehension tool kits) Shared Inquiry using Comprehension and Collaboration Inquiry Circles in Action	Principal Coaches Teachers Media Specialist	Monthly Progress Monitoring Data	Progress Monitoring Assessments Benchmark Data FAIR data

		Florida Ready Full-time Media			
2	Students with excessive Absences/ Tardies	Tutoring (Team Up)-hire a dedicated teacher to monitor successful implementation of SuccessMaker during Team Up Breakfast in the classroom District Attendance Officer Phone contact via Parent Liason Provide free pediculosis treatment kits	Parent Liason District Attendance Officer	OnCourse Attendance Data	OnCourse
3	Lack of Background Knowledge	Expose students to more non-fiction text Full time Media	Principal Coaches Teachers Media Specialist	Classroom Walk-throughs and Monthly Progress Monitoring Data	Classroom Feedback forms Progress Monitoring Data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In Grades 3-5, we will increase the percentage of students making learning gains by 7%
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (53)	68% (58)

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	Reading Curriculum not rigorous enough	Soar to Success Success Maker Destination Reading Guided Reading Reading Recovery trained Reading Interventionist Coaches Pull-out Time for Kids Test Ready RtI Groups Corrective Reading Comprehension Tool-Kits	Principal Coaches Reading Interventionist Media Specialist Classroom Teachers	Monthly Progress Monitoring Data	Progress Monitoring Assessments Benchmark Data FAIR data
2	Students with excessive Absences/ Tardies	Tutoring (Team Up)-hire a dedicated teacher to monitor successful implementation of SuccessMaker during Team Up Breakfast in the classroom District Attendance Officer Phone contact via Parent Liason Provide free pediculosis treatment kits	Principal Coaches Guidance Counselor Parent Liason District Attendance Officer	OnCourse Attendance Data	OnCourse
3	Lack of Background Knowledge	Following the district learning schedule and creative explicit lessons	Principal Coaches	Classroom Walk-throughs and Monthly Progress Monitoring Data	Classroom Feedback forms Progress Monitoring Data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In Grades 3-5, we will increase our learning gains in Reading from our Lowest 25% by 8%
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(13)	50%(16)

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	Reading Curriculum not rigorous enough	Success Maker Destination Reading Guided Reading Soar to Success Differentiated Instruction Explicit Instruction Compass Odyssey Text Talk Time for Kids Reading Tutor Rtl Groups Pull out Groups with Coaches FCAT Test Ready	Principal Coaches	Monthly Progress Monitoring Data	Progress Monitoring Assessments Benchmark Data FAIR data
2	Students with excessive Absences/ Tardies	Tutoring (Team Up)-hire a dedicated teacher to monitor successful implementation of SuccessMaker during Team Up Breakfast in the classroom District Attendance Officer Phone contact via Parent Liason	Principal Coaches Parent Liason District Attendance Officer	OnCourse Attendance Data.	OnCourse

		Provide free pediculosis treatment kits			
3	Lack of background knowledge	Following the district learning schedule and create explicit (rigorous) lessons	Principal Coaches	Classroom Walk-throughs and Monthly Progress Monitoring Data	Classroom Feedback forms Progress Monitoring Data

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In Grades 3-5, we will decrease the percent of non-proficient black students by 10% using Safe Harbor. In grades 3-5, we will decrease the percent of non-proficient white students by 10% using Safe Harbor.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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54%(31)W 47%(24)B	48%(28)W 42%(24)B
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading Curriculum not rigorous enough	Success Maker Destination Reading Guided Reading Soar to Success Differentiated Instruction Compass Odyssey Text Talk Time for Kids FCAT Test Ready Reading Tutor Rtl Groups Pull out Groups with Coaches	Principal Coaches	Monthly Progress Monitoring Data	Progress Monitoring Assessments Benchmark Data FAIR data
2	Students with excessive Absences/ Tardies	Tutoring (SES/Team Up) Breakfast offered before school in the cafeteria	Principal Coaches Guidance Counselor	On-Course Attendance Data.	On-Course

3	Lack of Background Knowledge	Following the district learning schedule and creative explicit (rigorous) lessons	Principal Coaches	Classroom Walk-throughs and Monthly Progress Monitoring Data	Classroom Feedback forms Progress Monitoring Data
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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:	
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:	In Grades 3-5, we will decrease our non-proficient Economically Disadvantaged students (FCAT Level 3) in Reading by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

52% (55)		47% (54)			
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	Reading Curriculum not rigorous enough	Success Maker Counselor RtI Groups Reading Tutor FCAT Test Ready Pull out Groups with Coaches Guided Reading Soar to Success Differentiated Instruction Compass Odyssey Text Talk Time for Kids	Principal Coaches	Monthly Progress Monitoring Data	Progress Monitoring Assessments Benchmark Data FAIR data
2	Students with excessive Absences/ Tardies	Tutoring (SES/ Team Up) Breakfast offered before school in the cafeteria	Principal Coaches Guidance	OnCourse Attendance Data.	OnCourse
3	Lack of Background Knowledge	Following the district learning schedule and create explicit (rigorous) lessons	Principal Coaches	Classroom Walk-throughs and Monthly Progress Monitoring Data	Classroom Feedback forms Progress Monitoring Data

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
1.Comprehension Connections: Bridges to Strategic Thinking	1.All Grades/Reading			Early Release Dates are: 9/5/12 9/19/12 10/3/12 10/17/12 11/7/12 11/28/12 12/12/12		
2.Comprehension and Collaboration: Inquiry Circles in Action	2.All Grades/Reading	Melanie Poag-Reading Coach Megan Paxton-Reading Interventionist	Reading school-wide	1/9/13 1/23/13 2/6/13 2/20/13 3/6/13	Monitoring and coaching to see strategies being implemented in classroom Student artifacts	All members of the leadership team
3.Primary Comprehension	3.Grades K-2/Reading					

Toolkit	4.Grades 3-5/Reading			3/20/13 4/10/13 5/1/13 5/22/13	
4. Intermediate Comprehension Toolkit					

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Comprehension Toolkits	Heinmann Publishing Company	General/Turnaround	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Vertical Team Literature	Content specific literature for book studies	General	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT field trips	FCAT field trip for students who reach levels of satisfactory performance		\$5,000.00
			Subtotal: \$5,000.00
			Grand Total: \$7,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

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

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In Grades 3-5, we will increase our proficient students (FCAT Level 3) in Math from 28% to 33%
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (19)	33% (34)

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	Staff new to grade level	Continuing the SuccessMaker(done with fidelity with a dedicated teacher in lab to monitor progress) Test Ready FCIM/RtI Block Small groups(groups will be more fluid based on most current data) Math Interventionist working with small groups Compass Odyssey	Principal Coaches Math Interventionist	Monthly progress monitoring data	Progress Monitoring Assessments Benchmark data Module Assessments Teacher Made Assessments FCAT Test Maker
2	Students with excessive Absences/Tardies	Tutoring (Team Up)-hire a dedicated teacher to monitor successful implementation of SuccessMaker during Team Up Breakfast in the classroom District Attendance Officer Phone contact via Parent Liason Provide free pediculosis treatment kits	Principal Coaches Parent Liason District Attendance Officer Guidance Counselor	On-Course Attendance Data.	On-Course Data
3	Lack of Background Knowledge	Implement strategies learned from using book Classroom Discussions Using Math Talk to Help Students Learn	Principal Coaches	Classroom Walk-throughs and Monthly Progress Monitoring Data	Classroom Feedback forms Progress Monitoring Data

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In Grades 3-5, we will increase our proficient students (FCAT Level 4 and 5) in Math from 17% to 19%
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (17)	19% (20)

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	Staff new to grade level	Continuing the SuccessMaker (done with fidelity with a dedicated teacher in lab to monitor progress) Test Ready FCIM/RtI Block Small groups (groups will be more fluid based on most current data) Math Interventionist working with small groups Compass Odyssey	Principal Coaches	Monthly progress monitoring data	Progress Monitoring Assessments Benchmark data Module Assessments Teacher Made Assessments FCAT Test Maker
	Students with excessive Absences/Tardies	Tutoring (Team Up)-hire a dedicated teacher to monitor successful implementation of SuccessMaker during Team Up Breakfast in the	Parent Liason District Attendance Officer	On-Course Attendance Data.	On-Course

2		classroom District Attendance Officer Phone contact via Parent Liason Provide free pediculosis treatment kits			
3	Lack of Background Knowledge	Implement strategies learned from using book Classroom Discussions Using Math Talk to Help Students Learn	Principal Coaches	Classroom Walk-throughs and Monthly Progress Monitoring Data	Classroom Feedback forms Progress Monitoring Data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In Grades 3-5, we will increase the percentage of students making learning gains by 4%
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (71)	73%(75)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Background Knowledge	Implement strategies learned from using book Classroom Discussions Using Math Talk to Help Students Learn	Principal Coaches	Classroom Walk-throughs and Monthly Progress Monitoring Data	Classroom Feedback forms Progress Monitoring Data
	Staff new to grade level	Continuing the	Principal	Monthly progress	Progress

2		<p>SuccessMaker(done with fidelity with a dedicated teacher in lab to monitor progress)</p> <p>Test Ready</p> <p>FCIM/RtI Block</p> <p>Small groups(groups will be more fluid based on most current data)</p> <p>Math Interventionist working with small groups</p> <p>Compass Odyssey</p>	Coaches Guidance	<p>monitoring data</p> <p>RtI Data Chats</p>	<p>Monitoring Assessments</p> <p>Benchmark data</p> <p>Module Assessments</p> <p>Teacher Made Assessments</p>
3	Students with excessive Absences/Tardies	<p>Tutoring (Team Up)-hire a dedicated teacher to monitor successful implementation of SuccessMaker during Team Up</p> <p>Breakfast in the classroom</p> <p>District Attendance Officer</p> <p>Phone contact via Parent Liason</p> <p>Provide free pediculosis treatment kits</p>	Parent Volunteer Guidance Counselor	On-Course Attendance Data.	On-Course Data.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In Grades 3-5, we will increase the percentage of students making learning gains in our Lowest 25% by 3%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(20)	66% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Staff new to grade level	Continuing the SuccessMaker(done with fidelity with a dedicated teacher in lab to monitor progress) Test Ready FCIM/RtI Block Small groups(groups will be more fluid based on most current data) Math Interventionist working with small groups Compass Odyssey	Principal Coaches	Monthly progress monitoring data RtI Data Chats	Progress Monitoring Assessments Benchmark data Module Assessments Teacher Made Assessments
2	Students with excessive Absences/Tardies	Tutoring (Team Up)-hire a dedicated teacher to monitor successful implementation of SuccessMaker during Team Up Breakfast in the classroom District Attendance Officer Phone contact via Parent Liason Provide free pediculosis treatment kits	Principal Coaches Guidance	On-Course Attendance Data.	On-Course Guidance
3	Lack of Background Knowledge	Implement strategies learned from using book Classroom Discussions Using Math Talk to Help Students Learn	Principal Coaches	Classroom Walk-throughs and Monthly Progress Monitoring Data	Classroom Feedback forms Progress Monitoring Data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Elementary School Mathematics Goal #			
5A :			<input type="text"/>			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In Grades 3-5, we will decrease the percent of non-proficient white students by 10% using Safe Harbor target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (17) W 32% (18) B	29% (17) W 29% (19) B

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	2nd year of implementation of new math curriculum and supplementing with rigorous instruction/materials	Continuing the professional development of new math curriculum and rigorous instruction Success Maker FCAT Test Ready Everyday Counts Destination Math Small groups Compass Odyssey Pull out groups with Coaches	Principal Coaches	Monthly progress monitoring data RTI Data Chats	Progress Monitoring Assessments Benchmark data Module Assessments Teacher Made Assessments FCAT Test Maker
2	Students with excessive Absences/Tardies	Tutoring (SES/Team Up) Breakfast offered before school in the cafeteria	Principal Coaches Guidance	On-Course Attendance Data.	On-Course
3	Lack of Background Knowledge	Following the district learning schedule and creative explicit lessons	Principal Coaches	Classroom Walk-throughs and Monthly Progress Monitoring Data	Classroom Feedback forms Progress Monitoring Data

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
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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:	In Grades 3-5, we will increase our Economically Disadvantaged proficiency (FCAT Level 3) in Math by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(67)	79%(76)

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				

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

Classroom Discussions: Using Math Talk to Help Students Learn	K-5 Math Teachers	Math Coach	All Math teachers	Early Release dates:	Classroom monitoring by leadership team	Leadership team members
				9/5/12 9/19/12 10/3/12 10/17/12 11/7/12 11/28/12 12/12/12 1/9/13 1/23/13 2/6/13 2/20/13 3/6/13 3/20/13 4/10/13 5/1/13 5/22/13		

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
Early Release PLC	Use Classroom Discussions by Math Solutions materials to conduct book study	General	\$800.00
			Subtotal: \$800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$800.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	In Grade 5, we will increase students achieving proficiency (FCAT Level 3) in Science from 27% to 34%
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (7)	34% (10)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Background Knowledge New Science curriculum	More hands-on science experiments Science activities in Team-Up More experienced Science teacher Use more non-fiction text in Reading and cross-curricular opportunities	Principal District Science Coach Team-Up Coordinator Science Lead Teacher	Student data Lesson plans Classroom Walk-throughs and Monthly Progress Monitoring Data	Performance tasks Progress Monitoring Assessments Teacher-made Assessments Classroom Feedback forms Progress Monitoring Data
2	Students with excessive Absences/Tardies	Breakfast in the classroom District Attendance Officer Phone contact via Parent Liason Provide free pediculosis treatment kits	Parent Liason Guidance Counselor District Attendance Officer	On-Course Attendance Data.	On-Course

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

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

Science Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.

Science Goal #2a:

In Grade 5, we will increase students achieving above proficiency (FCAT Level 4 and 5)in Science from 4% to 5%

2012 Current Level of Performance:

2013 Expected Level of Performance:

4% (1)

5%(2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge New Science Curriculum	More hands-on science experiments Science activities in Team-Up More experienced Science teacher Use more non-fiction text in Reading and cross-curricular opportunities	Principal District Science Coach Science Lead Teacher	Student data Lesson plans	Performance tasks Progress Monitoring Assessments Teacher-made Assessments
2	Students with excessive Absences/Tardies	Breakfast in the classroom District Attendance Officer Phone contact via Parent Liason Provide free pediculosis treatment kits	Guidance Counselor Parent Liason District	On-Course Attendance Data.	On-Course

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.

				Target Dates	
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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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attend all district level training for new science curriculum	All Grades	District Coaches	Representative from primary and intermediate	On going	Classroom observations Classroom artifacts District benchmark scores	District Coaches Leadership Team Lead Science Teacher

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		In Grade 4, we will increase students achieving satisfactory performance in Writing (3.0 or higher) by 1% point			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
63%(22) 0 scored at Level 4 or above		64%(23) 10%(3)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	New writing teacher in fourth grade with less experience.	Step Up to Writing implement with fidelity Conferencing with more intensive reflection. Will meet with groups daily Smaller adult to student ratio	Classroom teacher Coaches Interventionist	Lesson Plans Conference Logs Student Writing District Writing Prompts Use of new Calibration Scoring Guide	Teacher/student generated rubrics Student Work District Writing Prompts Use of new Calibration Scoring Guide
2	Students with excessive Absences/Tardies	Tutoring (Team Up)- hire a dedicated teacher to monitor successful implementation of SuccessMaker during Team Up Breakfast in the classroom District Attendance Officer Phone contact via Parent Liason Provide free pediculosis treatment kits	Principal Coaches Guidance counselor District Attendance Officer Parent Liason	On-Course Attendance Data.	On-Course
3	Lack of Background Knowledge	Step Up to Writing implemented with fidelity More exposure to informational text Cross-curricular writing	Principal Coaches Teachers	Classroom Walk-throughs and Monthly Progress Monitoring Data Lesson Plans Conference Logs Student Writing District Writing Prompts Use of new Calibration Scoring Guide	Classroom Walk-throughs and Monthly Progress Monitoring Data

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
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No Data Submitted

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing to Improve Reading and Listening Comprehension	K-3 ELA Teachers	Megan Paxton-Reading Interventionist Susan Law	K-3 ELA Teachers	On going	PLC discussion groups with student work/artifacts	Megan Paxton-Reading Interventionist

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:	During the 2012-2013, we will decrease our students with excessive absences by 5%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

87% (191)	88%(223)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
131	118
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
58	52

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent transportation	Parent Liason to call Red Wagon Incentive Plan	Parent Liason Guidance Counselor	Genesis Data	Genesis Data
2	Inconsistent parent contact due to lack of updated phone numbers	Home visits	Parent Liason	Genesis Date	Genesis Data

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
Red Wagon incentive plan	All Grades	Guidance Counselor	School wide	Pre-Planning	Weekly attendance data	Guidance Counselor CRT Operator

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
Incentives	Tangible rewards	Grant	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

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:		During the 2012-2013 school year we will decrease our out-of-school suspensions by 5%			
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			
40		38			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
40		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	Transition times	CHAMPS implemented with fidelity Positive behavior plans in all classrooms	Classroom teachers Guidance	Classroom CHAMPS Charts	Referrals
2	Student common areas	Complement coins CHAMPS implemented with fidelity	Classroom teachers Paras Coaches	Classroom and common area CHAMPS Charts Classroom complement jars	Referrals

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
Positive Behavior Training	All Grades	Guidance Counselor	School wide	Pre-planning	Walk throughs Submitted behavior plans	Guidance Counselor Classroom Teachers Principal

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
Incentives Data Collection Tools	Tangible Rewards Visual supports	General	\$2,500.00
			Subtotal: \$2,500.00
			Grand Total: \$2,500.00

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>	During the 2010-2011 school year, we will increase our Parent participation at school academic/enrichment activities by 20%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

19% (87)			23% (106)		
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	Transportation	Parent nights/ FCAT Parent Night Make and Takes Volunteer Workshops Community Needs Events Parent Resource Room Varying meeting times	Principal/ Coaches/ Guidance/ Volunteer Coordinator	Participation data Parent Surveys	Sign-in sheets Surveys Student data (FAIR/ Benchmark assessments/ DAR2/ Progress Monitoring Assessments/ Module Assessments)
2	Work hours of parents	Parent nights/FCAT Parent Night Make and Takes Volunteer Workshops Community Needs Events Parent Resource Room Varying meeting times	Principal/ Coaches/ Guidance/ Volunteer Coordinator	Participation data Parent surveys	Sign-in sheets Surveys Student data (FAIR/ Benchmark assessments/ DAR2/ Progress Monitoring Assessments/ Module Assessments)
3	Re-structuring of PTA Year 2	New officers Monthly meetings Parent Nights/FCAT School/Parent Compact Varying meeting times	Principal/ PTA	Monthly PTA meetings	Sign In sheets School/Parent Compact Student data (FAIR/ Benchmark assessments/ DAR2/ Progress Monitoring Assessments/ Module Assessments)

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:			Decrease the number of accidents by 50%.		
2012 Current level:			2013 Expected level:		
2 accident reports			1 accident report		
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	Unforeseen circumstances	CHAMPS Review of safety instructions for common areas	Classroom teachers Assigned monitors Resource teachers	Number of accident reports filed	Number of accident reports filed

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	All Grades	Elmore Guidance Counselor	School wide	On going	Monitoring accident reports	Principal Ms. Kelly

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
Reading	Comprehension Toolkits	Heinmann Publishing Company	General/Turnaround	\$1,000.00
				Subtotal: \$1,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Vertical Team Literature	Content specific literature for book studies	General	\$1,000.00
Mathematics	Early Release PLC	Use Classroom Discussions by Math Solutions materials to conduct book study	General	\$800.00
				Subtotal: \$1,800.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT field trips	FCAT field trip for students who reach levels of satisfactory performance		\$5,000.00
Attendance	Incentives	Tangible rewards	Grant	\$500.00
Suspension	Incentives Data Collection Tools	Tangible Rewards Visual supports	General	\$2,500.00
				Subtotal: \$8,000.00
				Grand Total: \$10,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Duval School District PICKETT ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	75%	85%	44%	257	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	50%	70%			120	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?	43% (NO)	67% (YES)			110	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					487	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District PICKETT ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	72%	92%	24%	246	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%	78%			137	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?	60% (YES)	80% (YES)			140	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					523	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested