

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: JACKSONVILLE BEACH ELEMENTARY SCHOOL

District Name: Duval

Principal: Jill Leinhauser

SAC Chair: Laurie Carbonara

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 1, 2012

Last Modified on: 10/19/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jill Leinhauser	<ul style="list-style-type: none"> • B.S. Elementary Education • M.Ed. Educational Administration and Supervision • Elementary Education 1-6 • Educational Leadership 	14	26	<p>Jill Leinhauser has served as Principal of Jacksonville Beach Elementary for the past thirteen years. The school has earned an A rating for 12 of the 13 years, and made AYP every year.</p> <p>11-12 10-11 09-10 08-09 07-08 Grade A A A A A A</p> <p>Reading 95% 99% 99% 98% 99%</p> <p>Math 96% 99% 99% 99% 98%</p> <p>Science 99% 96% 96% 91% 89%</p> <p>Writing 98% 92%* 97% 96% 95%</p> <p>AYP 100% 100% 100% 100% 100%</p>
Assis Principal	Audrey Ferrell	<ul style="list-style-type: none"> • B.S. Elem Education • M.Ed. Educational Leadership • Elementary Ed, Kg-6 Ed Leadership 	4	4	<p>Audrey Ferrell served as Assistant Principal at Jacksonville Beach Elementary during the 2009-2012 school years. The school earned an A grade and met AYP requirements.</p> <p>During the 2008-2009 school year, Ms. Ferrell served as a classroom teacher at R.L. Brown Elementary School. That school received a Grade of C and did not meet AYP in total Math, black students in Reading and Math, and economically disadvantaged</p>

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)
NA	NA	NA			NA

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. Transfer Process- teachers may request transfers within the system to Jacksonville Beach Elementary.	Principal interviews interested applicants	June 2012	
2	1. Teachers may request grade level, subject area, and team teacher assignments which helps with retention.	Principal	March 2012	

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
43	2.3%(1)	4.7%(2)	41.9%(18)	51.2%(22)	27.9%(12)	100.0%(43)	4.7%(2)	18.6%(8)	7.0%(3)

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
Johanna Kolb	Jennifer Rodriguez	new to 3rd grade Math	co-teaching

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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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.

- Principal, Jill Leinhauser provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based RTI plans and activities.
- Assistant Principal, Audrey Ferrell develops, leads, and evaluates school core content standards/ programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment and implementation monitoring.
- RTI Facilitator and School Counselor, Carla Forest, participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching; provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.
- Speech Language Pathologist, Carolyn DeWaele, 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.
- ESE Teacher Mary Burke, participates in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.
- General Education Teachers, Kim Pasey, Lori Cheanvechai, Tami Helfrich, Pam Peters, Brandy Davis, Joy King - Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

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?

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

The Building Leadership Team meetings focus around the following academic and behavioral questions:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our responses to these questions?

The team meets 2-3 times per month to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the Leadership Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student need
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps

For the most intensive interventions at Tier 3 in the 2009-10 school year, the current TARGET Team structure will be used collaboratively with the building instructional teams (PLC, grade level teams, and/or content area teams) to provide

classroom support for students.

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?

Describe the role of the school-based RtI 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 Building Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan.

The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RtI to inform instruction and made mid-course adjustments as data are analyzed.

MTSS Implementation

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

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments as appropriate, Florida Comprehensive Assessment Test (FCAT)

Midyear: FAIR, DRA-2, District Benchmark Assessments as appropriate

End of year: FAIR, FCAT

Ongoing Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), MyTest

Frequency of data review: monthly

Describe the plan to train staff on MTSS.

Describe the plan to train staff on RtI.

The school's Professional Development Plan must support continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded RtI professional learning that is results-driven, standards-based, school-centered, and sustained over time. School Instructional Leadership Teams must establish protocols for on-going assessment and adjusting of the plan to meet school needs.

RtI Professional Development should include more than scheduled workshops. In addition to traditional RtI training during the summer, pre-planning, early dismissal, and faculty meetings, RtI learning should be job-embedded and occur during the following:

- Professional learning communities
- Classroom observations
- Collaborative planning
- Analysis of student work
- Book study
- Lesson study
- Action Research

Describe the plan to support MTSS.

Bi-monthly meeting of the Leadership team focus on ongoing monitoring of student progress. The Team serves as a resource for all classroom teachers who bring cases to the team for discussion and analysis.

School-Based Literacy Leadership Team

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

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

Principal, Jill Leinhauser and Grade level literacy representatives including:

Kg: Heidi Lowey-Ball Gr. 3: Jennifer Rodriguez

Gr. 1: Dawn Jordan Gr. 4: Kim Broderick

Gr. 2: Kelly Carter Gr. 5: Kathy LaPointe

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 LLT meets twice monthly to discuss the expectations of student learning in reading and writing across grade levels, and to plan professional development activities for teachers. The meetings will focus on using the data to drive instruction evidenced in small group differentiated instruction. Classroom observations and focus walks will be conducted by the administration to determine if reading and writing are being taught with fidelity and based on best practices. Follow up meetings will be held with classroom teachers to ensure that instructional strategies and differentiation occurs within each classroom. A major challenge will be the addition of strategies and activities to meet the needs of the highest achievers in the area of reading and writing.

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

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

Two key initiatives will be implemented:

- Differentiation strategies such as compacting, tiered assignments, project-based learning, and alternative assignments will be expected in all rooms based on the needs of the students with increased expectations for all.
- Study of the Common Core State Standards will be a major focus this year. Besides studying the expectations outlined in the standards, we will also focus on new instructional strategies such as asking Text Dependent Questions and Close Reading. All of the Literacy standards will be studied from the perspective of helping students to get meaning from more complex texts.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*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.

NA

*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?

NA

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?

NA

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](#)

NA

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 2013, 96% of students will meet or exceed 3 on the FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40/360 or 11% scored at Level 3 342/360 or 95% met or exceeded Level 3.	36/363 or 10% will score 3 on FCAT 2013. 348/363 or 96% will meet or exceed Level 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	Integration of Common Core and Next Generation Sunshine State Standards will be a challenge. Unpacking and clarifying expectations of the CCSS is needed..	Teacher Professional Development on standards, test specifications, released test items, analysis of District Benchmark Assessments and results.	ELA Teachers	Continuous Progress Monitoring especially the Benchmark Assessments to be given 3 times per year. will focus on studying student data and ensuring proper support levels for all students.	1Assessment data including DRA (or Calkins Reading Assessments), FAIR, and FCAT Benchmarks.
2	1a.2. Of 364 students in grades 3, 4, and 5, 56 are new to Jacksonville Beach and 11 are new to Duval County Schools.	Diagnostic Testing and Teacher Observation will be used to determine academic needs. Differentiation and RTI will be used to provide support for students who are new to school and Duval County.	RTI Team	Twice monthly meeting of RTI Team will focus on studying student data and ensuring proper support levels for all students.	Assessments Data including DRA (or Calkin's Reading Assessments), FAIR, FCAT Benchmark and classroom monitoring

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

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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1	NA			
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	85% of students at JBE will score at a level 4 or 5 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
302/360 or 84% scored Level 4 or 5.	309/363 or 85% will score 4 or 5

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Understanding Cognitive Complexity and ensuring all teachers include Questions/Activities which require high level thinking.	2Professional Development on CCSS.	2Principal and Assistant Principal. Professional Development Committee	Common Assessments to be developed by grade level and through vertical planning and reviewed by administration during grade level meetings.	FCAT 2013
2	2a.2. Lack of time and understanding in providing appropriate and challenging differentiated activities in the classroom. 2a.3 Practical application of the Gifted Curriculum	2a.2. Continuous study of differentiation strategies. Use of pre and post testing to ensure students are being given work appropriate to their needs. 2a.3 Chart EP goals and objectives. Use of Curriculum Map of Gifted Curriculum	2a.2. Leadership team, grade level chairs and professional development committee 2a.3 Teachers of the Gifted	2a.2. Lesson plans will be reviewed. Classroom visits by administration to ensure lessons and work assignments are differentiated. 2a.3 Performance Objectives	2a.2. Student grades, FCAT Benchmarks, FCAT 2a.3 Gifted Progress Reports

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

Problem-Solving Process to Increase Student Achievement

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

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 2013, 81% (211 students) will make gains on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%201/254 or 79% made gains on FCAT 2012	211/260 or 81% will make gains on FCAT 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. Professional Development is needed on ways to deepen the thinking of high achieving students and use of instruction time during the work period for the advanced learners. 3a.2. Time constraints for detailed study of the Next Generation Sunshine State Standards and Common Core Standards.	3a.1. Expand implementation of literature circles focusing on text complexity Continue to study the Test Specifications for FCAT 2.0 . Conduct Book Study on the Units of Study by Lucy Calkins with special attention to Reading Application and Literary Analysis. Continue to study and implement Questioning strategies to deepen thinking. 3a.2. Each grade level will continue to develop lesson plans which include benchmarks and common assessments which will be used to determine mastery of the benchmarks.	3a.1. Principal, Assistant Principal, Coach 3a.2. Professional Development Team	3a.1. Classroom visits, Focus walks, Lesson Plan review for different strategies 3a.2. Analysis of Lesson Plans and newly developed assessments.	33a.1. PMA's, FCAT Benchmark tests, DRA Focus for Instruction 3a.2. FCAT and Interim Benchmark 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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA		NA		
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:	54/65 or 82% of the lowest quartile students will make reading gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53/66 or 80% of students in bottom quartile made learning gains.	54/65 or 82% of lowest quartile students will make reading gains.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. Alternative strategies and materials to use with students needing tier 2 and Tier 3 strategies are needed 4a.2. Professional Development and action research is needed to determine most effective strategies for low achievers	4a.1. Lowest quartile students will be provided with additional support and progress monitoring during the Reading Workshop and during extended times designated for Tier 2 and tier 3 interventions. 4a.2. Utilize the RTI team to provide professional development and student work analysis at least 15 minutes per week during grade level meetings	4a.1. Administration RTI Leadership Team 4a.2. RTI Team	4a.1. Quarterly dashboard review with teachers Review RTI plans with regular progress monitoring 4a.2. Quarterly dashboard review with teachers Review RTI plans with regular progress monitoring	4a.1. Progress Monitoring Assessments including DRA< FAIR, FCAT Benchmark Tests 4a.2. Progress monitoring Assessments including DRA, FAIR, FCAT Benchmark Tests

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 # 96% of all students will achieve proficiency in Reading. 5A :
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	95%	96%	97%	98%	99%	

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:	AYP requirements will be met in all ethnic subgroups for which we have measureable enrollment (15%) Our 2012-13 subgroups include White 252 stud. = 69% Black 21 stud. = 6% Hispanic 14 stud. = 4% Asian = 59 stud. = 16% Am. Indian 4 stud = 1% Mixed = 15 stud = 4%
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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White: 96% Black: NA Hispanic: NA Asian: 98% American Indian: NA	White: 97% Asian: 98%
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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	None	NA	NA	NA	NA

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	NA- No ELL students
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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NA	NA
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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	NA	NA	NA	NA	NA

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	20/363 students or 6% have disabilities
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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16/20 or 80% proficiency			17/20 or 85% proficiency.		
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	5C.1. FCAT 2.0 with increased passage length and more complex questions will be a challenge for the Students with Disabilities	5C.1. Support ESE students with additional time and alternative strategies as delineated on IEP's.	5C.1. Leadership Team, School Counselor	5C.1. Quarterly IEP reviews	Ongoing Progress Monitoring and district developed FCAT Benchmarks., 2012 FCAT Results.

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:	20/363 students qualify for free/reduced lunch or 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16/20 or 80% proficiency	17/20 or 85% proficiency.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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
RtI Strategies Using Data to differentiate instruction (FAIR, Benchmark, DRA)		RtI Team J. Leinhauser	Teachers with tier 2-3 students	Ongoing Aug-May	Review Tier 2 and 3 documentation and written plans	Principal, RtI team
Creating differentiated lesson plans	K-5	Grade Level PD rep	All Teachers	October-November	Quarterly dashboard review, classroom visits	Principal, Asst. Principal
Adding Rigor	K-5				Classroom Visits,	

to Reading Workshop	K-5	PD Team	All Teachers	October November	Lesson Plan Review	Principal, Asst. Principal
Reading Application and Literary Analysis-based on Book Study with Lucy Calkins-Units of Study in Reading 3-5	3-5 teachers	Book Study, PLC	Intermediate Reading teachers	Ongoing October-May	Classroom visits with focus on Small group instruction and lesson plan review	Leadership team Principal, Asst. principal
Workshops on Text complexity, Text Dependent Questions, and Close Reading.	K-5	Literacy Team	All Teachers	October-December	Lesson Plan review, Classroom observations, teacher developed assessments Lesson Plan review, Classroom observations	Principal, Asst. Principal

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
Purchase student licenses for Achieve 3000	Internet program for non-fiction reading	PTA	\$10,000.00
			Subtotal: \$10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Workshops Book Study- Lucy Calkins Units of Study	TDE substitutes for teachers Lessons aligned to CCSS	Operating Budget	\$1,620.00
			Subtotal: \$1,620.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Book of the Month	Provide every classroom a book each month	SAC	\$2,500.00
			Subtotal: \$2,500.00
			Grand Total: \$14,120.00

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:	Not Applicable
2012 Current Percent of Students Proficient in listening/speaking:	

NA

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:

NA

2012 Current Percent of Students Proficient in reading:

Na

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:

NA

2012 Current Percent of Students Proficient in writing:

NA

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:	97% of the students will score at or above Level 3 on FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48/360 or 13% scored at Level 3. 345/360 or 96% scored at or above Level 3.	45/363 or 12% will score at Level 3. 254/363 or 97% will score at or above Level 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	11a.1. Lack of familiarity with data needed to identify and target learning gaps for lowest quartile students. 1a.2. Lack of understanding of Next Generation Sunshine State Standards and FCAT 2.0	1a.1. Provide professional development to review data and plan instructional interventions. 1a.2. Provide additional professional development in changes to curriculum and test through studying test item specifications, analyzing item complexities, and unpacking the benchmarks.	1a.1. Principal, Leadership Team, Math Teachers 1a.2. Leadership Team	1a.1. Student Performance Ongoing Data 1a.2. Quarterly Data Reviews	1a.1. Ongoing Progress Monitoring Assessments, FCAT Benchmark Data 1a.2. PMA's, Dashboards, Student Work Samples, POD's, and Math Journals

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

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 2013, 85% of the students will score at Level 4 or 5 on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
297/360 or 83% scored at Level 4 or 5.	309/363 or 85% will score at Level 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Emphasis on lowest quartile learners may result in lack of emphasis on growing the high level learners. 2a.2. Integration of Core Curriculum standards with NGSSS may provide additional difficulty with time management and teaching to mastery	2a.1. Implement differentiation strategies based on student data. 2a.2. Provide professional development on integration of Common Core and NGSSS. Review the importance of pretesting and using the data to plan relevant instruction.	2a.1. Principal, Assistant Principal, Math Teachers 2a.2. Professional Development Team	2a.1. Classroom visits with focus on tiered assignments and other differentiated lesson plans. 2a.2. Leadership team will rotate facilitating grade level collaborative planning sessions. Lesson Plan Review with focus on small group instruction based on data.	2a.1. Student Math Journals, FCAT Benchmarks, Teacher Created Assessments aligned with Benchmarks 2a.2. FCAT Benchmark Data PMA 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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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 2013, 92% of the students in grades 4 and 5 will make learning gains on FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% 234 students	92% 239 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. A deeper understanding of the NGSSS and CCSS in Math is needed.	33a.1. Study Standards and Test Specifications with a focus on the changes to instructional practice in the classroom needed to meet the needs of each student. Use collaborative planning and grade level meetings to explore the multi-media resources. Continue to study strategies for differentiation of the math work period, using pre and post testing to ensure that needs at both the high end and remedial needs are met.	3a.1. Leadership Team Math Lead Teachers	33a.1. Leadership Team Math Lead Teachers	3a.1. Learning gains shown on the December and February administration of the Interim Benchmark Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 2013, 80% of the lowest quartile students will make gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48/63 = 76%	51/63 = 80%

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	4a.1. Professional Development and action research is needed to determine most effective strategies for low achievers	4a.1. Utilize the RTI team to provide professional development and student work analysis at least 15 minutes per week during grade level meetings	4a.1. RTI Team	4a.1. Quarterly dashboard review with teachers Review RTI plans with regular progress monitoring	4a.1. Progress monitoring Assessments including FCAT Benchmark Tests. Unit Tests, and CCSS District Theme Tests.

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 #					
	In 2013, 97% of the students will score at Proficiency.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	96%	97%	98%	99%	100%	

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:	AYP requirements will be met in all ethnic subgroups for which we have measureable enrollment (15%) Our 2012-13 subgroups include White 252 stud. = 69% Black 21 stud. = 6% Hispanic 14 stud. = 4% Asian= 59 stud. = 16% Am. Indian 4 stud= 1% Mixed = 15 stud = 4%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 97% Black: NA Hispanic: NA Asian: 100% American Indian: NA	White: 98% Asian: 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
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1	None	NA	NA	NA	NA
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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 mathematics. Mathematics Goal #5C:	We have no ELL students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	95% of Students with disabilities will score at or above Proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16/20= 80%	17/20 = 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	5C.1. Increased cognitive complexity on FCAT 2.0 will challenge students with disabilities.	Provide scaffolded instruction based on needs as identified through ongoing assessment. Designate additional blocks of time designated for Tier 2 and Tier 3 interventions.	5C.1. Leadership Team RTI Team	5C.1. Ongoing progress monitoring.	5C.1. PMA's and Benchmark Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2013, 85% of students on Free or Reduced lunch will score at or above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:

16/20= 80%		17/20 = 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	nONE	NA	NA	NA	NA

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
Study of the Common Core	Kg-5	PD committee	All teachers of Math	Sept. - February	Classroom Visits	Principal, Asst. Principal
Use of Inform and Insight Data to Plan Instruction	Kg-5	DATS-Kolb, Erickson	All	October, January	Quarterly Dashboards	Principal
Differentiation Strategies	Kg-5	Leinhauser	All	December	Classroom walk-throughs and observations	Principal, Assistant Principal

Mathematics Budget:

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

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:			In 2013, we will maintain 99% proficiency in Science.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
24/123 = 20% scored a 3 99% (122) scored 3+			25/132 = 19% Will score a 3. 99% (131) will score 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	1a.1 The students will be given the Science FCAT on the computer this year. Ensuring that each student understands how to accurately input the answers will be a challenge.	1a.1. Students will be given computer lab and classroom time to practice key skills and get familiar with taking assessments on the computer.	1a.1. Computer Lab teacher Fifth grade teachers	1a.1 Take tests, performance tasks, and unit assessments on the computer.	1a.1. Computer skill tests

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:			na		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
na			na		
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 2013, 81% of the students will score at Level 4 or 5 on FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
98/123 or 80% scored a Level 4 or 5.	107/132 or 81% will score Level 4 or 5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Understanding the expectations of the New Standards and ensuring rigor in classroom activities will be challenges.	2a.1. Continue use of Science journals for reflection and thinking in science. Help students to apply reading strategies in understanding science text. Conduct weekly labs with all students with the scientific method taught, modeled and applied by students. Continue to use the 5 E model for planning in Science.	2a.1. Principal, Asst. Principle	2a.1. Classroom visits, lesson plan review, data analysis, coaching cycle.	2a.1. FCAT Benchmark PMA's Student Journals

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

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				

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
Performance tasks in the Science Program	All	S. Blanchard A. Johnson	K-5 Science teachers	Science PLC during student Enrichment Labs	Classroom visits, Lesson Plan review	Principal, Asst. Principal
Using Gizmos	grades 2-5	J. Owen	2-5 Science teachers	Planning days	Grade level collaboration	PD Grade Level Reps
Using new Science Texts and Resources	Kg-5	P Farrell A. Johnson	K – 5 Science teachers	October	Classroom visits, Lesson Plan review	Principal, Asst. Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 2012, 83% of our students scored at Level 3.5 or above. For 2013, 85% will score at level 3.5 or above on FCAT writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 2.5 = 3 2% Level 3 = 19 15% Level 3.5 = 33 25% Level 4 = 40 31%	Level 3 or below – 15%

Level 4.5 = 18 14%
 Level 5 = 12 9%
 Level 5.5. = 3 2%
 Level 6 = 3 2%

85% or 109 student) will score at or above 3.5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1a.1. Time for implementation of Writers Workshop is limited due to requirement in Reading, Math, and Science.</p> <p>1a.2. Helping students to grow as writers requires teachers to more carefully analyze writing to identify more specific individual writing goals.</p> <p>1a.3. Since the Standard for writing has increased from 3.5 to 4.0, there is a need for more scaffolding and individual support in writing.</p>	<p>1a.1. Study the NGSS and CCSS standards in writing. Create a curriculum map which incorporates grammar, mechanics, and other skills into the writing process. Continue to create demand writing opportunities. Create opportunities for student work analysis and expectations by grade level through vertical lesson study.</p> <p>1a.2. Teachers will increase personal writing conferences to help students identify personal goals.</p> <p>1a.3. Teachers will utilize more small group conferencing to ensure more frequent feedback to students. Studying the content standards will help to support the process and clarify expectations for what is good enough.</p>	<p>1a.1. Leadership team</p> <p>1a.2. Principal</p> <p>1a.3. Principal, Asst. Principal</p>	<p>1a.1. Study ongoing demand prompt results.</p> <p>1a.2. Teacher plans will reflect more individual and small group instruction based on analysis of written prompts submitted to Write score.</p> <p>1a.3. Classroom visits to review student portfolios. Analysis of quarterly writing prompts.</p>	<p>1a.1. Quarterly prompts provided by district.</p> <p>1a.2. Quarterly writing prompts provided by the district.</p> <p>1a.3. FCAT Writing for grade 4, and district prompts for grades 3-5.</p>
2					

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

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
Understanding CCSS for Writing	K - 5	Grade level chair	Grades 3 and 4 Writing Teachers	November	Monitor lesson plans, observe writing conferences, review quarterly writing prompts	Principal, Asst. Principal
Study CCSS in Language	K - 5	PD committee	ELA teachers K -5	December	Grade level minutes and lesson plans will be reviewed.	Principal, Asst. Principal

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:	In 2012, 92 students or 16% missed 10 or more days of school. In 2013, we will decrease this to 15% with 83 or fewer students missing 10+ days. In 2012, 9 students or 1.6% missed 21 or more days. In 2013, we will decrease this to 1% or 6 students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
9 students out of 564 or 1.6% missed 21+ days.	6 students out of 550 or 1% will miss 21+ days.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
92 students out of 564 or 16%	83 students out of or 15%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
38 students	25 students out of 550 or 4%

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 habits/attitudes including extending weekends and holidays for family vacations impact attendance data.	1.1. Monitor absence and tardiness more closely, following up with parent conferences where needed. Give perfect attendance awards each quarter. Use intercom to reinforce 100% attendance and no tardies by announcing classes with 100% each afternoon. Utilize SAC and PTA to provide motivators and education to parents regarding importance of good attendance in school.	Counselor CRT Operator	Run monthly report of absences and tardies.	Oncourse.

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
Reminders of Board Policy on Attendance and Tardiness	Kg-5	J. Leinhauser	All Teachers	Faculty Meeting October	Monthly Lists	Principal

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	In 2012, 19/630 students or 3% were suspended. We will decrease suspension rate to 2% or less being suspended in 2013.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
10	5
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
10	5

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
11	4				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
8	4				
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 behavior problems occur primarily in the unstructured settings of recess, cafeteria, bus, and restrooms.	Utilize CHAMPS for every location and activity in the building. Reward good conduct grades. Enlist the help and support of parents as needed. Teach Next-Step anti-bullying curriculum in all classrooms. Reinforce character traits through monthly education and activities which reinforce good character.	Leadership team.	Number of referrals for behavior and guidance support.	Referral 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
Second Step	Kg-5	A. Ferrell	All Teachers and Paras	Ongoing	Classroom visits	Principal, Asst. 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
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:		In 2013, 95 % of our parents will participate in at least one parent activity including Open House, parent Conference Day, or one of the many PTA family events.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
95%		95%			
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		Invite parents to a wide variety of events/activities at school. Continue school-wide parent conference days for distribution of mid-year report card.	Principal	Parent Sign-in kept for each event	Sign-in sheets

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
Common Core Parent Workshop	Kg-5	PTA	Interested parents	October, 2012	Survey	Principal

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:		NA		
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)

No Additional Goal was submitted for this school

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
Reading	Purchase student licenses for Achieve 3000	Internet program for non-fiction reading	PTA	\$10,000.00
				Subtotal: \$10,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Workshops Book Study- Lucy Calkins Units of Study	TDE substitutes for teachers Lessons aligned to CCSS	Operating Budget Operating Budget	\$1,620.00
				Subtotal: \$1,620.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Book of the Month	Provide every classroom a book each month	SAC	\$2,500.00
				Subtotal: \$2,500.00
				Grand Total: \$14,120.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/18/2012)

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
Support Reading Program through Book of the Month Provide Veggie samples for students during lunch, once per month. Provide parent workshop on healthy cooking and eating. Provide incentives for Fitness Goals and Family Fitness day.	\$4,900.00

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

SAC meets monthly to monitor the School Improvement Plan and provides strategies for meeting SIP Goals. This year's key focus will be to continue the Wellness Initiative started during the 2011-12 school year. This will involve planning educational events and activities for students, parents, and teachers . Additionally, Safety and Community Service opportunities will also be monitored and promoted.

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 JACKSONVILLE BEACH ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	99%	99%	92%	96%	386	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	80%	75%			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?	80% (YES)	75% (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					696	
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 JACKSONVILLE BEACH ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	99%	99%	97%	96%	391	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	84%	85%			169	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?	95% (YES)	84% (YES)			179	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					739	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested