

# 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: SOUTHSIDE ESTATES ELEMENTARY SCHOOL

District Name: Duval

Principal: Dr. Deirdra L. McDowell-Sutton

SAC Chair: Mrs. Sharon Johnson

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/22/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Dr. Deirdra L. McDowell-Sutton	Doctorate of Educational Leadership; Masters of Behavior Disabilities; Bachelor of Arts in Specific Learning Disabilities FLDOE certification: Leadership & Specific Learning Disabilities K-12	4	11	2011-2012 School grade C AYP not met 2010-2011 School grade B AYP not met 2009-2010 School grade A AYP not met 2008-2009 School grade F AYP not met 2007-2008 School grade D AYP not met 2006-2007 School grade F AYP not met 2005-2006 School grade F AYP not met 2002-2005 Administrator at the district office 2001-2002 Administrator at a new school-no grade given

### 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 & Reading	Zayna Harb	Elementary Ed (K-6) Reading Endorsement Bachelor of Science	6	4	2011-2012 School grade C AYP not met 2010-2011 School grade B AYP not met 2009-2010 School grade A AYP not met
ESE	Gaetane Grant	Specific Learning Disabilities (K-12) Bachelor of Arts in Education	3	3	2011-2012 School grade C AYP not met 2010-2011 School grade B AYP not met 2009-2010 School grade A AYP not met

### 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. An informational brochure was designed to recruit teachers interested at Southside Estates Elementary	Susan Lauzon	8/30/2012	
2	2. The staff at Southside Estates engages in ongoing articulation with Education Departments at local colleges. Southside Estates Elementary School is a learning community that provides training, mentoring, and support throughout it's culture.	Susan Lauzon	6/30/2013	
3	3. Teachers are teamed into Professional Learning Teams to provide collaborative learning communities and mentoring experiences that provide instructional and professional support.	Zayna Harb	6/30/2013	

### Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2 teachers working toward Autism Endorsement.	Teachers will take on-line and face to face courses in the area of Autism and will take and pass the Autism endorsement test.

### 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
38	0.0%(0)	13.2%(5)	42.1%(16)	44.7%(17)	34.2%(13)	107.9%(41)	0.0%(0)	2.6%(1)	76.3%(29)

### 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
NA			

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

### School-based MTSS/Rti Team

Identify the school-based MTSS leadership team.

D. Sutton (principal), Zayna Harb (Instructional Coach), Gaetane Tina Grant (ESE Site Coach), Jaymie Hedman (ESE VE), Gregory Davis (Speech/Language Pathology), Rebecca Eblin (Guidance 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 Multi-Tiered System of Support Team will meet monthly to engage in the following activities: Review universal screening data and link 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. Review Tier 1 documentation for problem-solving. Assist in the implementation while reviewing progress monitoring of tier 2 interventions at the classroom level. Use database of the research-based materials and consult the experienced support team members.

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 Multi-Tiered System of Support Team leads the faculty in a review of the data, and with input from the instructional teams and committees, 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 Multi-Tiered System of Support Team finalizes the plan.

The School Improvement Plan becomes the guiding document for the work of the school. The Multi-Tiered System of Support Team periodically revises and updates 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.

District Benchmark data & FCAT archived data via Pearson Limelight/Inform (District-wide data management system), Florida Assessments for Instruction in Reading (FAIR) via the Progress Monitoring and Reporting Network-PMRN, and Diagnostic Reading Assessment -2 (DRA-2) via school-based tracking system.

Other applicable research-based assessments may be utilized.

Describe the plan to train staff on MTSS.

The school's Professional Development Plan supports continuous learning for all educators that result in increased student achievement and includes evidence of scaffolded Rti professional learning that is results-driven, standards-based, school-centered, and sustained over time. The School Instructional Leadership Team will establish protocols for on-going assessment. We will reinforce our school-wide trainings on all grade levels during bi-weekly professional development time. We will educate teachers on an as needed basis with more specific and tailored strategies to meet the needs of the student(s) of concern.

Describe the plan to support MTSS.

Collaborative support time during monthly meeting. Will seek District advice and support if needed.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

D. Sutton, Zayna Harb, Tina Grant, Jaymie Hedman, Gregory Davis, Rebecca Eblin

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

The LLT functions are as follows:

- Review current and longitudinal data to ensure the successful implementation of specific grade/content curriculum and research based strategies for supporting students.
- Meet to assess faculty professional development needs and to formulate plans for effective implementation of targeted reading goals.
- Continually address the quality of instructional delivery as well as the level of rigor in our classrooms.
- Support content area teachers in identifying next steps for improving the reading achievement of our students.

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

Continue the major initiative of expand vocabulary across the curriculum and scaffolded questioning in order to increase the rigor and comprehension level of all students.

## 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 grades 3-5, 73% of the students will achieve mastery on the 2012 administration of the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 70%(144) of students achieved mastery on the 2011 administration of the FCAT Reading Test.	The targeted level for 2012 FCAT 2.0 is 73% (128) This is a 3% increase over the 2012 score of 70%

#### 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	Teachers have a lack of adequate time for professional development. More time is needed to increase teacher strategies.	Allocate funds specifically for professional development (TDE, materials, consultants).	Principal Instructional Coach	Classroom observations Focus walks	CAST observation tool Focus walk instrument Teacher self-assessments
2	Inconsistent implementation of teaching strategies that enhance student vocabulary.	Continue professional development for teachers to learn how to implement cross curricular vocabulary instruction in order to assist students level of reading proficiency.	Principal Instructional coach Classroom teachers	Classroom observations Teacher-student Conferences Student conversation Student work product Student vocab journals, source books, word walls	CAST observation tool Focus walk instrument Teacher self-assessments
3	Student reluctance to read independently in and out of the school environment.	Motivate students through theme based "knowledge is our superpower" reading campaign. Set reading goals and continually monitor student achievement via quarterly checkpoints. Provide incentives to increase the volume and range of reading across the curriculum (Million word challenge).	classroom teacher instructional coach	Monitoring of reading logs, class reading charts and response journals	Reading logs Class reading charts Response journals
4	Lack of sufficient collaborative planning time.	Provide opportunities for common planning time.	Principal Instructional coach classroom teachers	Review of lesson plans	Lesson plan rubric
	Lack of consistent modeling of Reading strategies.	As part of professional deveelopment, provide teachers opportunities to	Classroom teacher Instructional Coach	Informal and formal classroom observations	CAST Observation tool

5		observe exemplary teaching practices (e.g. colleague observations, video presentations, etc.)			Focus walk instrument
6	Teacher laack of familiarity with Common Core Standards.	Through professional deveelopment, provide teachers opportunities to become familiar with the CCS.	Principal Instructional Coach Lead Teachers	Review of lesson plans Informal and formal observations	CAST Observation Tool Focus Walk Tool

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, 34% of the students will achieve above mastery on the 2012 administration of the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 31% (64)of students achieved above mastery on the 2011 administration of the FCAT Reading Test.	The targeted level for 2012 FCAT 2.0 is 34% (60) This is a 3% increase over the 2012 score of 31%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient time & understanding of how to differentiate for the advanced learner	Implement strategies from the National Research center on the Gifted & Talented	Principal Instructional Coach Guidance Counselor Classroom Teacher	Classroom observations	Rubric for Managing Instructional Strategies in a Mixed Ability Classroom
2	Lack of sufficient collaborative planning time.	Provide opportunities for common planning time.	Principal Instructional Coach Classroom teachers	Review of lesson plans	Lesson plan rubric



3	Inconsistent teaching of strategies that challenge and engage students.	The students participate in literature circles, cooperative learning projects based on student interest, and technological tools.	Instructional Coach Classroom teachers	Artifacts of student projects	Cooperative grouping rubrics Anecdotal student evidence
4	Limited use by students of metacognitive strategies.	As grade level appropriate, teachers will model use of reflective and metacognitive strategies in read alouds.	Principal Instructional Coach	Review of lesson plans and classroom walk throughs.	Lesson plan rubric
5	Lack of sufficient collaborative planning time.	Create opportunities for common planning time.	Principal Instructional Coach Grade level teachers	Review of lesson plans	Lesson plan rubric
6					

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	In grades 4-5 63% of the students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 4-5 59% (122) of the students made learning gains.	In grades 4-5 63%(110) of the students will make learning gains.

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited life experiences and background knowledge.	Provide opportunities that expose students to real life situations (e.g. field trips, hands on activities and experiments, guest speakers, participatory encounters).	Classroom teachers Support staff	Students responses and reactions	Student Surveys, questionnaires and feedback.
2	Students lack understanding of how to connect their background knowledge with new concepts (schema).	Teachers will utilize brain research to assist students in linking concepts and making meaningful connections and interconnections between new information and what is already known.	Instructional Coach Classroom teacher	Classroom observations Student conferences	Classroom observations Student conferences
3	Lack of sufficient collaborative planning time	Provide opportunities for common planning time	Principal Instructional coach Classroom teachers	Review of lesson plans	Lesson plan rubric
4	Current level of student performance on FAIR and DRA2 indicates an anticipated barrier to meeting grade level expectations.	FCIM (plan/do/check) will be used to focus instruction to meet the needs of students to gain proficiency in the reading skills.	Classroom Teachers Instructional coach LLT Principal	The literacy leadership team will monitor the implementation via data from FCIM mini-assessments and classroom walkthroughs; Principal will meet with grade levels to discuss the Instructional Focus Calendar.	FCIM mini-assessments FAIR DRA2 District benchmark assessments FCAT 2.0.
5	Teachers lack understanding of how best to interpret and utilize data to drive instruction.	Grade level collaboration. Professional development on data analysis.	Principal Instructional Coaches Classroom teachers	Progress monitoring of specific skills using pre and post assessments to establish the gains of individual students.	Reports and data drawn from various school-based and district progress monitoring tools Teacher created assessments FCAT 2.0.

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
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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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	52% (107)
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (100)	52% (107)

**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 sufficient collaborative planning time	Provide opportunities for common planning time.	Principal Instructional Coach Classroom teacher	Review of lesson plans	Lesson plan rubric
2	Lack of time available for continuous strategic/targeted instruction and interventions based on the students need.	Utilize daily small group and individual instruction for those students who are not responding to whole group lessons and regular supplemental instruction using the problem-solving process.	Classroom Teachers ESE Support Teachers Intervention Support	Observational/anecdotal data Ongoing analysis of data sources (DRA2, running records, FAIR, SB assessments)	District Benchmark FAIR DRA2 FCAT 2.0.
3	Due to socio-economic factors, many students have limited reading and writing skills.	Create an inviting media environment (e.g. organize materials, books available for checkout, meaningful resource instruction, collaborate with grade level teachers, etc.)	Media Specialist Instructional Coach Principal Classroom teachers	Teacher feedback Student feedback Level of student participation	Teacher Survey Student Survey
4	Students have limited interest in reading.	Provide books that are relevant to the students' interest and are on their independent reading levels.	Classroom teacher Media Specialist	Increase number of students meeting reading goals	Interest survey Reading logs

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 #					
	Within five years, 72% (144) of all students tested will achieve annual measurable objectives as defined by the state.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52% (104)	57% (114)	62% (124)	67% (134)	72% (144)	

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.	White 79% (42 students) Black 59% (24 students)-Through safe harbor
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Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 64% Black 54%	White 79% (42 students) Black 59% (24 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	Students have deficits in particular skills	Implement FCIM which includes an FCIM calendar, FCIM focus lessons, curriculum and pacing guide, and progress monitoring data collection/analysis schedule	Principal Classroom teachers	Cycle review of student performance data in targeted areas	Mini-Assesments
2	Lack of sufficient collaborative planning time.	Provide opportunities for common planning tme.	Principal Instructional coach Classroom teacher	Review of lesson plans	Lesson plan rubric
3	Lack of student motivation and interest in reading.	Quarterly reading logs checks with incentives.  Provide culturally diverse reading materials to engage.	Media Specialist Classroom teachers Instructional Coach Principal	Increase number of students meeting reading goals	reading logs

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
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	Due to second language being the primary language spoken in the home, students have limited vocabulary and comprehension.	Teachers will provide explicit instruction in vocabulary using research based strategies.  Intensive sight word exposure and instruction.	Classroom teachers Resource teachers	pre and post sight word assessment  Student writing Student dialogue	Running record Writing journals Oral presentation
2	Students lack confidence and interest in reading.	Provide books that are relevant to students' interest and are on their independent reading levels.	Classroom Teacher Media Specialist	Increase number of students meeting reading goals.	Interest survey Reading logs

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:	39% (8) students with disabilities met the 2011-12 achievement goal.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (8)	50% (15)

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	students lack sufficient strategies to compensate for intellectual weaknesses/deficiencies	provide students with appropriate accommodations as well as teach students how to utilize accommodations appropriately	VE resource teachers	analysis of student data	CAST observation tool Student work samples

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:	64% (20 students)- through safe harbor
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%	64% (20 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	Students lack confidence in reading.	Provide small group environment that promotes and stimulates reading participation.	Classroom teacher Instructional Coach	Student Conferences Focus Walk	Conference notes Focus Walk Instrument
2	Students have limited interest in reading.	Provide books that are relevant to students' interest and are on their independent reading levels.	Classroom teacher Media Specialist	Increase number of students meeting reading goals	Interest Survey Reading logs
3	Students have limited access to books of interest and on their reading levels at home.	Assist parents/guardians in finding additional, appropriate resources (school media center, public library, grants, electronic sources, etc.) to increase students' access to books.	Principal Media Specialist Classroom teachers	Increase in circulation numbers at school's media center and public library	Electronic check out system Reading logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	K-5 Reading	Zayna Harb				Principal
Questioning- WEB's DOK	K-5 Reading	Gaetane Grant	grade K-5 Reading teachers	Early Release bi-weekly	Observations Focus Walks	Instructional Coach
Vocabulary- Ficher & Frey Marzano	K-5 Reading	Rebecca Eblin		PLC- Monthly	Teacher Surveys	Instructional Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Cooperative groups, literature circles	class sets of books	school-based supply account	\$6,000.00
			Subtotal: \$6,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize technology	Success Makers	Previous year school account School Supply Account	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase teacher opportunities for professional development.	Additional TDE	school budget	\$3,000.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$9,000.00

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:	NA
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
1	Inadequate opportunities to reinforce Language skills outside of the school day.	Guidance Counselor will provide parent workshops and "takeaway" strategies to use at home with students.  School will coordinate with the neighboring faith-based organization and public library to provide additional supports outside of the school day.	Principal  Guidance Counselor	Ongoing Assessments small group progress monitoring	CELLA Classroom assessments

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
Exposure and use of English outside school day	books on CD	Instructional supply account	\$600.00
			Subtotal: \$600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Exposure and use outside school day	portable CD players	instructional supply account	\$375.00
			Subtotal: \$375.00
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
Parent training	strategy packets (paper & copies) for make & take activities	Instructional supply account	\$300.00
			Subtotal: \$300.00
			Grand Total: \$1,275.00



# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	In 2012, 32% of the students scored a level 3 on the FCAT 2.0 Mathematics. We expect at least 37% to be proficient (level 3) for the year 2013.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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32% (37 of 116 students)	37% (43 of 116 students)
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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	Teachers have a lack of adequate time for professional development. More time is needed to increase teacher strategies.	Allocate funds specifically for professional development (TDE, materials, consultants).	Principal Instructional Coach	Classroom observations Focus walks	CAST observation tool Focus walk instrument Teacher self-assessments
2	Inconsistent implementation of teaching strategies that enhance student vocabulary.	Continue professional development for teachers to learn how to implement cross curricular vocabulary instruction in order to assist students level of reading proficiency.	Principal Instructional coach Classroom teachers	Classroom observations Teacher-student Conferences Student conversation Student work product Student vocab journals, source books, word walls	CAST observation tool Focus walk instrument Teacher self-assessments
3	Lack of sufficient collaborative planning time.	Provide opportunities for common planning time.	Principal Instructional coach classroom teachers	Review of lesson plans	Lesson plan rubric
4	Limited resources	Focus lessons based on student data.	Teacher, School Instructional Coach	Data from student work and assessments	Duval Interim Benchmark progress, Focus Assessments
5	Limited resources (i.e. money for TDE, time for PD, personnel for observation/modeling)	Implement math workshop model with fidelity. Facilitate learning through exploration and student-created strategies. The summary portion of the workshop will be a platform to share those strategies, chart effective and efficient strategies, and to clarify misconceptions.	Principal, School Instructional Coach, Teacher	Classroom evidence (i.e. student generated strategy charts), conversations with children regarding standards and the process of learning them, focus walk visits, and formal and informal observation.	Duval Interim Benchmark progress, Performance Tasks, 5Q Assessments, Teacher-made assessments
6	Cross over to Common Core Standards from NGSS Standards: Implementation for K-2 and awareness and	Professional development for Common Core Standards from school and district. PLCs based on Common Core	Principal, Instructional coach, District math coach	Classroom evidence, teacher-made assessments, district-made assessments, teacher lesson plans,	Observation tool, assessments

	integration for 3-5.	Standards. Book study for Pathways to the Common Core by Lucy Calkins.		classroom observations.	
7	Lack of professional development for technology-based programs.	Support programs that allow for specific differentiation with learning paths based on individual student needs and Common Core/NGSS Standards (i.e. Compass Odyssey).	Teacher, program facilitators	Program assessments, district assessments, state assessments, student progress monitoring (i.e. course grades)	State assessment (FCAT), Duval Interim Benchmark, teacher-made assessments
8	Lack of time for collaboration between the facilitators and classroom teachers.	Supplemental small-group instruction for students with common needs (identified by classroom teachers)	Small-group facilitator, teacher, principal	District assessments, state assessments, student progress monitoring (i.e. course grades), RtI data	State assessment (FCAT), Duval Interim Benchmark, teacher-made assessments
9	Lack of knowledge and experience in facilitating student-generated rubrics.	Student-generated rubrics will be used to self-evaluate and increase the rigor of conversation and problem solving during math workshop.	Teacher, instructional coach	Student discussion, exploration and summary products	CAST evaluation tool, student performance tasks

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 2012, 16% of the students scored a level 4 or 5 on the FCAT 2.0 Mathematics. We expect at least 20% to score a level 4 or 5 for the year 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (18 of 116 students)	20% (24 of 116 students)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient time & understanding of how to differentiate for the advanced learner	Implement strategies from the National Research center on the Gifted & Talented	Principal Instructional Coach Guidance Counselor Classroom Teacher	Classroom observations	Rubric for Managing Instructional Strategies in a Mixed Ability Classroom
2	Lack of sufficient collaborative planning time.	Provide opportunities for common planning time.	Principal Instructional Coach Classroom teachers	Review of lesson plans	Lesson plan rubric
3	Limited resources (i.e. money for TDE, time for PD, personnel for observation/modeling)	Implement differentiation during math workshop model with fidelity. Create different leveled assignments for work time and share various levels of strategies during the summary.	Teacher, Instructional Coach, Principal	Student work, conversations with children regarding standards and the process of learning them, focus walk visits, and formal and informal observations	Duval Interim Benchmark progress, Performance Tasks, 5Q Assessments, Teacher-made assessments
4	Cross over to Common Core Standards from NGSS Standards: Implementation for K-2 and awareness and integration for 3-5.	Professional development for Common Core Standards from school and district. PLCs based on Common Core Standards. Book study for Pathways to the Common Core by Lucy Calkins.	Principal, Instructional coach, District math coach	Classroom evidence, teacher-made assessments, district-made assessments, teacher lesson plans, classroom observations.	Observation tool, assessments
5	Lack of professional development for technology-based programs.	Support programs that allow for specific differentiation with learning paths based on individual student needs and Common Core/NGSS Standards (i.e. Compass Odyssey).	Teacher, program facilitators	Program assessments, district assessments, state assessments, student progress monitoring (i.e. course grades)	State assessment (FCAT), Duval Interim Benchmark, teacher-made assessments
6	Lack of time for collaboration between the facilitators and classroom teachers.	Supplemental small-group instruction for students with common needs (identified by classroom teachers)	Small-group facilitator, teacher, principal	District assessments, state assessments, student progress monitoring (i.e. course grades), RtI data	State assessment (FCAT), Duval Interim Benchmark, teacher-made assessments
7	Lack of knowledge and experience in facilitating student-generated rubrics.	Student-generated rubrics will be used to self-evaluate and increase the rigor of conversation and problem solving during math workshop.	Teacher, instructional coach	Student discussion, exploration and summary products	CAST evaluation tool, student performance tasks

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 2012, 48% of the students made gains on the FCAT 2.0 Mathematics. We expect at least 51% to make gains in FCAT 2.0 mathematics for the year 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (105 students)	51% (102 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	Students have limited life experiences and background knowledge.	Provide opportunities that expose students to real life situations (e.g. field trips, hands on activities and experiments, guest speakers, participatory encounters).	Classroom teachers Support staff	Students responses and reactions	Student Surveys, questionnaires and feedback.
2	Students lack understanding of how to connect their background knowledge with new concepts (schema).	Teachers will utilize brain research to assist students in linking concepts and making meaningful connections and interconnections between new information and what is already known.	Instructional Coach Classroom teacher	Classroom observations Student conferences	Classroom observations Student conferences
3	Lack of sufficient collaborative planning time	Provide opportunities for common planning time	Principal Instructional coach Classroom teachers	Review of lesson plans	Lesson plan rubric
4	Limited resources (i.e. money for TDE, time for PD, personnel for observation/modeling)	Implement math workshop model with fidelity. Facilitate learning through exploration and student-created strategies. The summary portion of the workshop will be a platform to share those strategies, chart effective and efficient strategies, and to clarify misconceptions.	Principal, School Instructional Coach, Teacher	Classroom evidence (i.e. student generated strategy charts), conversations with children regarding standards and the process of learning them, focus walk visits, and formal and informal observations	Duval Interim Benchmark progress, Performance Tasks, 5Q Assessments, Teacher-made assessments
5	Limited resources	Focus lessons based on student data.	Teacher, School Instructional Coach	Data from student work and assessments	Duval Interim Benchmark progress, Focus Assessments
	Limited resources (i.e. money for TDE, time for PD, personnel for	Implement differentiation during math workshop model with fidelity.	Teacher, Instructional Coach, Principal	Student work, conversations with children regarding	Duval Interim Benchmark progress,

6	observation/modeling)	Create different leveled assignments for work time and share various levels of strategies during the summary.		standards and the process of learning them, focus walk visits, and formal and informal observations	Performance Tasks, 5Q Assessments, Teacher-made assessments
7	Lack of professional development for technology-based programs.	Support programs that allow for specific differentiation with learning paths based on individual student needs and Common Core/NGSS Standards (i.e. Compass Odyssey).	Teacher, program facilitators	Program assessments, district assessments, state assessments, student progress monitoring (i.e. course grades)	State assessment (FCAT), Duval Interim Benchmark, teacher-made assessments
8	Lack of time for collaboration between the facilitators and classroom teachers.	Supplemental small-group instruction for students with common needs (identified by classroom teachers)	Small-group facilitator, teacher, principal	District assessments, state assessments, student progress monitoring (i.e. course grades), RtI data	State assessment (FCAT), Duval Interim Benchmark, teacher-made assessments
9	Cross over to Common Core Standards from NGSS Standards: Implementation for K-2 and awareness and integration for 3-5.	Professional development for Common Core Standards from school and district. PLCs based on Common Core Standards. Book study for Pathways to the Common Core by Lucy Calkins.	Principal, Instructional coach, District math coach	Classroom evidence, teacher-made assessments, district-made assessments, teacher lesson plans, classroom observations.	Observation tool, assessments

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	On the 2012 FCAT 2.0 mathematics, 63% of the bottom quartile made gains. It is expected that 67% of the bottom quartile make gains on the 2013 FCAT 2.0 mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%	67%

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 sufficient collaborative planning time	Provide opportunities for common planning time.	Principal Instructional Coach Classroom teacher	Review of lesson plans	Lesson plan rubric
2	Limited resources (i.e. money for TDE, time for PD, personnel for observation/modeling)	Implement differentiation during math workshop model with fidelity. Create different leveled assignments for work time and share various levels of strategies during the summary.	Teacher, Instructional Coach, Principal	Student work, conversations with children regarding standards and the process of learning them, focus walk visits, and formal and informal observations	Duval Interim Benchmark progress, Performance Tasks, 5Q Assessments, Teacher-made assessments
3	Limited resources	Focus lessons based on student data.	Teacher, School Instructional Coach	Data from student work and assessments	Duval Interim Benchmark progress, Focus Assessments
4	Limited resources (i.e. money for TDE, time for PD, personnel for observation/modeling)	Implement math workshop model with fidelity. Facilitate learning through exploration and student-created strategies. The summary portion of the workshop will be a platform to share those strategies, chart effective and efficient strategies, and to clarify misconceptions.	Principal, School Instructional Coach, Teacher	Classroom evidence (i.e. student generated strategy charts), conversations with children regarding standards and the process of learning them, focus walk visits, and formal and informal observations	Duval Interim Benchmark progress, Performance Tasks, 5Q Assessments, Teacher-made assessments
5	Lack of time for collaboration between the facilitators and classroom teachers.	Supplemental small-group instruction for students with common needs (identified by classroom teachers)	Small-group facilitator, teacher, principal	District assessments, state assessments, student progress monitoring (i.e. course grades), RTI data	State assessment (FCAT), Duval Interim Benchmark, teacher-made assessments
6	Lack of professional development for technology-based programs.	Support programs that allow for specific differentiation with learning paths based on individual student needs and Common Core/NGSS Standards (i.e. Compass Odyssey).	Teacher, program facilitators	Program assessments, district assessments, state assessments, student progress monitoring (i.e. course grades)	State assessment (FCAT), Duval Interim Benchmark, teacher-made assessments
7	Insufficient materials and time (outside of workshop model) for calendar math and problem of the day.	Identify gaps in grade-level appropriate knowledge and spiral back through calendar math and problem of the day to scaffold and support those gaps.	Teacher, instructional coach, district coach	Student conversations and teacher-made assessments.	State assessment (FCAT), Duval Interim Benchmark, teacher-made assessments
8	Cross over to Common Core Standards from NGSS Standards: Implementation for K-2 and awareness and integration for 3-5.	Professional development for Common Core Standards from school and district. PLCs based on Common Core Standards. Book study for Pathways to the Common Core by Lucy Calkins.	Principal, Instructional coach, District math coach	Classroom evidence, teacher-made assessments, district-made assessments, teacher lesson plans, classroom observations.	Observation tool, assessments

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

Elementary School Mathematics Goal #

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

Within five years, 65% (91) of all students tested will achieve annual measurable objectives as defined by the state.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	32% (37)	46% (56)	51% (71)	56% (78)	65% (91)	

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:	White 29%(14 students) Black 57%(27 students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 29%(14 students) Black 57%(27 students)	White 65%(31 students) Black 41%(14 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	Students have deficits in particular skills	Implement FCIM which includes an FCIM calendar, FCIM focus lessons, curriculum and pacing guide, and progress monitoring data collection/analysis schedule	Principal Classroom teachers	Cycle review of student performance data in targeted areas	Mini-Assessments
2	Lack of sufficient collaborative planning time.	Provide opportunities for common planning time.	Principal Instructional coach Classroom teacher	Review of lesson plans	Lesson plan rubric
3	Teachers not looking at ethnicity of the student as a factor	Look at benchmark data sorted by ethnicity and look for patterns. Create instructional plans based on the data analysis.	Instructional Support Team	Data analysis	Data Analysis
4	Miscommunication based on ethnic differences between instructors and students; also between curriculum text and students.	Create/use relevant and relatable math problems that use names and situations that are ethnically diverse and relevant to the classroom environment.	Classroom teachers	Teacher made assessments	Data sheets
5	Lack of participation in parent nights and insufficient advertisement.	Implement educational parent nights to involve them in the learning process.	Principal, Instructional support team, teachers, parents	Participation in parent nights	Attendance sheets

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	NA
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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	Due to second language being the primary language spoken in the home, students have limited vocabulary and comprehension.	Teachers will provide explicit instruction in content-specific vocabulary using research based strategies. Intensive content-specific exposure and instruction with visual aids and examples.	Classroom teacher, resource teachers	Content-specific vocabulary assessments and student dialogue.	Math journals, student discussion, teacher-made 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	On the 2011 FCAT2.0 mathematics, 35% (17 students) of our students with disabilities population scored proficient. The state's goal for the year 2012 is 49% (24 students) proficient on the FCAT 2.0 mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (17 students)	49% (24 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	Insufficient materials and time (outside of workshop model) for calendar math and problem of the day.	Identify gaps in grade-level appropriate knowledge and spiral back through calendar math and problem of the day to scaffold and support those gaps.	Teacher, instructional coach, district coach	Student conversations and teacher-made assessments.	State assessment (FCAT), Duval Interim Benchmark, teacher-made assessments
2	Lack of professional development for technology-based programs.	Support programs that allow for specific differentiation with learning paths based on individual student needs and Common Core/NGSS Standards (i.e. Compass Odyssey).	Teacher, program facilitators	Program assessments, district assessments, state assessments, student progress monitoring (i.e. course grades)	State assessment (FCAT), Duval Interim Benchmark, teacher-made 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:	On the 2011 FCAT2.0 mathematics, 40% (19 students) of our economically disadvantaged population scored proficient. The state's goal for the year 2012 is 49% proficient on the FCAT 2.0 mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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40% (19 students)			49% (24 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	Lack of time for collaboration between the facilitators and classroom teachers.	Supplemental small-group instruction for students with common needs (identified by classroom teachers)	Small-group facilitator, teacher, principal	District assessments, state assessments, student progress monitoring (i.e. course grades), RTI data	State assessment (FCAT), Duval Interim Benchmark, teacher-made assessments
2	Insufficient materials and time (outside of workshop model) for calendar math and problem of the day.	Identify gaps in grade-level appropriate knowledge and spiral back through calendar math and problem of the day to scaffold and support those gaps.	Teacher, instructional coach, district coach	Student conversations and teacher-made assessments.	State assessment (FCAT), Duval Interim Benchmark, teacher-made assessments
3	Cross over to Common Core Standards from NGSS Standards: Implementation for K-2 and awareness and integration for 3-5.	Professional development for Common Core Standards from school and district. PLCs based on Common Core Standards. Book study for Pathways to the Common Core by Lucy Calkins.	Principal, Instructional coach, District math coach	Classroom evidence, teacher-made assessments, district-made assessments, teacher lesson plans, classroom observations.	Observation tool, assessments
4	Lack of professional development for technology-based programs.	Support programs that allow for specific differentiation with learning paths based on individual student needs and Common Core/NGSS Standards (i.e. Compass Odyssey).	Teacher, program facilitators	Program assessments, district assessments, state assessments, student progress monitoring (i.e. course grades)	State assessment (FCAT), Duval Interim Benchmark, teacher-made assessments
5	Students' home lives due to being economically disadvantaged may be based on survival needs in lieu of educational value.	Create a culture of enthusiasm about learning, specifically aligned with mathematics through interactive math games and real-life application (i.e. career day).	Teacher, principal, community members	Student attitudes toward learning, classroom environment, participation in class	CAST Evaluation tool

*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
Common Core Math PLC	K-5	Zayna Harb	Teachers K-5	early release bi-weekly PLC- monthly	observation Focus walk Teacher survey	Principal Instructional Coach

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
<b>Grand Total: \$0.00</b>			

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.		58% (31)			
Science Goal # 1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
53% (47)		58% (31)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers have a lack of adequate time for professional development. More time is needed to increase teacher strategies.	Allocate funds specifically for professional development (TDE, materials, consultants).	Principal Instructional Coach	Classroom observations Focus walks	CAST observation tool Focus walk instrument Teacher self-assessments
2	Inconsistent implementation of teaching strategies that enhance student vocabulary.	Continue professional development for teachers to learn how to implement cross curricular vocabulary instruction in order to assist	Principal Instructional coach Classroom teachers	Classroom observations Teacher-student Conferences Student conversation	CAST observation tool Focus walk instrument

		students level of reading proficiency.		Student work product Student vocab journals, source books, word walls	Teacher self-assessments
3	Lack of sufficient collaborative planning time.	Provide opportunities for common planning time.	Principal Instructional coach classroom teachers	Review of lesson plans	Lesson plan rubric
4	Lack of effective utilization of time to implement inquiry-based learning	Maintain and utilize a schedule for the science lab with appropriate equipment and materials for experimentation and inquiry learning.	principal Instructional Coach science Lead Teacher	Classroom observations (lab setting)	Benchmark data FCAT 2.0
5	Lack of time and facilities to implement inquiry based learning	Maintain and utilize two computer labs for student utilization of Gizmos and Gadgets in order to provide 'virtual' opportunities when hands on are not available or appropriate.	Principal instructional Coach Science Lead teacher	classroom observation (computer lab setting)	benchmark assessments FCAT 2.0
6					

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:	15% (8)
2012 Current Level of Performance:	2013 Expected Level of Performance:

12% (7)			15% (8)		
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	Insufficient time & understanding of how to differentiate for the advanced learner	Implement strategies from the National Research center on the Gifted & Talented	Principal Instructional Coach Guidance Counselor Classroom Teacher	Classroom observations	Rubric for Managing Instructional Strategies in a Mixed Ability Classroom
2	Insufficient Use of Student-Driven Cooperative Learning Tasks.	Utilize strategies from the National Research center on the Gifted & Talented	Principal Instructional Coach Classroom Teacher	Classroom observations Review student work products	CAST tool Rubrics

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
1					

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
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Kagan Cooperative Learning Strategy Study	Science 3-5	Instructional Coach	Science teachers grades 3-5	Early release bi-weekly PLC/TDE monthly	Observation	CAST
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Science Budget:

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

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.		80% (36)			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
71% (52)		80% (36)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A lack of writing stamina.	Writing process will be used daily to help build writing stamina.  Writing portfolio will reflect student performance and growth over time.	Classroom teacher  Instructional coach	Review of writing portfolios	District writing prompt  Inform  Student Portfolio

2	Limited understanding of the writing process.	Intensive instruction of writing process. 4th grade writing boot camp  A writing consultant will work with teachers and students at grades 2 and 3 to reamp up writing.	Principal  Classroom teachers	Review of student work, portfolio pieces, district enchmark results	Writing Prompts  Student work  Writing Portfolio
3	Students' inability to analyze their own writing and to determine next steps.	Students orally present their finished writing to class. Fellow students provide feedback and constructive criticism.  Scoring rubrics will be developed with students and students will understand how to use rubric for self-assessment.	Classroom teacher  Classmates  Instructional Coach	Conferencing  Student sharing  Focus walk	Conferencing notes  Student Feedback  Focus Instrument  Writing Portfolio

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
PLC - 6 traits of Writing	grades K-5	Instructional Coach	K-5 writing verticle learning team	Early Release bi-weekly PLC monthly	observation  Student work products	CAST  Writing Rubrics

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
writing process	6 traits "Trait Crates"	School Instruction	\$800.00
			Subtotal: \$800.00
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
Writing Process	6 Traits professional books	School Instructional	\$310.00
			Subtotal: \$310.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,110.00

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:		Increases attendance rate by 5%.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
59%		65%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
41% (195)		35%			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
22% (102)		18%			
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	Community Engagement	Family outreach via parentlink mailouts	CRT school nurse Foundations	attendance data	attendance data
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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
NA	NA	NA	NA	NA	NA	NA

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:	Total # of suspensions 45
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
7	5
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
63	40
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
53	37

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation	provide incentive plan for positive behaviors/appropriate conduct.	Foundations Team	Monitoring/analysis of Quarterly Conduct grades and Conduct data	Quarterly Conduct grades and Conduct data
2	Consistent implementation of CHAMP as a "proactive" strategy for student on task behavior	implement CHAMP's & Foundations school-wide with fidelity.	Principal Foundations Team	Monitoring/analysis of quarterly conduct grades & conduct data.  Classroom observations	Quarterly Conduct grades and Conduct data  CAST Domain II
3	Student owned strategies	provide small group sessions / classroom guidance to target students in the area of conflict resolution	guidance counselor ESE Site Coach	guidance lesson plans observation of guidance lessons	Student survey (SEL)

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
CHAMP's	As needed	District	As needed	as needed	CAST observation	Principal
Behavior Tools					Referral/Suspension Data	Guidance Counselor

Suspension Budget:

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

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase parent involvement by 50% by increasing communications
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
15%	30%

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Community engagement	Parent Link Web Page monthly calendar of events/flyer sent home	Parent involvement Committee	comparison of parent attendance data	analysis of parent involvement/attendance data & volunteer log-in

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

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

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

Parent Involvement Budget:

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

*End of Parent Involvement Goal(s)*

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

## Additional Goal(s)

### School 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. School Safety Goal School Safety Goal #1:		For the 2011-12 school year 95 % of students returning surveys state that they feel at school. The goal is for 97% of students to feel safe at school.			
2012 Current level:		2013 Expected level:			
95 % of students returning surveys state that they feel at school.		97% students returning surveys state that they feel at school.			
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	Students lack strategies for dealing with emotional and psychological harm	Guidance lessons Assemblies	Guidance Counselor SEL Committee	analysis of incident reports	Student Surveys
2	Students lack strategies for dealing with situations that pose potential physical harm	Guidance lessons assemblies	Guidance Counselor SEL Committee	utilize incident reports to capture situations in which students feel unsafe	Student surveys compiled incident reports & referral data related to safety

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

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

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

Budget:

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

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

*End of School Safety Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Cooperative groups, literature circles	class sets of books	school-based supply account	\$6,000.00
CELLA	Exposure and use of English outside school day	books on CD	Instructional supply account	\$600.00
Writing	writing process	6 traits "Trait Crates"	School Instruction	\$800.00
				Subtotal: \$7,400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize technology	Success Makers	Previous year school account School Supply Account	\$0.00
CELLA	Exposure and use outside school day	portable CD players	instructional supply account	\$375.00
				Subtotal: \$375.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase teacher opportunities for professional development.	Additional TDE	school budget	\$3,000.00
Writing	Writing Process	6 Traits professional books	School Instructional	\$310.00
				Subtotal: \$3,310.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Parent training	strategy packets (paper & copies) for make & take activities	Instructional supply account	\$300.00
				Subtotal: \$300.00
				Grand Total: \$11,385.00

## 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 10/22/2012)

## 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
Employ after school tutors for struggling students	\$2,000.00

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

The SAC will meet monthly to review the SIP/available data as well as to discuss coordination & recruitment of external support systems.



# 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 SOUTHSIDE ESTATES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	65%	78%	53%	266	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%	59%			118	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?	52% (YES)	65% (YES)			117	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					501	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Duval School District SOUTHSIDE ESTATES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	80%	91%	54%	302	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	77%			143	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?	55% (YES)	70% (YES)			125	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					570	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested