

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: FISHWEIR ELEMENTARY SCHOOL

District Name: Duval

Principal: Marianne Lee

SAC Chair: Dawn Jansson

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Year Grade/AYP 2011-2012 A Reading Mastery: 77% Math Mastery: 62% Science Mastery: 61% Reading Gains: 80% Math Gains: 82% Lowest 25% Reading: 91% Lowest 25% Math: 88% 2010-2011 C/No Reading Mastery: 78% Math Mastery: 61% Science Mastery: 46% AYP: 90%; Black Students did not make AYP in reading; Total, white and black students did not make AYP in math. 2009-2010 A/No Reading Mastery: 80% Math Mastery: 82%

Principal	Marianne Lee	BSE in Elementary Education; MSE in Elementary Education; Certification in Educational Leadership & School Principal Level 2	3	9	Science Mastery: 53% AYP: 95% SWD did not make AYP in writing, reading, or math 2008-09 A/No Reading Mastery: 79% Math Mastery: 80% Science Mastery: 53% AYP: 95%, SWD did not make AYP in reading nor math 2007-08 A/Yes Reading Mastery: 82% Math Mastery: 77% Science Mastery: 43%; AYP: 100% 2006-07 A/No Reading Mastery: 73% Math Mastery: 69% Science Mastery: 37% Writing did not improve in all subgroups except Black 2005-06 B/Provisional Reading Mastery: 75% Math Mastery: 67% Improvement in writing was not achieved for all students 2004-05 A/Yes Reading Mastery: 75% Math Mastery: 69% AYP: 100%
-----------	--------------	--	---	---	---

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)
N/A	N/A	N/A			N/A

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	Mentoring teachers, new and veteran, to Fishweir Elementary with either a buddy or mentor	Principal, Professional Development Facilitator, Mentors & Buddies	May 2013	
2	Tour of the School/Transition Meeting	Principal and Teachers	August 2012	
3	W.O.W. Wednesdays	Principal, Leadership Team	May 2013	
4	Early Dismissal & Faculty Meeting Trainings	Principal, Leadership Team	May 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
None	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
26	7.7%(2)	53.8%(14)	65.4%(17)	23.1%(6)	23.1%(6)	100.0%(26)	0.0%(0)	7.7%(2)	46.2%(12)

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
Magen Wood	Nicole Baker	Both Primary Teachers with similarities in personality; Wood has experienced great success with implementation of the Workshop models of instruction.	Monthly meetings with new teachers and Professional Development Facilitator. Observations, shadowing and feedback. Assist with completion of MINT portfolio.
Suzanne Evans	Nicole Bentley	Mentor is an experienced third grade teacher, Literacy Lead Teacher and will provide support specific to the challenges third grade teachers face.	Monthly meetings with new teachers and Professional Development Facilitator. Observations, shadowing and feedback. Assist with completion of MINT portfolio

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.

The school-based RtI Leadership Team should include these key positions:

Principal: Marianne Lee: Provide a school-wide vision for the use of data-based decision making; ensures that the school is using professional literature to help support our professional development with RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; and communicates with parents regarding school-based RtI plans and activities.

? Guidance Counselor: Dr. Trevelyn Alford-Davidson: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents and administrators; provides group and individual student interventions; and conducts direct observation of student behavior

? Leadership Team Members (various): Provides information about core instruction; participates in student data collection; deliver Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

VE Teacher (Inclusion): Kathy Brantley: Participates in student data collection; assists in determination for further

assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

? Primary & Intermediate RtI Team Leaders: One person per primary & intermediate grades to connect with teachers on every grade level in the process of RtI interventions and to provide support with interventions, documentation and graphing.

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 RtI Leadership Team has four primary functions:

1. Regularly attend all district RtI training;
2. Provide presentations to their school faculty and staff on RtI practices;
3. Review school wide student performance data, identifying large scale needs and problems at particular grade levels;
4. Develop depth of knowledge about Response to Intervention
5. Monitor the implementation of the three-tiered Response to Intervention model at Fishweir Elementary School.
6. Develop knowledge about best practices in assisting teachers with the implementation of Response to Intervention

The entire school-based RtI Leadership Team should meet at least weekly to engage in school wide problem-solving. The team will engage in the following activities:

- ? Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation;
- ? Identify professional development needs and RtI resources;
- ? 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;
- ? Monitor RtI activities conducted by the collaborative teacher teams to assure sound problem-solving and fidelity of intervention implementation.

Individual RtI Leadership Team members should be assigned to a specific Collaborative Problem-Solving Team(s) to serve as a monitor/liaison/mentor. The Collaborative Problem-Solving Team is a team that makes educational decisions for a group of students based on data.

The membership of the RtI Leadership Team should include a representative of all major teams in the school in the near future. These teams should include Foundations, Literacy Leaders, Academy of Math participants as well. Thus the efforts of all special school teams will be linked with school-wide data study and involved in plans to address student needs.

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 RtI Leadership Team should actively be involved in utilizing the problem solving strategy to analyze student data, develop hypotheses to identify the cause of the problem, and generate interventions and strategies to achieve the goals in the School Improvement Plan.

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.

Schools will use data from FCAT, FAIR, district assessments, PMAs, Everyday Math Counts quarterly tests, and other curriculum based measures as sources for academic performance data. Data on absenteeism, referrals, and suspensions from Genesis will be utilized for behavior. Data will be managed by Pearson Inform as soon as available. Other data management systems may be in place at the school. Quarterly Data Digs with teachers will also guide teachers in identifying students for Tier 2 or Tier 3 interventions.

Describe the plan to train staff on MTSS.

The RtI Leadership Team should utilize training materials provided by the District RtI Team (available on the RtI Blackboard sites) to train staff in their schools. Schools should produce a specific plan for delivering this training, including dates, trainers, topics, and materials. Fishweir will utilize a RtI Teacher Resource Notebook to develop knowledge and support teacher learning with RtI. Monthly faculty meetings will also be used to address scenarios for teachers to look at data to determine instructional need. Identified RtI grade level representatives will support teachers on every grade level with RtI implementation for their particular students.

Describe the plan to support MTSS.

Bi-monthly meetings with RtI staff, during which time teacher concern will be discussed. Teachers will be given constant training to reinforce best practices for RtI.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Marianne Lee, Principal
Kathy Brantley, VE Inclusion Teacher
Dianne Cary, 4th Grade Teacher
Dawn Jansson, Kindergarten Teacher
Trevelyn Alford-Davidson, Guidance Counselor
Cindy Gentry, Math Lead Teacher
Melissa Schick, Media Specialist

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

The Literacy Leadership Team meets to review ongoing student data, determine safety net solutions for students, plan for professional development for teachers and paraprofessionals, review resources for teachers and the implementation of Response to Intervention.

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

Fishweir will focus on developing Writer's Workshop and Reader's Workshop implementation across grade levels. Math is also a major focus on instructional re-design. 3rd-5th grade math teachers will participate in the Coaching-Learning Cycle during the 1st 9 weeks of school. Grade level model classrooms will be fully developed in order to do "instructional rounds" where other teachers may visit and receive support.

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.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that

students' course of study is personally meaningful?

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	30% of students (60 students) will achieve mastery for reading on the 2013 FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (19) of all 3rd grade students; 25% (17) of all 4th grade students; and 37% (23) of all 5th grade students scored at a Level 3 or higher on the FCAT Reading Test	30% (60) of all students will score Level 3 or higher on the FCAT Reading Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Familiarity with data disaggregation	Teachers will analyze results of last year's FCAT scores as well as the results of FAIR assessments, the CCRP benchmark assessment and teacher made assessments. Professional development for teachers will support their analysis of data.	Principal Leadership Team Classroom Teachers	School-wide data monitoring system	Common grade level data monitoring sheets
2	<ul style="list-style-type: none"> More model classrooms in primary and intermediate model classrooms in Reader's Workshop. Release Time 	Full implementation of Reader's Workshop in all English-Language Arts Classrooms. Model classroom teachers on grade level will assist in development of model classrooms.	Principal Model Classroom Teachers	Classroom Observations	Focus Walks Reader's Workshop Self-Assessments Informal and formal observations
3	<ul style="list-style-type: none"> Funding Time away from instruction 	Monthly curriculum training : W.O.W. Wednesdays and Faculty Meetings	. Principal Classroom Teachers	Classroom Observations	Formal & Informal Observations Focus Walks
4	<ul style="list-style-type: none"> Pre-made assessments for the specific benchmarks 	Instructional Focus Calendars will be developed to address the needs of students who are not mastering critical skills	Principal Classroom Teachers	School-wide data monitoring system	FCIM mini-assessments
5	<ul style="list-style-type: none"> Follow up on engagement 	Implement Kagan strategies for student engagement. Training provided through Early Dismissal sessions.	Principal Classroom Teachers	Classroom Observations	Focus Walks; Informal and Formal Observations; Instructional Rounds
6	<ul style="list-style-type: none"> Limited space in Writing Club 	Implement Creative Writing Club as an Arts in Action magnet designation. Students will meet once per week with a Writing Teacher. Focused on 3rd and 4th	Principal Writing Teacher	Observation of Writing Club	Student work from Writing Club Students; 2013 FCAT Reading Test results; District Benchmark Results

grade students.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	45% of students (90 students) will achieve mastery for reading on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%(30) of all 3rd grade students; 61% (42) of all 4th grade students; and 30%(19) of all 5th grade students scored at a Level 3 or higher on the FCAT Reading Test	45% (90) of all students will score Level 3 or higher on the FCAT 2.0 Reading Test

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	•Depth of Knowledge	Use Webb's Depth of Knowledge Levels to increase rigor of student questioning.	Principal, Classroom Teachers	Classroom Observations	Focus Walks Informal and Formal Observations Review of Lesson Plans
2	•Collaboration time for teachers to plan calendars •Pre-made assessments for the specific benchmarks	Instructional Focus Calendars will be developed to address the needs of students who are not mastering critical skills	Principal, Classroom Teachers	School-wide data monitoring system	FCIM mini-assessments
3	•Early Check-out students	Arts in Action provides time in the week for enrichment activities aligned with our performing and visual arts magnet	Performing Arts teachers Magnet Lead Teachers	Report card grades, DRA 2	Teacher Data Notebook
4	•Depth of knowledge	Professional development in developing literature circles	Principal District Literacy Coach	Report card grades, DRA2, Literature Circle student notebooks	Focus Walks Data Notebook

			Classroom Teachers		
5	<ul style="list-style-type: none"> •Activity completed after school hours •Preparation Time 	Implement differentiated trainings based on grade level and content area monthly. Meetings will be focused on curriculum training and development, data disaggregation	Principal Model Classroom Teachers Classroom Teachers	Classroom Observations after training provided	2013 FCAT Reading Test results; increased test scores on benchmark results.
6	<ul style="list-style-type: none"> •Follow up on engagement 	Implement Kagan strategies for student engagement. Training provided through Early Dismissal sessions.	Principal Classroom Teachers	Classroom Observations	Focus Walks; Informal and Formal Observations; Instructional Rounds
7	<ul style="list-style-type: none"> •Limited space in Writing Club 	Implement Creative Writing Club as an Arts in Action magnet designation. Students will meet once per week with a Writing Teacher. Focused on 3rd and 4th grade students.	Principal Writing Teacher	Observation of Writing Club	Student work from Writing Club Students; 2013 FCAT Reading Test results; District Benchmark 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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	82% (98) 4th and 5th grade students will make at least one year's growth as measured by the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80%(96) of 4th and 5th grade students made at least one year's growth as measured by the 2012 FCAT Reading Assessment.	82% (98) of 4th and 5th grade students made at least one year's growth as measured by the 2013 FCAT Reading Assessment.

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
--	--	-----------	-----------------	--

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	<ul style="list-style-type: none"> Funding for personnel Time 	. Implement reteaching of the progress monitoring assessments for students who score below 60%.	Classroom teachers Resource teachers Principal	Monitoring student progress	Report Card Grades, DRA2, future progress monitoring assessments
2	<ul style="list-style-type: none"> Funding for substitutes to provide release time 	Quarterly data digs to determine areas of weakness with teachers	Principal	Monitoring student progress	2013 FCAT Reading Assessment FAIR DRA2 Running Records Progress Monitoring Assessments
3	<ul style="list-style-type: none"> Collaboration time for teachers to plan calendars Pre-made assessments for the specific benchmarks 	Instructional Focus Calendars will be developed to address the needs of students who are not mastering critical skills	Principal Classroom Teachers	School-wide data monitoring system	FCIM mini-assessments
4	<ul style="list-style-type: none"> Funding for book rewards 	Continue "I Did It" Tickets to encourage students to increase their reading stamina and amount of books read.	Principal Classroom Teachers Media Specialist	School-wide data monitoring system	Data Monitoring Sheets
5	<ul style="list-style-type: none"> Activity completed after school hours Preparation Time 	Continue differentiated "Just in Time" trainings based on grade level and content area monthly. Meetings will be focused on curriculum training and development, data disaggregation	Principal Model Classroom Teachers Classroom Teachers	Classroom Observations after training provided	2013 FCAT Reading Test results; increased test scores on benchmark results.
6	<ul style="list-style-type: none"> Follow up on engagement 	Implement new Kagan strategies for student engagement. Training provided through Early Dismissal sessions.	Principal Classroom Teachers	Classroom Observations	Focus Walks; Informal and Formal Observations; Instructional Rounds
7	<ul style="list-style-type: none"> Limited space in Writing Club 	Implement Creative Writing Club as an Arts in Action magnet designation. Students will meet once per week with a Writing Teacher. Focused on 3rd and 4th grade students.	Principal Writing Teacher	Observation of Writing Club	Student work from Writing Club Students; 2013 FCAT Reading Test results; District Benchmark 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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	52% (74) of students in 4th and 5th grades in the bottom quartile will have one year's growth as measured on the 2012 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (67) of students in grades 4th & 5th grade in the bottom quartile gained at least one year's growth as measured by the 2011FCAT Reading Assessment and the Developmental Scale Score.	52%(74) of students in 4th & 5th grades in the bottom quartile will gain at least one year's growth as measured by the 2012 FCAT Reading Assessment and the Developmental Scale Score.

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	•Funding for personnel •Time	Implement reteaching of the progress monitoring assessments for students who score below 60%.	Classroom teachers Resource teachers Principal	Data Disaggregation of FCAT Results Data Digs	2011 FCAT Reading Assessment Data Monitoring Sheets
2	•Funding for substitutes to provide release time	Quarterly data digs to determine areas of weakness with teachers	Principal	Monitoring student progress	2011 FCAT Reading Assessment FAIR DRA2 Running Records Progress Monitoring Assessments
3	•Collaboration time for teachers to plan calendars •Pre-made assessments for the specific benchmarks	Instructional Focus Calendars will be developed to address the needs of students who are not mastering critical skills	Principal Classroom Teachers	School-wide data monitoring system	FCIM mini-assessments
4	•Funding for book rewards	Implement "I Did It" Tickets to encourage students to increase their reading stamina and amount of books read.	Principal Classroom Teachers Media Specialist	School-wide data monitoring system	Data Monitoring Sheets
5	•Activity completed after school hours •Preparation Time	Implement differentiated "Just in Time" trainings based on grade level and content area monthly. Meetings will be focused on curriculum training and development, data disaggregation	Principal Model Classroom Teachers Classroom Teachers	Classroom Observations after training provided	2012 FCAT Reading Test results; increased test scores on benchmark results.
6	•Follow up on engagement	Implement Kagan strategies for student engagement. Training provided through Early Dismissal sessions.	Principal Classroom Teachers	Classroom Observations	Focus Walks; Informal and Formal Observations; Instructional Rounds
	•Limited space in Writing Club	Implement Creative Writing Club as an Arts in Action magnet	Principal Writing Teacher	Observation of Writing Club	Student work from Writing Club Students; 2012

7	designation. Students will meet once per week with a Writing Teacher. Focused on 3rd and 4th grade students.	FCAT Reading Test results: District Benchmark Results
---	--	---

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	80% (12) of black students in 3rd-5th grades & 88% (81) white students will score a Level 3 or higher on the 2013 FCAT 2.0 Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(7) of black students in 3 grade, 88% (81) of white students scored at a Level 3 or higher on the 2012 FCAT 2.0 Reading Assessment.	80% (12) of black students and 88% (81) of white students in 3rd-5th grades will score a Level 3 or higher on the 2013 FCAT 2.0 Reading Assessment.

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	Black: •Funding for personnel •Time	.Implement reteaching of the progress monitoring assessments for students who score below 60%.	Classroom teachers Resource teachers Principal	Data Disaggregation of FCAT Results Data Digs	2013 FCAT Reading Assessment Data Monitoring Sheets
2	Black •Funding for substitutes to provide release time	Quarterly data digs to determine areas of weakness with teachers	Principal	Monitoring student progress	2013 FCAT Reading Assessment FAIR DRA2 Running Records
3	Black: • Collaboration time for teachers to plan calendars • Pre-made assessments for the specific benchmarks	Instructional Focus Calendars will be developed to address the needs of students who are not mastering critical skills	Principal, Classroom Teachers	School-wide data monitoring system	FCIM mini-assessments
4	Black: •Funding for book rewards •Amount of available texts for children	. Implement "I Did It" Tickets to encourage students to increase their reading stamina and amount of books read.	Principal Classroom Teachers Media Specialist	School-wide Data Monitoring System	Data Monitoring Sheets
5	Black: •Mentors for students	Assign school-wide mentors to all students in the black subgroup who did not make Level 3 or higher on the 2011 FCAT Reading Assessment.	All Faculty & Staff	School-wide Data Monitoring System	Data Board
	. Black: •Activity completed after	Implement differentiated "Just in Time" trainings	Principal Model Classroom	Classroom Observations after training provided	2013 FCAT Reading Test results;

6	school hours •Preparation Time	based on grade level and content area monthly. Meetings will be focused on curriculum training and development, data disaggregation	Teachers Classroom Teachers		increased test scores on benchmark results.
7	Black •Follow up on engagement	Implement Kagan strategies for student engagement. Training provided through Early Dismissal sessions.	Principal Classroom Teachers	Classroom Observations	Focus Walks; Informal and Formal Observations; Instructional Rounds
8	Black •Limited space in Writing Club	Implement Creative Writing Club as an Arts in Action magnet designation. Students will meet once per week with a Writing Teacher. Focused on 3rd and 4th grade students.	Principal Writing Teacher	Observation of Writing Club	Student work from Writing Club Students; 2013 FCAT Reading Test results; District Benchmark 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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:		N/A (subgroup too small)			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A (subgroup too small)		N/A (subgroup too small)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	85% (105) of Economically Disadvantaged students in 3rd-5th grades will score a Level 3 or higher on the 2013 FCAT 2.0 Reading Assessment .
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (104) of Economically Disadvantaged students in 3rd-5th grades scored at a Level 3 or higher on the 2012 FCAT 2.0 Reading Assessment	85% (105) of Economically Disadvantaged students in 3rd-5th grades will score a Level 3 or higher on the 2013 FCAT 2.0 Reading Assessment

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 are not consistently monitoring students for rate of progress	Regular data chats with individual teachers with Principal to monitor student rate of progress.	Principal Classroom Teachers	Data Chats	Data Monitoring Forms

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Guided Reading	K-5	Principal; Model Classroom Teachers	School-wide	Early Dismissal & W.O.W. Wednesdays	Classroom Monitoring Formal & Informal Observations Reader's Workshop Self-Assessment Surveys Instructional Rounds	Principal
Data Digs	K-5	Leadership Team	School-wide	Quarterly	Tier 2 Interventions for RtI	Principal
Kagan Student Engagement Strategies	PreK-5	Principal Teacher Leader	School-wide	Monthly	Classroom Monitoring Formal & Informal Observations Lesson Plans	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Reader's Workshop in all Classrooms	Houghton-Mifflin Reading Series	District Funds	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Continue Destination Success Reading Computer-Based Program	Destination Success Computer Software	District Funds	\$0.00
Implement Brain Pop in PreK-5 classes in the regular school day and in Extended Day	Brain Pop Software	Internal Funds	\$2,000.00
Continue implementation of FCAT Explorer reinforcement of skills in Grades 3-5	FCAT Explorer software	State Funds	\$0.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Webb's Depth of Knowledge Questioning	Thinking Questions Smart cards	School Funds	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,200.00

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.		N/A		
CELLA Goal # 1:				
2012 Current Percent of Students Proficient in listening/speaking:				
N/A				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

N/A

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

N/A

2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

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:	Increase the scores on the 2013 FCAT Math Assessment to 63% (126) in all subgroups in 3rd-5th grades.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (124) of students in 3rd-5th grades scored at or above Level 3 on the 2012 FCAT 2.0 Math Assessment .	63 %(126) of students in grades 3rd-5th grades will score at a Level 3 or higher on the 2013 FCAT 2.0 Math Assessment.

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	Proficiency with delivering rigorous math instruction using the workshop model	Implement, with fidelity, the Math Workshop model in all classrooms using Investigations in Number, Data and Space, EnVision MATH and additional resources available through CPALMs. Implement with fidelity a daily mathematics skills block using Every Day Counts Calendar Math, enVision MATH, and additional resources available through CPALMs.	Lee Gentry Classroom Teachers	Classroom Observations Self-Reflection Instructional Rounds/Peer Observation	Focus Walk Instruments Self-Reflection Inventories Classroom Walk-Through Templates
2	Student work from Writing Club Students; 2013 FCAT Reading Test results; District Benchmark Results	Increase teacher capacity through monthly collaborative learning sessions to map curriculum, unpack benchmarks and design common assessments (Just in Time Training/W.O.W. Wednesday); differentiated professional development during early dismissal and W.O.W. Wednesday professional learning sessions to increase content knowledge.	Lee Gentry Classroom Teachers	Classroom Observations Self-Reflection Instructional Rounds/Peer Observation Analysis of Student Work from Common Assessments	Observation Instruments Self-Reflection Inventories Classroom Walk-Through Templates Common Assessment Rubrics
3	Teachers' ability to plan next steps and differentiate instruction using available data needs improvement	Use revised Data Collection instruments, anecdotal notes, student work, and common assessments as the basis for grade level/content team discussions and lesson planning. Develop instructional focus calendars to re-teach benchmarks during the	Lee Gentry Classroom Teachers	Analysis of Student Work Protocols Design, administer, and analyze common assessments Collaborative lesson plannin	Data collection instruments Lesson Plans Assessments from focus lessons Focus Calendars

		block of time designated for safety nets.			Teacher Data Notebooks
4	Teachers not proficient with the use of the 5 E's	Teachers will implement the 5E's instructional model for the delivery of science instruction.	Lee Cruickshank Classroom Teachers	Classroom Observations Monitor Lesson Plans	Observation Tools
5	Students lack background knowledge of science content	Increase integration of informational text into the curriculum	Lee	Classroom Observations Lesson Plans Progress Monitoring	Observation Tools
6	Classroom instruction does not reflect experiential learning and hands-on activities	Teach Essential Explorations	Lee K-2 Teachers	Classroom Observations Lesson Plans Progress Monitoring	Observation Tools
7	Students lack academic vocabulary for mathematics	Implement instructional strategies to increase attainment of mathematical language including word of the day, interactive/working word walls, word wall activities, vocabulary journals/graphic organizers, accountable talk, and math journals.	Principal, Classroom Teachers	Classroom Observations Focus Walks Instructional Rounds/Peer Observation Analyze the use of mathematical language in student work and conversations	Focus Walk Instruments Accountable Talk Rubrics Classroom Walk-through Templates
8	Teachers' knowledge of mathematics content included in the NGSSS is insufficient.	Increase teacher capacity through monthly collaborative learning sessions to map curriculum, unpack benchmarks and design common assessments (Just in Time Training/W.O.W. Wednesday); differentiated professional development during early dismissal and W.O.W. Wednesday professional learning sessions to increase content knowledge.	Lee Gentry Classroom Teachers	Classroom Observations Self-Reflection Instructional Rounds/Peer Observation Analysis of Student Work from Common Assessments	Observation Instruments Self-Reflection Inventories Classroom Walk-Through Templates Common Assessment 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:

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

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase student performance on the 2013 FCAT 2.0 Math Assessment to 35% (74) of students in all subgroups scoring at the above proficient levels (Levels 4 and 5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (57) of students scored at the above proficient levels (Levels 4 and 5) on the 2012 FCAT 2.0 Math Assessment.	35% (74) of students will score at above proficient levels (Levels 4 and 5) on the 2013 FCAT 2.0 Math Assessment.

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	Proficiency with Depth of Knowledge and use of DOK ratings in task-selection results in mathematical tasks that are not aligned with benchmarks in complexity and rigor.	Use Webb's Depth of knowledge to select appropriate tasks and develop questions to ask during the exploration and summary portions of the math workshop.	Principal Classroom Teachers	Focus Walks Instructional Rounds/ Peer Observation Analysis of Student Work from Common Assessments for alignment to benchmarks	Lesson Plans Rigor Rubrics Focus Walk Templates
2	Students lack interest in mathematics and higher performing students need enrichment activities to challenge them.	Implementation of Math Superstars Enrichment Program to motivate students to excel in mathematics and to provide additional practice.	Principal, Classroom Teachers	Administer and analyze Mathematics Perception Surveys Analyze Completion Rates for Math Superstars Program	Perception/Achievement Analysis Quadrant Math Superstars Statistics Reports
3	Students need additional opportunities to process mathematical concepts in rigorous, meaningful ways.	Implement the use of journals in the mathematics workshop to encourage students to write about their thinking	Lee Gentry Classroom Teachers	Monitor the quality of journal prompts, journal entries, and teacher feedback	Journal Rubrics Classroom Walk-through templates

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	84% (168) of students in 4th and 5th grades will make at least one year's growth as measured by the 2013 FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (164) of students in 4th and 5th grades made at least one year's growth as measured by the 2012 FCAT 2.0 Math Assessment.	84% (168) of students in 4th and 5th grades will make at least one year's growth as measured by 2013 FCAT 2.0 Math Assessment

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	Resources for re-teaching concepts/skills and funding for additional support personnel to provide interventions.	Implement re-teaching benchmarks on which students have not reached mastery using block of time designated for safety nets/RtI	Classroom teachers Resource teachers RtI Leadership Team Principal	Classroom Observations Data Chats	Teacher Data Notebooks Observation Instruments
2	• Proficiency with Depth of Knowledge and use of DOK ratings in task-selection results in mathematical tasks not aligned with benchmarks in complexity and rigor	Use Webb's Depth of knowledge to select appropriate tasks and develop questions to ask during the exploration and summary portions of the math workshop.	Principal Classroom Teachers	Focus Walks Instructional Rounds/ Peer Observation Analysis of Student Work from Common Assessments for alignment to benchmarks	Lesson Plans Rigor Rubrics Focus Walk Templates
3	Availability of time to plan next steps and differentiate instruction using available data needs improvement	Use revised Data Collection instruments, anecdotal notes, student work, and common assessments as the basis for grade level/content team discussions and lesson planning. Develop instructional focus calendars to re-teach benchmarks during the block of time designated for safety nets.	Classroom teachers Resource teachers Principal	Analysis of Student Work Protocols Design, administer, and analyze common assessments Collaborative lesson planning Data Chats	Data collection instruments Lesson Plans Assessments from focus lessons Focus Calendars Teacher Data Notebooks
4	Resources for re-teaching concepts/skills Funding for additional support personnel to provide interventions	Implement re-teaching benchmarks on which students have not reached mastery using block of time designated for safety nets/RtI	Lee Gentry	Classroom Observations Data Chats	Teacher Data Notebooks Observation Instruments

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	89% (45) of students in 4th and 5th grade in the bottom quartile will achieve one year's growth as measured by the 2013 FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (44) of students in 4th and 5th grades in the bottom quartile achieved one year's growth as measured by the 2012 FCAT 2.0 Math Assessment.	89% (45) of students in 4th and 5th grades in the bottom quartile will achieve one year's growth as measured by the 2013 FCAT 2.0 Math Assessment.

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	Availability of time to collaboratively plan next steps and differentiate instruction using available data.	Use revised Data Collection instruments, anecdotal notes, student work, and common assessments as the basis for grade level/content team discussions and lesson planning. Develop instructional focus calendars to re-teach benchmarks during the block of time designated for safety nets.	Classroom teachers Resource teachers Principal	Analysis of Student Work Protocols Design, administer, and analyze common assessments Collaborative lesson planning	Data collection instruments Lesson Plans Assessments from focus lessons Focus Calendars Teacher Data Notebooks
2	Funding for substitutes to provide release time	Quarterly data digs with teachers to determine areas of weakness and strategies to address them	Principal	Monitoring student progress	Data Disaggregation Tools Data Collection Instruments
3	Funding for resources and personnel to provide safety nets outside the school day	Provide after/before-school tutoring for students in target group	Principal, Classroom Teachers	Classroom Observation Monitor progress of students in tutoring programs through classroom assessments	Observation Tools Student assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Elementary School Mathematics Goal #

by 50%.			5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Black: 36% (11) of students will score a level 3 or higher on 2013 FCAT 2.0 Math Assessment.
---	--

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

White: 67% (28) 3rd graders and 80% (40) 4th graders scored Level 3 or higher Black: 33% (5) of 3rd and 4th graders scored a level 3 or above on 2012 FCAT 2.0 Math Assessment.	White: 75% (53) 3rd graders and 82% (50) 4th graders will score Level 3 or higher Black: 36% of students in grades 3-5 will score a level 3 or above on the 2013 FCAT 2.0 Math Assessment.
--	---

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	Black: Teachers lack strategies for engaging students from diverse backgrounds.	Teachers will develop engagement strategies for addressing academic and social needs of Black students through collegial conversations around professional literature effective classroom practices.	Classroom teachers Resource teachers Principal	Classroom Observations Progress Monitoring Focus Walks (Student Engagement)	Observation Tools (to specifically measure student engagement) Assessment Data
2	White: Funding for tutors and resources for re-teaching Black: Funding for tutors and resources for re-teaching	Continue re-teaching of benchmarks on which students have not reached mastery using block of time designated for safety nets/RtI.	Classroom Teachers Resource Teachers Principal	Classroom Observations Data Chats Monitor Student Progress	Teacher Data Notebooks Observation Instruments
3	White: Time for teachers to collaborate to plan for focus lessons and instructional focus calendars Black: Time for teachers to collaborate to plan for focus lessons and instructional focus calendars	Quarterly data digs to determine areas of weakness with teachers	Principal Classroom Teachers	Monitor Student Progress	IData Monitoring Form EDC Calendar Math Quarterly Assessments Module Performance Assessments
4	White: Funding for Tutors and research-based interventions and resources for re-teaching Black: Funding for Tutors and research-based interventions and resources for re-teaching	Continue implementation of safety nets within the Mathematics classroom including tutoring, small group instruction and differentiated instruction	Principal Classroom Teachers	Classroom Observations Data Chats Monitor Progress	Observation Tools Data Monitoring Form

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	77% (136) of Economically Disadvantaged students will score a level 3 or higher on the 2013 FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (133) of students scored a level 3 or higher on 2012 FCAT 2.0 Math Assessment.	77% (136) of Economically Disadvantaged students will score a level 3 or higher on 2013 FCAT 2.0 Math Assessment.

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	Funding for substitutes to provide release time	Quarterly data digs with teachers to determine areas of weakness and strategies to address them	Principal	Monitoring Student Progress	Data Disaggregation Tools
2	Teachers lack knowledge of how poverty affects a student's ability to learn.	Teachers will implement instructional and relationship-building strategies to address the specific needs of children of poverty.	Principal Classroom Teachers	Classroom Observation Monitor progress of students in tutoring programs through classroom assessments	Observation Tools Student assessments
3	Availability of time to collaboratively plan next steps and differentiate instruction using available data needs improvement	Use revised Data Collection instruments, anecdotal notes, student work, and common assessments as the basis for grade level/content team discussions and lesson planning. Develop instructional focus calendars to re-teach benchmarks during the block of time designated for safety nets.	Principal Classroom Teachers	Analysis of Student Work Protocols Design, administer, and analyze common assessments Collaborative lesson planning	Data collection instruments Lesson Plans Assessments from focus lessons Focus Calendars Teacher Data Notebooks
4	Funding for resources and personnel to provide safety nets outside the school day	Provide after/before-school tutoring for students in target group	Principal Classroom Teachers	Classroom Observation Monitor progress of students in tutoring programs through classroom assessments	Observation Tools Student assessments

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
Student Engagement Strategies	PreK-5	White	School-wide	Early Dismissal Days	Coaching, Modeling, Classroom Observations, Focus Walks, Instructional Rounds, Peer Observation	Lee Gentry Classroom Teachers
Understanding and Implementing the CCSS Math Standards	All	Lee Gentry	School-wide	Fishweir Summer Institute; Pre-Planning; W.O.W. Wednesday	Coaching, Modeling, Classroom Observations, Focus Walks, Instructional Rounds, Peer Observation	Lee Gentry Classroom Teachers
Writing in the math classroom	PreK-5	Gentry	School-wide	Early Dismissal Days	Coaching, Modeling, Classroom Observations, Focus Walks, Instructional Rounds, Peer Observation	Lee Gentry Classroom Teachers
Understanding the Mathematical Practices Standards	All	Lee Gentry	School-wide	Fishweir Summer Institute Pre-Planning W.O.W. Wednesday	Coaching, Modeling, Classroom Observations, Focus Walks, Instructional Rounds, Peer Observation	Lee Gentry Classroom Teachers

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Math Workshop	Math Investigations and EnVisions materials	District Funds	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Continue Destination Success Reading Computer-Based Program	Destination Success Math Software	District Funds	\$0.00
Implement Brain Pop in PreK-5 classes in the regular school day and in Extended Day	Brain Pop Software	Internal Funds	\$2,000.00
Continue implementation of FCAT Explorer reinforcement of skills in Grades 3-5	FCAT Explorer Software	State Funds	\$0.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Deepening of Math Workshop	Foundations of Math/Math 101	District Funds & School Funds (TDE)	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$3,000.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Increase the percentage of students scoring Level 3 or higher on the 2013 FCAT 2.0 Science Assessment from 61% (40) to 63%. (42).
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (40) of students in 5th grade scored Level 3 or above on the 2012 FCAT 2.0 Science Assessment.	63% (42) of students in 5th grade will score Level 3 or above on the 2013 FCAT 2.0 Science Assessment.

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 not proficient with the use of the 5 E's	Teachers will implement the 5E's instructional model for the delivery of science instruction.	Lee Cruickshank Classroom Teachers	Classroom Observations Monitor Lesson Plans	Observation Tools
2	Students lack background knowledge of science content	Increase integration of informational text into the curriculum	Lee	Classroom Observations Lesson Plans	Observation Tools

				Progress Monitoring	
3	Classroom instruction does not reflect experiential learning and hands-on activities	Teach Essential Explorations	Lee K-2 Teachers	Classroom Observations Lesson Plans Progress Monitoring	Observation Tools
4	•Student vocabulary of key concepts	. Science Word Wall Words will be utilized daily with graphic organizers, such as vocabulary maps and word webs.	Principal Classroom Teachers	Science notebooks will be implemented and utilized daily to increase writing to learn within science concepts	Improvement on the online Progress monitoring assessments, performance tasks, and 5th grade science benchmarks.
5	•Funding for lab materials	. Provide real-world science experiences and engaging activities using the 5E instructional model and science stations.	Principal, Classroom Teachers	Grade-level teams will review results of common assessment data bi-weekly to determine progress toward benchmark (75% on common assessment).	Common assessments tied to Florida Science Standards administered weekly
6	•Adequate time devoted to science instruction	Implement a consistent schedule for science instruction, which includes integrating science with other content areas and the arts.	Principal	Classroom Observations; Lesson Plans; Progress Monitoring	Observation Tools
7	•Teachers lack adequate content knowledge and instructional strategies to improve science instruction •Funding to pay for substitute teachers so that teachers might participate on Academy of Science	Selected teachers will attend the Academy of Science and implement strategies in their classrooms (model science classrooms)	Principal, Science Teacher	Classroom Observations; Focus Walks	Observation Tools 5 E's Implementation Rubric/ Look-Fors

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Increase the percentage of students scoring Level 4 or higher on the 2013 FCAT 2.0 Science Assessment from 19%(12) to 22% (15).
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (12) of 5th grade students scored at a Level 4 or 5 on the 2012 FCAT 2.0 Science Assessment.	22% (15) of 5th grade students will score at a Level 4 or 5 on the 2013 2.0 FCAT Science Assessment.

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	•Depth of Knowledge	Use Webb's Depth of Knowledge Levels to increase rigor of student questioning.	. Principal Classroom Teachers	Classroom Observation	.Focus Walks Informal and Formal Observations Review of Lesson Plans
2	•Early Check-out students	2.2 Arts in Action provides time in the week for enrichment activities aligned with our performing and visual arts magnet	Performing Arts teachers Magnet Lead Teachers	Report card grades, DRA 2	Teacher Data Notebook
3	•Teachers not familiar with 5 E's Model for science instruction	Teachers will implement the 5E's instructional model for the delivery of science instruction.	Principal, Classroom Teachers	Classroom Observations Monitor Lesson Plans	Observation Tools
4	• Teachers lack adequate content knowledge and instructional strategies to improve science instruction •Funding to pay for substitute teachers so that teachers might participate on Academy of Science	Selected teachers will attend the Academy of Science and implement strategies in their classrooms (model science classrooms)	Principal, Classroom Teachers	Classroom Observations; Monitoring of Lesson Plans	Observation Tools
5	•Teachers' knowledge of science content included in the NGSSS is insufficient	Increase teacher capacity through monthly collaborative learning sessions to map curriculum, unpack benchmarks and design common assessments (Just in Time Training); differentiated professional development during early dismissal and Fantastic Friday professional learning sessions to increase content knowledge.	Lee, Classroom Teachers	Classroom Observations Self-Reflection Instructional Rounds/ Peer Observation Analysis of Student Work from Common Assessments	Observation Instruments Self-Reflection Inventories Classroom Walk- Through Templates Common Assessment 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.	N/A
---	-----

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Digs	K-5	Principal	School-wide (by individual teacher)	Quarterly	Tier 2 Interventions for RtI Data Monitoring Sheets	Principal Classroom Teachers
5E Model For Science Workshop	K-5	Principal Academy of Science Teachers	School-wide	Early Dismissal	Classroom Visits Formal & Informal Observations Focus Walks	Principal
Webb's Depth of Knowledge Levels	PreK-5	Principal	School-wide	Pre-planning	Classroom Monitoring Formal & Informal Observations Lesson Plans	Principal Classroom Teachers
P-SELL Science Inquiry Training	5th Grade Teachers	District Staff; P-SELL staff	5th Grade Teachers	To Be Determined (at least 5 meetings during the school year)	Discussion of new learning during science committee meetings and implementation in science model classrooms	Lee Cruickshank Ticer

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement 5 E Model for Science Workshop (including PSELL trainings)	P-SELL curriculum documents	District Funds/P-SELL Grant Funds	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Brain Pop in PreK-5 classes in the regular school day and in Extended Day	Brain Pop Software	Internal Funds	\$2,000.00
Continue to use Gizmos Software in science instruction	Gizmo Software	District Funds	\$0.00

			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implement 5 E Model for Science Workshop (including PSELL)	P-SELL curriculum	District Funds/P-SELL Grant Funds	\$0.00
Continue Implementation of Webb's Depth of Knowledge	Questioning SmartCards	Internal Funds	\$150.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,150.00

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:	49% (68) of students scored a Level 4+ on the 2013 FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94%(65) of students scored a combined Levels 3+ on the 2012 FCAT Writing Assessment.	49% (68) of students scored a Level 4+ on the 2013 FCAT Writing Assessment.

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	•Background knowledge for author's craft vocabulary	Students will increase their use of higher-level vocabulary in their daily writing by using word walls, portable word walls and Frayer model for vocabulary	Principal Classroom Teachers	A school wide and consistent method of saving student work will be established. All students will place their writing samples into a writing portfolio to be reviewed for growth over time. Classroom observation for monitoring of implementation of word walls and Magic 8 words.	Progress between the Baseline Prompt and ongoing bi-monthly prompts. Analysis of Mock FCAT Test.
2	•Understanding of conventions within the Writer's Workshop framework	Students will improve their application of writing mechanics and conventions in their daily writing through the writing process. Students will use the writing process daily through dated pieces and recorded in a notebook to record growth over time for	Principal, Classroom Teachers	A school wide and consistent method of saving student work will be established. All students will place their writing samples into a writing portfolio to be reviewed for growth over time. . Lesson plans will be monitored for use of Mastering the Mechanics	Progress between the Baseline Prompt and ongoing bi-monthly prompts. Analysis of Mock FCAT Test.

		monitoring purposes.		implementation (I do, we do, you do)	
3	•Students' writing fluency as they enter 4th grade.	Students will apply with increasing proficiency, their understanding of the elements of the narrative writing standard, in their narrative writing.	Principal, Classroom Teachers	A school wide and consistent method of saving student work will be established. All students will place their narrative writing samples into a writing portfolio to be reviewed for growth over time.	Progress between the Baseline narrative prompt, the mid-year narrative prompt and the Mock FCAT Prompt
4	•Previous knowledge of writer's craft	Students will improve their use of craft, precise word choice and varied sentence structure in their narrative writing.	Principal, Classroom Teachers	Monitoring of collaborative sessions to look at student work	Progress between the Baseline narrative prompt, the mid-year narrative prompt and the Mock FCAT Prompt.
5	•Familiarity of anchor papers with 4th grade teachers	Increase use of anchor papers when scoring student writing to improve teacher understanding of the narrative standard.	Principal Classroom Teacher	Monitoring of collaborative sessions to look at student work	Progress between the Baseline narrative prompt, the mid-year narrative prompt and the Mock FCAT Prompt.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Improve the use of craft through Writer's	K-5 Grades	Principal	School-wide	W.O.W. Wednesdays; Early Dismissal	Classroom Visits Teacher Feedback Informal and Formal	Principal Classroom Teachers

Worksh					Observations Focus Walks	
Modification of Primary Writer's Workshop to Reflect Common Core Requirements	K-2 Grades	Principal	K-2 Classroom Teachers	Early Dismissal W.O.W. Wednesdays	Classroom Visits Teacher Feedback Informal and Formal Observations Focus Walks	Principal Classroom Teachers
Increase use of anchor papers	3rd-5th Grades	Principal	3rd-5th grade English-Language Arts teachers	W.O.W. Wednesdays	Classroom Visits Teacher Feedback Informal and Formal Observations Focus Walks	Principal 3rd-5th grade English-Language Arts teachers

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improve the use of craft through Writer's Workshop	Writer's Workshop Resource Notebooks	Internal Funds	\$200.00
			Subtotal: \$200.00
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
Increase use of anchor papers	Printing of Mock Tests and District Prompts; Anchor Papers from State	District Funds	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Decrease the number of students who had more than 10 absences from 27% (121) to 25% (105).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% of the students were in attendance daily.	97% of the students will attend school daily.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

15% (67) students have absences of 10 or more school days	14% (60) of students have absences of 10 or more school days.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
18% (78) students had excessive tardies during the 2011-2012 school year.	15% (66) students or less will have excessive tardies during the 2012-2013 school year

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	•Challenge of communicating with parents and/or guardians the importance of being at school on time daily	Mandatory parent meetings with students having 5 or more tardies within a grading period	Guidance Counselor, CRT, School Attendance Social Worker, Principal	Monitor Genesis report monthly	Genesis
2	Students with poor attendance are often from families that face challenges beyond the child's control	Guidance Counselor will target students that fall in this group to counsel with students and parents and offer incentives to students to improve attendance	Principal Guidance Counselor	Monitor Genesis Report Confer with Guidance Counselor on Progress	Genesis Report Anecdotal Notes

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
Attendance & Tardiness Guidelines	PreK-5	Principal Guidance Counselor Attendance Social Worker	School-wide	Early Dismissal	Monitor the Number of Attendance Referrals	Guidance Counselor Principal
Effective Parent Conferences	PreK-5	Principal	School-wide	Early Dismissal	Surveys	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:	Sustain the number of incidents that result in 70 or less referrals.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
5 students received In-School Suspension during the 2011	5 or less students will receive In-School Suspension during the 2012-2013 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
N/A	N/A
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
19 students received Out of School Suspension during the 2011-2012 school year.	19 students or less will receive Out of School Suspension during the 2012-2013 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	•Discipline	Deepen implementation of the School-wide Discipline Plan.	Principal Foundations Team	Review of referrals and the yearly district discipline report will be analyzed for all areas that need improvement and areas that show improvement	Discipline Reports pulled from Genesis
2	•Funding for substitute for release time	Implement "Train the Trainer" CHAMPS model for teachers.	CHAMPS "Train the Trainer"	Classroom monitoring, teacher input	Number of referrals in the classroom setting

					of CHAMPS classrooms
3	•Discipline	Provide staff with preventative strategies and training on de-escalating potential behavior problems	Foundation Team and CHAMPS teachers	Classroom monitoring, teacher input	District Recording of Discipline Referrals
4	•Funding for substitute for release time	Send at least 3 additional teachers (including Foundations Team) to CHAMPS training	Classroom Teachers	Classroom monitoring, teacher input	Number of referrals in the classroom setting of CHAMPS classrooms
5	•Discipline •Funding	Implement Green Card Day for students to encourage them to always follow the School-wide Discipline Plan	Principal Classroom Teachers	Number of referrals	Discipline Reports from Genesis
6	•Funds for incentives	Secure a bank business partner to reinforce School-wide Discipline Plan or help to fund incentives.	School Advisory Council Principal	Status in securing bank business partner	SAC minutes

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
Continue implementation of the School-Wide Discipline Plan (with modifications)	PreK-5	Lee Gentry	School-wide	Preplanning	Classroom Visits Formal and Informal Observations Analysis of Discipline Referrals	Foundations Team Principal
CHAMPS	PreK-5	District Trainers; School-based Train the Trainer; Online Training (PDF)	Voluntary participants	TDE Days	Classroom Visits Formal and Informal Observations Analysis of Discipline Referrals	Foundations Team 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
Continue Implementation of Green Card Days	Green Card Day treats	Internal Funds	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Parent attendance at family nights will be 25% or higher during the 2012-2013 school year.</p>
<p>2012 Current Level of Parent Involvement:</p>	<p>2013 Expected Level of Parent Involvement:</p>
<p>20% (86) of students' parents attended family nights during the 2011-2012 school year.</p>	<p>25% (110) of students' parents will attend family nights during the 2012-2013 school year.</p>

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	<ul style="list-style-type: none"> •Communication •Parent Support 	Family Learning Night (mini workshops related to academic learning) Concentrating on Reading and Math due to areas of need for Common Core Implementation.	Principal, Classroom Teachers	Review attendance logs	Attendance Log
2	<ul style="list-style-type: none"> •Conflicting schedules 	Increase parents, business or community members involved in the School Advisory Council (SAC).	Principal, Current SAC Members	SAC Sign-In Sheet Review	Membership Roster
3	<ul style="list-style-type: none"> •Communication 	Connect Duval will be utilized for every parent event.	Principal Front Office Assistant	Review attendance logs	Attendance Log

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
Volunteer Faculty Training	PreK-5	Volunteer Coordinator	School-wide	Early Dismissal	Volunteer Log	Volunteer Coordinator

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
Connect Duval Usage to keep parents informed of upcoming events	Connect Duval software	District Funds	\$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 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 Goal School Safety Goal Goal # 1:			In 2013, 75% (16) of our classes will meet/exceed expectations for cafeteria guidelines on a weekly basis.		
2012 Current level:			2013 Expected level:		
In 2012, 50% (11) of our classes met or exceeded expectations for cafeteria guidelines on a weekly basis			In 2013, 75% (16) of our classes will meet/exceed expectations for cafeteria guidelines on a weekly basis.		
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	School will provide a positive reward system for classes meeting/exceeding cafeteria guidelines on a daily basis	Leadership Team Foundations Team Classroom Teachers	The Principal and Foundations team will monitor the cafeteria data weekly and analyze the number of classes meeting/exceeding the cafeteria guidelines on a weekly basis.	Observations, Classroom clipboard chart 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
Cafeteria Guidelines & Reward System Training	PreK-5	Foundations Team	School-wide	Early Dismissal Days	Classroom Clipboard Data Monitoring	Foundations Team

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
Student positive reinforcement for following cafeteria standards	Student incentives	Internal Funds	\$300.00
			Subtotal: \$300.00
			Grand Total: \$300.00

End of School Safety Goal Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement Reader's Workshop in all Classrooms	Houghton-Mifflin Reading Series	District Funds	\$0.00
Mathematics	Implementation of Math Workshop	Math Investigations and EnVisions materials	District Funds	\$0.00
Science	Implement 5 E Model for Science Workshop (including PSELL trainings)	P-SELL curriculum documents	District Funds/P-SELL Grant Funds	\$0.00
Writing	Improve the use of craft through Writer's Workshop	Writer's Workshop Resource Notebooks	Internal Funds	\$200.00
				Subtotal: \$200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Continue Destination Success Reading Computer-Based Program	Destination Success Computer Software	District Funds	\$0.00
Reading	Implement Brain Pop in PreK-5 classes in the regular school day and in Extended Day	Brain Pop Software	Internal Funds	\$2,000.00
Reading	Continue implementation of FCAT Explorer reinforcement of skills in Grades 3-5	FCAT Explorer software	State Funds	\$0.00
Mathematics	Continue Destination Success Reading Computer-Based Program	Destination Success Math Software	District Funds	\$0.00
Mathematics	Implement Brain Pop in PreK-5 classes in the regular school day and in Extended Day	Brain Pop Software	Internal Funds	\$2,000.00
Mathematics	Continue implementation of FCAT Explorer reinforcement of skills in Grades 3-5	FCAT Explorer Software	State Funds	\$0.00
Science	Implement Brain Pop in PreK-5 classes in the regular school day and in Extended Day	Brain Pop Software	Internal Funds	\$2,000.00
Science	Continue to use Gizmos Software in science instruction	Gizmo Software	District Funds	\$0.00
Parent Involvement	Connect Duval Usage to keep parents informed of upcoming events	Connect Duval software	District Funds	\$0.00
				Subtotal: \$6,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement Webb's Depth of Knowledge Questioning	Thinking Questions Smart cards	School Funds	\$200.00
Mathematics	Deepening of Math Workshop	Foundations of Math/Math 101	District Funds & School Funds (TDE)	\$1,000.00
Science	Implement 5 E Model for Science Workshop (including PSELL)	P-SELL curriculum	District Funds/P-SELL Grant Funds	\$0.00
Science	Continue Implementation of Webb's Depth of Knowledge	Questioning SmartCards	Internal Funds	\$150.00
Printing of Mock Tests				

Writing	Increase use of anchor papers	and District Prompts; Anchor Papers from State	District Funds	\$300.00
				Subtotal: \$1,650.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	Continue Implementation of Green Card Days	Green Card Day treats	Internal Funds	\$500.00
School Safety Goal	Student positive reinforcement for following cafeteria standards	Student incentives	Internal Funds	\$300.00
				Subtotal: \$800.00
				Grand Total: \$8,650.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	--

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 10/16/2012)

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
Student Agenda Planners	\$3,000.00

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

School Improvement Plan Input and Review
 Mid Year Stakeholders Assessment Review
 Spring Budget Review
 Teacher of the Year Committee Representation
 Recommendations for Safety Concerns
 Review of school activities
 School Recognition Funds Input/Approval

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 FISHWEIR ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	61%	46%	48%	233	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	64%	49%			113	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?	47% (NO)	57% (YES)			104	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					450	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District FISHWEIR ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	65%	84%	52%	276	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	62%	60%			122	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?	63% (YES)	60% (YES)			123	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					521	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested