

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: ANNIE R. MORGAN ELEMENTARY SCHOOL

District Name: Duval

Principal: Clemijene Alexander

SAC Chair: Michael Willis

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: October 19, 2012

Last Modified on: 10/9/2012

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

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

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Clemijene Alexander	MED in Ed. Leadership and Supervision K-6	4	13	2011-2012: Grade "C" 442 Points—Reading Mastery 35% ; Math Mastery 54% ; Writing Mastery 84% ; Science Mastery 18% 2010-2011: Grade "B" 519 points—Reading Mastery 50%, Math Mastery 74%; Writing Mastery 71%; Science Mastery 14%; School Met 100% criteria for AYP 2009-2010: Grade C '457 points' Reading Mastery: 40%, Math Mastery 55%, Science Mastery 17%, School did not make AYP 2008-2009: Principal of Normandy Village Elementary School Grade: B '499 points', Reading Mastery: 68%, Math Mastery: 70% 70%, Science Mastery: 29%, Writing Mastery: 81%, AYP Reading: Whites, ED and SWD: Blacks did not make AYP. Math (AYP: Whites ED and SWD, Blacks did not make AYP.

					2007/08 Grade 'C' Reading Mastery: 69%, Math Mastery: 62%, Writing Mastery: 61%, Science mastery: 22%, AYP: Reading Whites and ED; Math: Blacks, Whites and SDW, ED did not make AYP. 2006-2007 –'C' Reading Mastery: 61%, Math Mastery 48%, Writing Mastery 87%, Science mastery 25%; AYP: Whites, Blacks, ED and SWD all made AYP in Reading; Math: SWD made AYP None of the other subgroups made AYP
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Turnaround Reading Coach	Michelle Matthews	B. S. in Elementary Education K-6 with ESOL Endorsement M.A. in Curriculum and Instruction in Reading National Board Certification— Early Childhood Generalist	2	2	2011-2012: Grade "C" 442 Points—Reading Mastery 35% ; Math Mastery 54% ; Writing Mastery 84% ; Science Mastery 18% 2010-2011: Grade "B" 519 points—Reading Mastery 50%, Math Mastery 74%; Writing Mastery 71%; Science Mastery 14%; School Met 100% criteria for AYP
Turnaround Math Coach	Jean-Paul Dailo	BA in Fine Arts Certification K-6, Art K-9	7	5	2011-2012: Grade "C" 442 Points—Reading Mastery 35% ; Math Mastery 54% ; Writing Mastery 84% ; Science Mastery 18% 2010-2011: Grade "B" 519 points—Reading Mastery 50%, Math Mastery 74%; Writing Mastery 71%; Science Mastery 14%; School Met 100% criteria for AYP 2009-2010: Grade C '457 points' Reading Mastery: 40%, Math Mastery 55%, Science Mastery 17%, School did not make AYP 2008-2009: Math Teacher/ Turn Around Math Coach of Annie R. Morgan- School Grade "B"-523 pts: Reading mastery 40%, Math mastery 57%, Writing mastery 76%, Science mastery 44%, No subgroups made AYP 2007-2008: Math Teacher at Annie R. Morgan ES-School Grade "D" 411 pts. Reading mastery 47%, Math mastery 55%, Writing mastery 54%, Science mastery 13%, No subgroups made AYP 2006-2007: School Grade "D" 430 pts. Reading mastery 54%, Math mastery 39%, Writing mastery 76%, Science mastery 7%, No subgroups made AYP

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Early Return Training	Leadership Team	August 2012	
2	2. Novice Teacher Mentor Program	Meredith Preston, PDF Andrea Newman, PDF	June 2013	

3	3. Professional Learning Communities	Principal Reading Coach Math Coach	June 2013	
4	4. Side-by-Side Coaching	Principal Reading Coach Math Coach	June 2013	
5	5. Classroom Focus Walks and Observations with Feedback and Support	Principal Reading Coach Math Coach	June 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
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
30	6.7%(2)	53.3%(16)	23.3%(7)	16.7%(5)	20.0%(6)	100.0%(30)	3.3%(1)	3.3%(1)	53.3%(16)

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
Michelle Matthews	Charlyne Blunt, Kindergarten	Charlene Blunt is a first year teacher. Charlene was awarded a Bachelor's Degree in Pre-K/Primary Education from the University of North Florida. Michelle Matthews, her Mentor, is Reading Coach. She has nine years of teaching experience, six of those years spent as a lead teacher /model classroom in first grade.	<ul style="list-style-type: none"> •Monthly Mentor/Mentee Meetings •Formal/Informal Observations •Side-by-Side Coaching
		Ashley Radford is entering her	

Michelle Matthews	Ashley Radford, First Grade	<p>fourth year of teaching. Transitioning from Polk County to Duval County, Ashley has experience teaching 6th Grade Mathematics as well as 1st Grade. Michelle Matthews, her Mentor, is Reading Coach. She has nine years of teaching experience, six of those years spent as a lead teacher /model classroom in first grade.</p>	<ul style="list-style-type: none"> •Monthly Mentor/Mentee Meetings •Formal/Informal Observations •Side-by-Side Coaching
Sherell Shako	Tytianna Reid, Second Grade	<p>Tytianna Reid is entering her third year of teaching. Tytianna graduated from the University of North Florida with a Bachelor's Degree in Elementary Education K-6. Sherell Shako, her mentor, is a veteran (20+ years) teacher who recently moved out of the classroom and into the schools' Math Interventionist position to provide support to Level 1 and Level 2 students.</p>	<ul style="list-style-type: none"> •Monthly Mentor/Mentee Meetings •Formal/Informal Observations •Side-by-Side Coaching
Meredith Preston	Amanda Yoho, Kindergarten	<p>Amando Yoho is a first year teacher. Amanda was awarded her Bachelor's Degree in Elementary Education in the Spring of 2012. She completed her Internship at Annie R. Morgan under her, mentor, Meredith Preston. Meredith Preston is entering her tenth year of teaching. Meredith has experience in both the primary and intermediate grades. Meredith currently serves as the</p>	<ul style="list-style-type: none"> •Monthly Mentor/Mentee Meetings •Formal/Informal Observations •Side-by-Side Coaching

school's Professional Development Facilitator where she organizes meetings and professional development for novice teachers.

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

Funding from Title I, Part A is allocated to provide after-school support to students requiring additional remediation through after-school programs and summer school. Title I Funds are also used to fund the following positions: Reading Interventionist, Math Interventionist, Reading Coach and Math Coach.

Title I, Part C- Migrant

Title I, Part D

Title II

Annie R. Morgan Elementary School receives supplemental funds for improving student performance through the purchase of instructional supplies and academic consultants.

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Funding is allocated to provide remediation to struggling 3rd, 4th, and 5th grade students who scored a Level 1 or 2 on the FCAT 2.0 Reading and/or Math assessments through after-school tutoring and eight sessions of Saturday School.

Violence Prevention Programs

Annie R. Morgan Elementary School offers a non-violence and anti-drug program to students that incorporates field trips, community service and counseling. In addition, the school offers safe and civil school curricula (i.e. Foundations, Second Step/Anti-Bullying, Character Education, Red Ribbon Week).

Nutrition Programs

Annie R. Morgan Elementary School students participate in the Breakfast in the Classroom (BIC) Program.

Housing Programs

Head Start

Annie R. Morgan Elementary School currently has one (1) Voluntary Pre-Kindergarten (VPK) Program funded by Title I.

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.

Clemijene Alexander, Principal; Michelle Matthews, Reading Coach, Jean-Paul Dailo, Math Coach; Andrea Newman, Reading Interventionist; Sherell Shako, Math Interventionist; Robert Gainey, Kindergarten; Marilyn Hamner, First Grade; Angela Parris, Second Grade (CHAIR); Stacy Adams, Third Grade; Kady Vaughn, Fourth Grade; Stacy McDougald, Fifth Grade; Padrica Mendez, ESE K-5; Lera Wullenweber, Media Specialist; and Kimberlae Gregg, Guidance Counselor

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

The school-based RtI team meets the first Friday of each month. Based upon current data; the team uses the problem-solving process, identifies learning behavior deficits, monitors data, reviews universal screenings and links to instructional decisions, reviews progress monitoring data at each grade level to identify students who are not meeting/exceeding benchmarks at moderate or high-risks, recommends research-based instructional strategies that address differentiated instruction, implements intense interventions for Tier I, Tier II, and Tier III students, identifies professional development and resources that will have a significant impact on student performance. The team members serve as the "experts" for their grade level. Each team member is responsible for disseminating the information/training to their grade level. In addition, the RtI team members also lead grade level discussion of students who are in need of RtI support as evidenced by non-mastery of grade-level tasks and assessments. The RtI Team works in conjunction with the MTSS Team and the School Improvement Team to provide appropriate interventions for students in need.

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 used the RtI Problem-Solving Process to determine which barriers could possibly hinder students from attaining the knowledge needed to master grade-level tasks and assessments. After identifying the barriers, the school-based RtI Team determined the strategies that would be implemented to overcome those barriers as well as the process used to determine whether or not the strategies were effective and how students responded to the strategies. The RtI Team, as well as the School Improvement Teams, meets quarterly to review the impact of implementation.

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.

The data sources for each tier are listed below:

Reading

Tier I: DRA2, Weekly Houghton Mifflin Selection Tests, and Houghton Mifflin Benchmark Assessments, FAIR
Tier II: FAIR Tool Kit and Fall, Winter, and Spring Interim Benchmark Assessments, Student Work Samples, Soar to Success
Tier III: Data will be derived from use of Fox In a Box Assessment and the ERDA Assessment, Student Work Samples

Math

Tier I: Teachers will employ the use of data from the enVision Math Curriculum, and Quick Checks
Tier II: Fall, Winter, and Spring Interim Benchmark Assessments and SuccessMaker data, Every Day Counts (EDC) Calendar Math

Tier III: Math Navigator data

Science

Tier I: Teachers will utilize data from the Pearson Interactive Science Chapter Assessments and Performance Tasks outlined on the DCPS Learning Schedules.

Tier II: Teachers will use data from the Fall, Winter, and Spring Interim Benchmark Assessments

Tier III: Teachers will use data from teacher-made assessments.

Writing

Tier I: Teachers will make use of data from scoring of papers using the sets of anchor papers.

Tier II: Teachers will use data from the scoring of District On-Demand Writing Samples,

Tier III: Teachers will use data from implementation of the Step Up to Writing Program, Writing Conferences

Behavior

Tier I: Teachers will implement the District Safe and Civil Curriculum Foundations and CHAMPS. Data from behavior referrals and classroom observations will be used.

Tier II: Data will be derived from individual behavior management plans and observations.

Tier III: Data will be observed during Functional Behavior Assessments.

Describe the plan to train staff on MTSS.

The school's Professional Development Plan supports continuous learning for all educators through training provided by the school-based RtI Team and Kimberlae Gregg, Guidance Counselor. Currently, the plan reflects quarterly professional development trainings for all staff during Early Dismissal. In addition, grade-level teams will receive monthly training/support during our Long Early Dismissal Days. This training will be based on individual grade level needs and/or concerns. The school-based MTSS/RtI Team will also attend district-level training. In addition, the school will identify the "RtI/MTSS 'B' Team" to address student behavior.

Describe the plan to support MTSS.

The school's Professional Development Plan supports continuous learning for all educators through training provided by the school-based RtI Team and Kimberlae Gregg, Guidance Counselor. Currently, the plan reflects quarterly professional development trainings for all staff during Early Dismissal. In addition, grade-level teams will receive monthly training/support during our Long Early Dismissal Days. This training will be based on individual grade level needs and/or concerns. The school-based MTSS/RtI Team will also attend district-level training. In addition, the school will identify the "RtI/MTSS 'B' Team" to address student behavior.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Clemijene Alexander, Principal; Michelle Matthews, Reading Coach; Andrea Newman, Reading Interventionist; Amanda Yoho, Kindergarten; Heather Veasley, First Grade, Jeania Jones, Second Grade; Meredith Preston, Third Grade; Kady Vaughn, Fourth Grade (CHAIR); Joshua Nelson, Fourth Grade; Stacy McDougald, Fifth Grade; Padrica Mendez, ESE K-5; and Lera Wullenweber, Media Specialist.

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

The Literacy Leadership Team functions as the School Improvement Team for reading. Each grade level member serves as a model classroom for exemplary instruction in Literacy. Each team member is responsible for ensuring that the school improvement plan is implemented at that grade level. The team will meet quarterly to address the literary needs of the school initiative. During this time, the team will review the school improvement plan and have vertical discussions to determine the effectiveness of strategy implemented to overcome the barriers addressed.

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

The major initiatives of the LLT will be to support the RtI Leadership Team in implementation of RtI with an emphasis on reading. K-2 will utilize the FAIR Targeted Diagnostic Inventory. Grades 3-5 will utilize Interim Benchmark Assessments, FCIM

Data, SuccessMaker Reports, Student Work Samples, and Classroom Instruction to support student growth. In addition, the LLT will work to improve/promote reading awareness to all students and make sure that students are reading a mixture of books on their reading level and books that will stretch them in their thinking and responses to literature. The LLT will also assist in the research and developing of school-wide professional development opportunities based on the Common Core State Standards (CCSS) for Grades K-2, as well as unpacking the CCSS for Grades 3-5.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/8/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Annie R. Morgan Elementary offers a full-day Title I Pre-Kindergarten program. A certified teacher works with students using Title I pre-kindergarten strategies which target developmental needs and allows for differentiated instruction. The program implements the use of the same district standardized Houghton-Mifflin Reading Curriculum which is utilized in all of the district's elementary schools. The Pre-Kindergarten curriculum is directly correlated and aligned to the kindergarten curriculum. This will enable students who attend the program to receive the same exposure to evidence-based best practices which will inevitably promote increased levels of student readiness and achievement. Kindergarten readiness will be determined based on student performance as indicated by the Houghton Mifflin Benchmark assessment and Nemour's Bright Start. Additionally, parents are provided with activities and resources to assist their child(ren) at home. Each month, parents are invited to attend the Parent Backpack Program. For students who do not attend a district Title I Pre-Kindergarten program, a series of academic readiness assessments are given within 20 days of enrollment into our Kindergarten. The F.A.I.R. and FLKRS diagnostic assessments address areas of academic readiness and provide kindergarten teachers with detailed information as to the strengths and weaknesses of each child. The information is then used to differentiate instruction accordingly.

*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:	41% [68/167] students will score at a Level 3 on the 2013 Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% [34/170] students assessed scored at a Level 3 on the 2012 Reading FCAT 2.0	41% [68/167] students will score at a Level 3 on the 2013 Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students are entering grade levels with limited reading/speaking vocabulary.	1.1. *Classroom Read-Alouds *Daily Accountable Talk *Activities using dictionaries/thesauruses *Word of the Day featured on Bobcat TV21 News (Morning Announcements)	1.1. *Administration *Reading Coach *Reading Interventionist *Classroom Teachers	1.1. *Journaling *Informal/Formal Observation of: *Teacher lesson planning and delivery *Student engagement in Accountable Talk *Log Number of Books Read	1.1. *Classroom Walk-Through Rubric *Student Talks *Fall, Winter, and Spring Interim Benchmark Assessments *FCAT 2.0 *F.A.I.R. *Student Work Samples
2	1.2. Students lack schema to make necessary connections with both literary and informational text.	1.2. To build schema, students will: *Take virtual field trips *Participate in book introductions/close reading activities *Integrate Science and Social Studies literature (non-fiction text) into Reader's Workshop and Skills Block	1.2. *Administration *Reading Coach *Reading Interventionist *Classroom Teachers	1.2. *Informal/Formal Observations of students' abilities to make connections	1.2. *Weekly assessments **Fall, Winter, and Spring Interim Benchmark Assessments *FCAT 2.0 *F.A.I.R. *Florida Alternative Assessment (FAA) *Student Work Samples

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

1b. Florida Alternate Assessment:	
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Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Not Applicable: Only One Student Assessed
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable: Only One Student Assessed	Not Applicable: Only One Student Assessed

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	Not Applicable: Only One Student Assessed.				

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:	15% [25/167] students will score at a Level 4 or 5 on the 2013 Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% [17/170] students scored at a Level 4 or 5 on the 2012 Reading FCAT 2.0.	15% [25/167] students will score at a Level 4 or 5 on the 2013 Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The current daily instruction reflects lessons/activities which emphasize the needs of lower- performing students; there is not enough opportunity for enrichment during the Literacy Block.	2.1. Provide Differentiated Instruction through: *Literacy Centers *RtI Block *Higher-Order Questioning *Assigning of Research Projects *Exposure to higher-level text *Book Clubs *Push-In/Pull-Out Opportunities with Coaches, Interventionists, Guidance Counselor, and the Media Specialist	2.1. *Administration *Reading Coach *Reading Interventionist *Classroom Teachers	2.1. *Student responses to teacher questioning techniques *Differentiated Literacy Centers *Differentiated MTSS/RtI Block	2.1. *Journal Entries *Teacher-Made Assessments *Weekly Assessments **Fall, Winter, and Spring Interim Benchmark Assessments *FCAT 2.0 *F.A.I.R. *Student Work Samples
	2.2. Students are not given enough opportunity to practice drawing conclusions and making inferences in class.	2.2. *Acting out skits and short passages *Book Talks *Close Reading Activities	2.2. *Administration *Reading Coach *Reading Interventionist *Classroom Teachers	2.2. *Accountable Talk *Student/Teacher Discussion and Questioning	2.2. *Journal Entries *Teacher-Made Assessments *Weekly Assessments **Fall, Winter, and

2					Spring Interim Benchmark Assessments *FCAT 2.0 *F.A.I.R. *Student Work Samples
3	2.3 Students have a limited opportunity to utilize vocabulary which reflects a higher level of thinking and comprehending.	2.3 Students will be introduced to new vocabulary through whole group, small group and differentiated instruction as well as via closed circuit television daily.	2.3 *Administration *Reading Coach *Reading Interventionist *Math Coach (Closed-Circuit) *Reading/Writing Committee *Classroom Teachers	2.3 *Observations of student accuracy and fluency rates when reading above grade-level text *Student conversation with peers and teachers during Reading instruction *Analysis of Assessments	2.3 *Running Records *DRAs *FAIR *Houghton-Mifflin Weekly Selection Assessments *Fall, Winter, and Spring Interim Benchmark Assessments *FCAT 2.0

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Not Applicable: Only One Student Assessed
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable: Only Two Students Assessed	Not Applicable: Only One Student Assessed

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	Not Applicable: Only One Student Assessed				

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:	68% [72/106] students will make Learning Gains in Reading on the 2013 Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% [39/105] students made Learning Gains in Reading on the 2012 Reading FCAT 2.0.	68% [72/106] students will make Learning Gains in Reading on the 2013 Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Some students may lack reading stamina.	3.1. *Chart Student Engagement *Increase Independent Reading Opportunities	3.1. *Administration *Reading Coach *Reading Interventionist *Classroom Teachers	3.1 *Teacher Planning with Grade Level Team, Reading Coach, and/or Reading Interventionist *Students are given a choice of books/text to read	3.1 *Journal Entries *Teacher-Made Assessments *Weekly Assessments **Fall, Winter, and Spring Interim Benchmark Assessments *FCAT 2.0 *F.A.I.R. *Student Work Samples
2	3.2. Some students may lack the ability to read fluently.	3.2. *Provide Timed/Repeated Reading Opportunities *Students are given a choice of books/text to read *Increase Text Complexity and the use of Text-Dependent Questions	3.2. *Administration *Reading Coach *Reading Interventionist *Classroom Teachers	3.2. *Teacher Planning with Grade Level Team, Reading Coach, and/or Reading Interventionist	3.2. *Journal Entries *Teacher-Made Assessments *Weekly Assessments **Fall, Winter, and Spring Interim Benchmark Assessments *FCAT 2.0 *F.A.I.R. *Student Work Samples

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Not Applicable: Only One Student Assessed
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable: Only Two Students Assessed	Not Applicable: Only One Student Assessed

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	Not Applicable: Only One Student Assessed				

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:	70% [30/42] of students in the lowest 25% (bottom quartile) will make Learning Gains in Reading on the 2013 Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% [28/42] students in the bottom quartile made Learning Gains on the 2012 Reading FCAT 2.0.	70% [30/42] of students in the lowest 25% (bottom quartile) will make Learning Gains in Reading on the 2013 Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. There are significant learning gaps between grade levels that prohibit adequate growth in Reading.	4.1. Teachers will use multiple sources of data to drive whole-group instruction, small-group instruction.	4.1. *Administration *Reading Coach *Reading Interventionist *Classroom Teachers	4.1. *Small-Group Instruction *Lesson Delivery *MTSS/RtI w/Documentation	4.1. *Journal Entries *Teacher-Made Assessments *Weekly Assessments **Fall, Winter, and Spring Interim Benchmark Assessments *F.A.I.R. *FCAT 2.0 *Student Work Samples
2	4.2. Students lack the stamina to read for an extended period of time.	4.2. *Assign daily reading activities (both Literary and Informational) for a specified amount of time *Students are given a choice of books/text to read *Increase Text Complexity and the use of Text-Dependent Questions	4.2. *Administration *Reading Coach *Reading Interventionist *Classroom Teachers	4.2. *Classroom Observations *Reading Logs *Conduct Conferences with Students during Reader's Workshop	4.2 *Teacher-Made Assessments *Weekly Assessments *Fall, Winter, and Spring Interim Benchmark Assessments *F.A.I.R. *FCAT 2.0

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

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

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

of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Decrease the number of African-American students not making "Satisfactory" progress by at least 10% on the 2013 Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% [47/159] of African-American students assessed scored at a Level 3 on the 2012 Reading FCAT 2.0.	40% of students assessed will score at a Level 3 on the 2013 Reading FCAT 2.0.

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	5B.1. Some students come to school with limited background knowledge and experiences.	5B.1 *Implement Questioning Strategies and Techniques which support students in their efforts to build schema. *Provide the opportunity for students to participate in Virtual Field Trips	5B.1. *Administration *Reading Coach *Reading Interventionist *Classroom Teachers *Reading/Writing Committee	5B.1. *Lesson Planning and Delivery; *Monitor the complexity/rigor of questions asked during lesson delivery *Mixture of Whole-Group / Small-Group Instruction Opportunities	5B.1. *Formal/Informal Classroom Observations w/ DA Rubric and Feedback *Fall, Winter, and Spring Interim Benchmark Assessments *FAIR *FCAT 2.0 *Houghton-Mifflin Weekly Assessments and Benchmarks *Exit Tickets *Student Work Samples *C.A.S.T.

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:	Not Applicable: No Students Assessed
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable: One Student Assessed	Not Applicable: No Students Assessed

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	Not Applicable: No Students Assessed				

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:	Not Applicable: Not Enough Students to Form a Subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable: Not Enough Students to Form a Subgroup	Not Applicable: Not Enough Students to Form a Subgroup

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	Not Applicable: Not Enough Students to Form a Subgroup				

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:	Decrease the number of Economically Disadvantaged students not making "Satisfactory" progress by at least 10% on the 2013 Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% [50/149] students scored a Level 3 or above on the 2012 Reading FCAT 2.0.	44% of students will score a Level 3 or above on the 2013 Reading FCAT 2.0.

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	5E.1 Many students in the "Economically Disadvantaged" subgroup currently read and comprehend texts below grade-level expectations.	5E.1 Students will participate in daily instruction which emphasizes: *Differentiated/scaffold instruction; small group instruction *Response to Intervention strategies	5E.1 *Administration *Reading Coach *Reading Interventionist *Classroom Teachers *Reading/Writing Committee	5E.1 Observation of: *Lesson planning and delivery; *Questioning techniques; Analysis of: *Student Learning Logs; *Running Records *DRA Continuum *SuccessMaker Data	5E.1 *Formal/Informal Classroom Observations *Fall, Winter, and Spring Interim Benchmark Assessments *FAIR *FCAT 2.0 *Houghton-Mifflin Weekly Assessments and Benchmarks *Exit Tickets *Student Work Samples

					* State Instructional Review Rubric *C.A.S.T.
2	5E.2 Students in this category come to school with limited word vocabulary compared to the average acquired word vocabulary in middle-income children.	5E.2 *Students will participate in daily activities in which the cognitive complexity of lessons/activities will be scaffolded from low to moderate and high cognitive complexity based on the needs of each student *Implement research-based vocabulary building activities on a daily basis	5E.2 *Administration *Reading Coach *Reading Interventionist *Classroom Teachers *Reading/Writing Committee	5E.2 Observation of: Lesson planning and delivery; Implementation of activities; Questioning/discussion techniques; Complexity of tasks during work time Analysis of: Assessment data- % of moderate and high complexity questions answered correctly	5E.2 *Formal/Informal Classroom Observations *Fall, Winter, and Spring Interim Benchmark Assessments *FAIR *FCAT 2.0 *Houghton-Mifflin Weekly Assessments and Benchmarks *Exit Tickets *Student Work Samples * State Instructional Review Rubric

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
Differentiated Instruction in Mixed-Ability Classrooms Book Study through FDLRS/Crown	Pre-K-5th	Michelle Matthews, Reading Coach	All Certificated Personnel	September 5, 2012	*Conduct an Interest Inventory or Learning Profile Survey with Class *Be prepared to share findings during next meeting.	*Reading Coach
Differentiated Instruction in Mixed-Ability Classrooms Book Study through FDLRS/Crown	Pre-K-5th	Michelle Matthews, Reading Coach	All Certificated Personnel	October 3, 2012	*Share out findings from Interest Inventories and/or Learning Profiles *Complete Assignment from Book Study Packet	*Reading Coach
Text Complexity / Close Reading Strategies MTSS/RtI Grade-Level Meeting	Pre-K-5th	Michelle Matthews, Reading Coach	Pre-K-2nd Reading Teachers (2 Per Grade Level) 3-5 ELA Teachers	October 17, 2012	*Monitor Texts Used to Teach/Model Strategies *Practice Using the "Text Complexity: Qualitative Measures Rubric" *Classroom Walk-Throughs w/ Feedback	*Reading Coach
Differentiated Instruction in Mixed-Ability Classrooms Book Study through FDLRS/Crown	Pre-K-5th	Michelle Matthews, Reading Coach	All Certificated Personnel	November 7, 2012	*Complete Assignment from Book Study Packet	*Reading Coach

Step Up to Writing Techniques	Pre-K-5th	Stacy Adams, 3rd Angela Parris, 2nd	Pre-K-2nd Reading Teachers (2 Per Grade Level)	November 28, 2012	*Formal/Informal Observations of Writers Workshop Lessons *Review of Student Writing Samples	*Principal *Reading Coach
Teaching Plot in Reader's and Writer's Workshop MTSS/RtI Grade-Level Meeting	Pre-K-5th	Joshua Nelson, 4th Kady Vaughn, 4th	Pre-K-2nd Reading Teachers (2 per Grade Level) 3rd -5th ELA Teachers	December 12, 2012	*Formal/Informal Observations of Readers Workshop and Writers Workshop lessons *Review of student writing samples, journal entries, and other student work samples	*Principal *Reading Coach
Differentiated Instruction in Mixed-Ability Classrooms Book Study through FDLRS/Crown	Pre-K-5th	Michelle Matthews, Reading Coach	All Certificated Personnel	January 9, 2013	*Complete Assignment from Book Study Packet	*Reading Coach
Mid-Year Review MTSS/RtI Grade-Level Meeting	Pre-K-5th	Clemijene Alexander, Principal Michelle Matthews, Reading Coach	School-Wide	January 23, 2013	*Grade-Level Data Digs *Class and Student-Specific Action Plans	*Principal *Reading Coach
Differentiated Instruction in Mixed-Ability Classrooms Book Study through FDLRS/Crown	Pre-K-5th	Michelle Matthews, Reading Coach	All Certificated Personnel	March 6, 2013	*Complete Assignment from Book Study Packet	*Reading Coach
End-of-Year Checklist and Procedures MTSS/RtI Grade-Level Meeting	Pre-K-5th	Clemijene Alexander, Principal Michelle Matthews, Reading Coach	School-Wide	May 22, 2013	*Review End-of-Year Procedures and Checklist	*Principal *Reading Coach
Read Alouds / Common Core State Standards	Pre-K-5th	Michelle Matthews, Reading Coach First Grade Team	Pre-K-2nd Reading Teachers (2 per Grade Level) 3rd-5th ELA Teachers	February 6, 2013	*Formal/Informal Observations of Readers and Writers Workshop Lessons *Review Student Writing Samples, Journal Entries, and other Student Work Samples	*Principal *Reading Coach
Differentiated Instruction in Mixed-Ability Classrooms Book Study through FDLRS/Crown	Pre-K-5th	Michelle Matthews, Reading Coach	All Certificated Personnel	May 1, 2013	*Complete Assignment from Book Study Packet	*Reading Coach
Close Reading / Common Core State Standards	Pre-K-5th	Michelle Matthews, Reading Coach	Pre-K-2nd Reading Teachers (2 per Grade Level) 3rd-5th ELA Teachers	February 20, 2013	*Formal/Informal Observations of Readers and Writers Workshop Lessons *Review Student Writing Samples, Journal Entries, and other Student Work Samples	*Principal *Reading Coach
Common Core Literacy Block: Signs of Improvement with Grammar, Spelling, Conventions? MTSS/RtI Grade-Level Meeting	Pre-K-5th	Michelle Matthews, Reading Coach Classroom Teachers	Pre-K-2nd Reading Teachers (2 per Grade Level) 3rd-5th ELA Teachers	March 20, 2013	*Formal/Informal Observations of Readers and Writers Workshop Lessons *Review Student Writing Samples, Journal Entries, and other Student Work Samples	*Principal *Reading Coach
FCAT 2.0 Test Administration	3rd-5th Grade Teachers and Proctors	School Testing Coordinator	All 3rd-5th Grade Teachers and Proctors	April 10, 2013	*Review Testing Protocols and Procedures with Test Administrators and Proctors	*School Testing Coordinator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Build Classroom and Leveled Libraries (for Check-Out) by Purchasing Non-Fiction Titles for full Common Core Implementation	Sets of Non-Fiction Titles for Small-Group Instruction / Literature Circles for Grades K-5	Junior League of Jacksonville, Florida Grant	\$1,500.00
Text Talk Vocabulary Kits for K-3	Set of 20 Mentor Texts that will be used to enhance students' vocabulary skills in the Primary Grades (K-3).	Title I Funds	\$1,100.00
			Subtotal: \$2,600.00
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
Establish "Book Clubs" for Grades 2-5	Sets of Chapter Books for "Book Clubs"	Dollar General Literacy Grant	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$4,600.00

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.		Not Applicable: No Students Assessed			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
Not Applicable: Only One Student Assessed					
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	Not Applicable: No Students Assessed				

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

2. Students scoring proficient in reading.

CELLA Goal #2:

Not Applicable: No Students Assessed

2012 Current Percent of Students Proficient in reading:

Not Applicable: Only One Student Assessed

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	Not Applicable: No Students Assessed				

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Not Applicable: No Students Assessed

2012 Current Percent of Students Proficient in writing:

Not Applicable: Only One Student Assessed

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	Not Applicable: No Students Assessed				

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:	59% [98/167] of students will score at a Level 3 or above on the 2013 Math FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% [49/170] students scored at a Level 3 on the 2012 Math FCAT 2.0.	59% [98/167] of students will score at a Level 3 or above on the 2013 Math FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Many students are lacking a strong foundation in Number Sense and Problem-Solving, including specific vocabulary.	1.1. *Implement Destination Success Program during Math Block *Implement a 15-30 minute IFC/Skills Block for Math each day *Use Every Day Counts Calendar Math Program with fidelity *Follow the Math Workshop Model: Launch, Explore, Summarize	1.1. *Administration *Math Coach *Math Interventionist *Classroom Teachers *Math Committee	1.1. *Student Learning Journals *Formal/Informal Classroom Observations *Lesson Plans that reflect rigorous, high-quality instruction *Analysis of Assessments *Charting of Student Engagement during Observation(s)	1.1. *Fall, Winter, Spring Interim Benchmark Assessments *DA Rubric/CAST Rubric w/ feedback *FCAT 2,0 *Progress Monitoring Assessments *Weekly/Bi-Weekly Assessments *Exit Tickets
2	1.2. Many students are lacking a strong foundation in the Base Tens System/Place Value.	1.2. *Implement Destination Success Program during Math Block *Implement a 15-30 minute IFC/Skills Block for Math each day *Use Every Day Counts Calendar Math Program with fidelity *Follow the Math Workshop Model: Launch, Explore, Summarize	1.2. *Administration *Math Coach *Math Interventionist *Classroom Teachers *Math Committee	1.2. *Student Learning Journals *Formal/Informal Classroom Observations *Lesson Plans that reflect rigorous, high-quality instruction *Analysis of Assessments *Charting of Student Engagement during Observation(s)	1.2. *Fall, Winter, Spring Interim Benchmark Assessments *DA Rubric/CAST Rubric w/ feedback *FCAT 2,0 *Progress Monitoring Assessments *Weekly/Bi-Weekly Assessments *Exit Tickets
	1.3. Many students lack problem-solving skills necessary to complete moderate and high complexity problems.	1.3. *Teach skills necessary to complete moderate to high complexity problems; and	1.3. *Administration *Math Coach *Math	1.3. *Student Learning Journals *Formal/Informal Classroom Observations	1.3. *Fall, Winter, Spring Interim Benchmark Assessments

3		*Implement Math instruction emphasizing moderate and high complexity instruction	Interventionist *Classroom Teachers *Math Committee	*Lesson Plans that reflect rigorous, high-quality instruction *Analysis of Assessments *Chart Student Engagement	*FCAT 2,0 *Progress Monitoring Assessments *Weekly/Bi-Weekly Assessments *Exit Tickets
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Not Applicable: Only One Student Assessed
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable: Only Two Students Assessed	Not Applicable: Only One Student Assessed

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	Not Applicable: Only One Student Assessed				

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:	35% [58/167] students will score at a Level 4 or 5 on the 2013 Math FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% [60/170] students scored at a Level 4 or 5 on the 2012 Math FCAT 2.0.	35% [58/167] students will score at a Level 4 or 5 on the 2013 Math FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Current instructional delivery emphasizes instruction at the low and moderate complexity levels.	2.1. *Plan and deliver instruction to include tasks and activities at the moderate high and high complexity levels to be implemented during the Math Block *Differentiate instruction during the "Launch" portion of the Math Workshop Model	2.1. *Administration *Math Coach *Math Interventionist *Classroom Teachers *Math Committee	2.1. *Student Learning Journals *Formal/Informal Classroom Observations *Lesson Plans that reflect rigorous, high-quality instruction *Analysis of Assessments	2.1. *Fall, Winter, Spring Interim Benchmark Assessments *FCAT 2.0 *Progress Monitoring Assessments *Weekly/Bi-Weekly Assessments

		*Provide Extension/Cooperative Learning Activities		*Chart Student Engagement	*Exit Tickets
2	2.2. Students scoring at or above Levels 4 and 5 are not challenged enough and may lack intrinsic motivation.	2.2. *Plan and deliver instruction to include tasks and activities at the moderate high and high complexity levels to be implemented during the Math Block *Provide students with the option of participating in cooperative learning tasks/activities *Differentiate instruction during the : "Launch" portion of the Workshop Model *Display Visual Aids around the school and on the school news program, Bobcat TV21 News via closed-circuit	2.2. *Administration *Math Coach *Math Interventionist *Classroom Teachers *Math Committee	2.2. *Student Learning Journals *Formal/Informal Classroom Observations *Lesson Plans that reflect rigorous, high-quality instruction *Analysis of Assessments *Chart Student Engagement	2.2. *Fall, Winter, Spring Interim Benchmark Assessments *FCAT 2.0 *Progress Monitoring Assessments *Weekly/Bi-Weekly Assessments *Exit Tickets

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:	Not Applicable: Only One Student Assessed
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable: Only Two Students Assessed	Not Applicable: Only One Student Assessed

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	Not Applicable: Only One Student Assessed				

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:	66% [110/167] students will make Learning Gains in Math on the 2013 Math FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% [102/170] students made learning gains in Math on the 2012 Math FCAT 2.0.	66% [110/167] students will make Learning Gains in Math on the 2013 Math FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Students have gaps in mathematical thinking due to previous curriculum gaps.	3.1. *Implement skills and strategies shown to be weaknesses for the majority into Every Day Counts (EDC) and in the Instructional Focus Calendar (IFC) daily *Provide immediate Response to Intervention (Rtl) to fill gaps in student knowledge	3.1. *Administration *Math Coach *Math Interventionist *Classroom Teachers *Math Committee	3.1. *Observation of Lesson Planning and Delivery *Implementation of EDC, IFC and the Rtl Block *Analysis of Student Assessment Data	3.1. *Fall, Winter, Spring Interim Benchmark Assessments *FCAT 2.0 *Progress Monitoring Assessments *Weekly/Bi-Weekly Assessments *Teacher-Made Assessments *Exit Tickets *State Instructional Review Rubric *C.A.S.T *Florida Chapter Tests
2	3.2. Some students may lack authentic engagement during Mathematical Instruction.	3.2. * Develop lessons and activities which relate real-world experiences to the Math content introduced *Support opportunities for interactive/cooperative learning *Promote accountable talk in the classroom	3.2. *Administration *Math Coach *Math Interventionist *Classroom Teachers *ESE Teachers *Math Committee	3.2. *Observation of Lesson Planning and Delivery *Student Engagement / Participation *Implementation of EDC, IFC and the Rtl Block *Analysis of Student Assessment Data	3.2. *Fall, Winter, Spring Interim Benchmark Assessments *FCAT 2.0 *Progress Monitoring Assessments *Weekly/Bi-Weekly Assessments *Teacher-Made Assessments *Exit Tickets/Student Journals *State Instructional Review Rubric *C.A.S.T *Florida Chapter Tests

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

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

Mathematics Goal #3b:

Not Applicable: Only One Student Assessed

2012 Current Level of Performance:

2013 Expected Level of Performance:

Not Applicable: Only Two Students Assessed			Not Applicable: Only One Student Assessed		
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	Not Applicable: Only One Student Assessed				

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:	70% [27/39] students in the lowest 25% (bottom quartile) will make Learning Gains in Math on the 2013 Math FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% [27/42] students in the lowest 25% (bottom quartile) made Learning Gains in Math on the 2012 Math FCAT 2.0.	70% [27/39] students in the lowest 25% (bottom quartile) will make Learning Gains in Math on the 2013 Math FCAT 2.0.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Students continue to struggle with basic computation skills (adding, subtracting, multiplication, etc.)	4.1. *Basic Computational Skills such as addition, subtraction, etc. will be practiced/drilled using the following: *Flashcards *Manipulatives *Computer Games (Reflex) *Teachers and students will work together to establish goals for learning basic math facts (i.e. sticker charts)	4.1. *Administration *Math Coach *Math Interventionist *Classroom Teachers *Math Committee	4.1. *Increase of accuracy of basic computational skills	4.1. *Fall, Winter, Spring Interim Benchmark Assessments *FCAT 2.0 *Progress Monitoring Assessments *Weekly/Bi-Weekly Assessments *Teacher-Made Assessments *Florida Chapter Tests
2	4.2. Students have gaps in mathematical thinking due to previous curriculum gaps.	4.2. *Implement skills and strategies shown to be weaknesses for the majority into Every Day Counts (EDC) and in the Instructional Focus Calendar (IFC) daily *Provide immediate Response to Intervention (RtI) to fill gaps in student knowledge	4.2. *Administration *Math Coach *Math Interventionist *Classroom Teachers *Math Committee	4.2. *Observation of Lesson Planning and Delivery *Implementation of EDC, IFC and the RtI Block *Analysis of Student Assessment Data	4.2. *Fall, Winter, Spring Interim Benchmark Assessments *FCAT 2.0 *Progress Monitoring Assessments *Weekly/Bi-Weekly Assessments *Teacher-Made Assessments

						*Exit Tickets *State Instructional Review Rubric *C.A.S.T *Florida Chapter Tests
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Decrease the number of African-American students not making "Satisfactory" progress by at least 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% [27/159] students assessed scored at a Level 3 on the 2012 Math FCAT 2.0.	58% of students assessed will score at a Level 3 on the 2013 Math FCAT 2.0.

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	5B.1. Some African-American students lack opportunities to apply mathematical content to real world situations.	5B.1. Teachers will: * Incorporate opportunities for real world application of mathematical content into: <ul style="list-style-type: none">• Daily instruction• Field trips; and• Daily accountable talk opportunities	5B.1. *Administration *Math Coach *Math Interventionist * Math Committee *Classroom Teachers	5B.1. Observation of: *Lesson Planning and Delivery * Implementation of activities emphasizing real-world application *Student engagement in tasks and activities Analysis of: *Student Work *Student Learning Journals	5B.1. *State Instructional Review Rubric *Student Math Journals *Teacher Made Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:		Not Applicable: No Students Assessed			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not Applicable: Only One Student Assessed		Not Applicable: No Students Assessed			
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	Not Applicable: No Students Assessed				

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:		Not Applicable: Not Enough Students to Form a Subgroup			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not Applicable: Not Enough Students to Form a Subgroup		Not Applicable: Not Enough Students to Form a Subgroup			
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	Not Applicable: Not Enough Students to Form a Subgroup				

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:		Decrease the number of "Economically Disadvantaged" students not making "Satisfactory" progress by at least 10% on the 2013 Math FCAT 2.0.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
52% [78/149] students assessed score at a Level 3 on the 2012 Math FCAT 2.0.		62% of students will score at a Level 3 on the 2013 Math FCAT 2.0.			
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
	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.

1	Some students may lack basic Math skills and vocabulary.	<p>Teachers will:</p> <ul style="list-style-type: none"> * Incorporate opportunities for real world application of mathematical content into: <ul style="list-style-type: none"> • Daily instruction • Field trips; and Daily accountable talk opportunities * Introduce rigorous Math Vocabulary and post on the Concept/Word Wall 	<ul style="list-style-type: none"> * Administration * Math Coach * Math Interventionist * Math Committee * Classroom Teachers 	<p>Observation of:</p> <ul style="list-style-type: none"> * Lesson Planning and Delivery * Implementation of activities emphasizing real-world application * Student engagement in tasks and activities <p>Analysis of:</p> <ul style="list-style-type: none"> * Student Work * Student Learning Journals 	<ul style="list-style-type: none"> * State Instructional Review Rubric * Student Math Journals * Teacher Made Assessments * Concept/Word Wall Monitoring
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction in Mixed-Ability Classrooms Book Study through FDLRS/Crown	Pre-K-5th	Jean-Paul Dailo, Math Coach	All Certificated Personnel	September 5, 2012	<ul style="list-style-type: none"> * Conduct an Interest Inventory or Learning Profile Survey with Class * Be prepared to share findings during the next meeting. 	*Math Coach
Differentiated Instruction in Mixed-Ability Classrooms Book Study through FDLRS/Crown *MP: Problem Solving *MP: Reasoning Abstractly and Quantitatively	Pre-K-5th	Jean-Paul Dailo, Math Coach	All Certificated Personnel	November 7, 2012	<ul style="list-style-type: none"> * Complete assignment from Book Study Packet * Student Work Samples using Problem Solving and/or Abstract Reasoning 	*Math Coach
Common Core State Standards Mathematical Practices MTSS/RTI Grade-Level Meeting	Pre-K-5th	Jean-Paul Dailo, Math Coach	Pre-K-2nd Math Teachers (2 per grade level) 3rd -5th Math Teachers	December 12, 2012	<ul style="list-style-type: none"> * Assisting with Lesson Planning * Modeling Lessons * Evidence of teacher modeling/introducing Mathematical Practices 	*Math Coach
Mid-Year Review (SIP) MTSS/RTI Grade-Level Meeting	Pre-K-5th	Clemijene Alexander, Principal Jean-Paul Dailo, Math Coach	All Certificated Personnel	January 23, 2013	<ul style="list-style-type: none"> * Grade-Level Data Digs * Class and Student-Specific Action Plans 	*Principal *Math Coach
Common Core State Standards Mathematical Practices MTSS/RTI Grade-Level Meeting	Pre-K-5th	Jean-Paul Dailo, Math Coach	Pre-K-2nd Math Teachers (2 per grade level) 3rd -5th Math Teachers	March 20, 2013	<ul style="list-style-type: none"> * Classroom Walk-Throughs/Observations * Assisting with Lesson Planning * Modeling Lessons * Evidence of teacher modeling/introducing 	*Math Coach

Meeting					Mathematical Practices	
FCAT 2.0 Test Administration	3rd-5th and Proctors	School Testing Coordinator	3rd-5th Math Teachers and Proctors	April 10, 2013	Review protocol and procedures for 2013 FCAT 2.0 Administration	*School Testing Coordinator
Differentiated Instruction in Mixed-Ability Classrooms Book Study through FDLRS/Crown *MP: Patterns and Structure *MP: Repetition of Reasoning	Pre-K-5th	Jean-Paul Dailo, Math Coach	All Certificated Personnel	May 1, 2013	*Complete assignment from Book Study Packet *Student Work Samples using Patterns and Structure and Repetition of Reasoning	*Math Coach
End-of-Year Checklist and Procedures MTSS/RtI Grade-Level Meeting	Pre-K-5th	Clemijene Alexander, Principal Jean-Paul Dailo, Math Coach	School-Wide	May 22, 2013	*Check-Off List (Initialed and Turned In)	*Principal *Math Coach
Differentiated Instruction in Mixed-Ability Classrooms Book Study through FDLRS/Crown *MP: Constructing Viable Arguments *MP: Modeling	Pre-K-5th	Jean-Paul Dailo, Math Coach	All Certificated Personnel	January 9, 2013	*Complete assignment from Book Study Packet *Student Work Samples using Constructing Viable Arguments and Modeling	*Math Coach
Common Core State Standards Mathematical Practices	Pre-K-5th	Jean-Paul Dailo, Math Coach	Pre-K-2nd Math Teachers (2 per grade level) 3rd -5th Math Teachers	February 6, 2013	*Assisting with Lesson Planning *Modeling Lessons *Evidence of teacher modeling/introducing Mathematical Practices	*Math Coach
Differentiated Instruction in Mixed-Ability Classrooms Book Study through FDLRS/Crown	Pre-K-5th	Jean-Paul Dailo, Math Coach	All Certificated Personnel	October 3, 2012	*Share out findings from Interest Inventories and/or Learning Profiles *Complete assignment from Book Study packet	*Math Coach
Data Analysis/Insight MTSS/RtI Grade-Level Meeting	K-5th	Jean-Paul Dailo, Math Coach	Pre-K-2nd Math Teachers (2 per grade level) 3rd -5th Math Teachers	November 28, 2012	*Lesson Plans *Action Plans *Use of Reports from Insight	*Math Coach
Common Core State Standards Mathematical Practices MTSS/RtI Grade-Level Meeting	K-5th	Jean-Paul Dailo, Math Coach	Pre-K-2nd Math Teachers (2 per grade level) 3rd -5th Math Teachers	October 17, 2012	*Assisting with Lesson Planning *Modeling Lessons *Evidence of teacher modeling/introducing Mathematical Practices	*Math Coach
Data-Driven Math Action Plans MTSS/RtI Grade-Level Meeting	Pre-K-5th	Jean-Paul Dailo, Math Coach	Pre-K-2nd Math Teachers (2 per grade level) 3rd -5th Math Teachers	February 20, 2013	*Grade-Level Data Digs *Class and Student-Specific Action Plans	*Math Coach
Differentiated Instruction in Mixed-Ability Classrooms Book Study through FDLRS/Crown *MP: Using Appropriate Tools *MP: Attend to Precision	Pre-K-5th	Jean-Paul Dailo, Math Coach	All Certificated Personnel	March 6, 2013	*Complete assignment from Book Study Packet *Student Work Samples using Attending to Precision and Using Appropriate Tools	*Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide After-School Professional Development for K-5 Teachers for Enhancing Instruction in Number Sense and Place Value	Young Mathematicians at Work: Construction Number Sense, Addition, and Subtraction by Catherine Twomey Fosnot (Six Paperback Copies) Young Mathematicians at Work Paperback	TERC/Using Data Stipend	\$152.95
			Subtotal: \$152.95
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$152.95

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.		35% [20/56] students will score at a Level 3 on the 2013 Science FCAT 2.0.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
19% [4/47] students assessed scored at a Level 3 on the 2012 Science FCAT 2.0.		35% [20/56] students will score at a Level 3 on the 2013 Science FCAT 2.0.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Some students lack ability to read and comprehend scientific text/ vocabulary on grade level and are unable to recall	1.1. *KG-5 Classroom teachers will be provided with FCAT 2.0 Test Specifications for Science to ensure that all assessed Science	1.1. *Administration *Reading Coach *Math Coach	1.1. *Fall, Winter, and Spring Interim Benchmark Assessments *Student Accountable	1.1. *FCAT 2.0: Science *FCIM *Fall, Winter,

1	Science benchmarks introduced in prior grade levels (K-4).	Benchmarks are being taught explicitly *Students will participate in a 5th Grade After-School Science Club	*Classroom Teachers	Talk *Science Journals *Exit Tickets *Observation of Lesson(s) Taught *Analysis of Student Work	and Spring Interim Benchmark Assessments *Weekly Assessments *Progress-Monitoring Assessments *Science Journals *Exit Tickets
2	1.2. Some students lack exposure to a significant amount of non-fiction text and real-life content outside of the school day.	1.2. *Implement non-fiction topics during Literacy Block/Centers *Promote opportunities for students to participate in real life science experiences (i.e. fieldtrips, virtual fieldtrips) *Continue partnership with NAVAIR in Grade 5	1.2. *Administration *Reading Coach *Math Coach *Reading Interventionist *Classroom Teachers	1.2. *Fall, Winter, and Spring Interim Benchmark Assessments *Student Accountable Talk *Science Journals *Exit Tickets *Observation of Lesson(s) Taught *Analysis of Student Work	1.2. *FCAT 2.0: Science *FCIM *Fall, Winter, and Spring Interim Benchmark Assessments *Weekly Assessments *Progress-Monitoring Assessments *Science Journals *Exit Tickets

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:	Not Applicable: No Students Assessed
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable: No Students Assessed	Not Applicable: No Students Assessed

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	Not Applicable: No Students Assessed				

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:	9% [5/52] students will score at a Level 4 or 5 on the 2013 Science FCAT 2.0.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
0% [0/47] students assessed scored at a Level 4 or 5 on the 2012 Science FCAT 2.0	9% [5/52] students will score at a Level 4 or 5 on the 2013 Science FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The current level of instruction in the classroom is geared towards on- and below- level students.	2.1. *Use FCAT 2.0 Science Test Item Specifications to construct extension questions and activities for students who work at a higher level of cognitive ability *Differentiate instruction through the use of Choice Boards, projects, research assignments, etc.	2.1. *Administration *Reading Coach *Classroom Teachers	2.1. *Fall, Winter, and Spring Interim Benchmark Assessments *Student Accountable Talk *Science Journals *Exit Tickets *Observation of Lesson(s) Taught	2.1. *FCAT 2.0: Science *FCIM *Fall, Winter, and Spring Interim Benchmark Assessments *Weekly Assessments *Progress-Monitoring Assessments *Science Journals *Exit Tickets
2	2.2. Students are not exposed to enough hands-on Science Experiments/Labs to keep them motivated and engaged in the subject/topics introduced.	2.2. *Weekly/Bi-weekly trips to the school's Science Lab *Model/implement effective Science Journaling / Data / Observation Recording Skills (Predict, Observe, Explain)	2.2. *Administration *Reading Coach *Classroom Teachers	2.2. *Student Accountable Talk *Science Journals *Exit Tickets *Observation of Lesson(s) Taught	2.2. *FCAT 2.0: Science *FCIM *Fall, Winter, and Spring Interim Benchmark Assessments *Weekly Assessments *Progress-Monitoring Assessments *Science Journals *Exit Tickets

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Not Applicable: No Students Assessed
2012 Current Level of Performance:	2013 Expected Level of Performance:

Not Applicable: No Students Assessed			Not Applicable: No Students Assessed		
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	Not Applicable: No Students Assessed				

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
Academy of Science	5th	District Personnel	Martin McKennon, 5th Grade	2012-2013 School Year	*Classroom Walk-Throughs/Observations *Evidence in Lesson Plans *Review of Student Work Samples *Documentation Required to Submit to District Personnel	*Principal
Academy of Science	4th	District Personnel	Lisa Peters, 4th Grade	2012-2013 School Year	*Classroom Walk-Throughs/Observations *Evidence in Lesson Plans *Review of Student Work Samples *Documentation Required to Submit to District Personnel	*Principal
Academy of Science	KG	District Personnel	Robert Gainey, Kindergarten	2012-2013 School Year	*Classroom Walk-Throughs/Observations *Evidence in Lesson Plans *Review of Student Work Samples *Documentation Required to Submit to District Personnel	*Principal
Academy of Science	3rd	District Personnel	Jocelyn Coney, 3rd Grade	2012-2013 School Year	*Classroom Walk-Throughs/Observations *Evidence in Lesson Plans *Review of Student Work Samples *Documentation Required to Submit to District Personnel	*Principal
Five E's of Science	K-5	Andrea Valdovinos, District Science Coach	Grade Levels	Common Planning Time	*Classroom Walk-Throughs / Observations *Evidence in Lesson Plans *Review of Student Work Samples	*Principal

Science Budget:

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
Enhance the School's Science Lab with Updated Technological Resources	Digital Microscope	TERC/Using Data School Stipend	\$109.99
Enhance the School's Science Lab with Updated Technological Resources	Star Theater 2	TERC/Using Data School Stipend	\$32.95
Enhance the School's Science Lab with Updated Technological Resources	Primary Prepared Slides	TERC/Using Data School Stipend	\$23.95
			Subtotal: \$166.89
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
Enhance the School's Science Lab with Visual Aids for Hands-On Activities and Lessons	Demonstration Skeleton	TERC/Using Data School Stipend	\$64.95
Enhance the School's Science Lab with Visual Aids for Hands-On Activities and Lessons	Set of Three Prisms	TERC/Using Data School Stipend	\$15.45
Enhance the School's Science Lab with Visual Aids for Hands-On Activities and Lessons	Balance Balls	TERC/Using Data School Stipend	\$14.26
			Subtotal: \$94.66
			Grand Total: \$261.55

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.		39% [21/54] students will score at a Level 4.0 or higher on the 2013 Florida Writes Assessment.			
Writing Goal #1a:		83% [45/54/ will score at a Level 3.0 or above on the 2013 Florida Writes Assessment.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
82% [47/57] students assessed scored at a Level 3.0 or above on the 2012 Florida Writes Assessment.		39% [21/54] students will score at a Level 4.0 or higher on the 2013 Florida Writes Assessment.			
		83% [45/54/ will score at a Level 3.0 or above on the 2013 Florida Writes 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
	1.1 Some students enter 4th Grade with a lack	1.1. *Journal Writing (2-5)	1.1. *Administration	1.1. *Observation of Lesson Delivery	1.1. *Daily Writing During Writer's

1	of formal language.	*Sentence Dictation (K-5) *Use of Mentor Text during Read Alouds *Continuous Teacher Modeling of Formal Language	*Reading Coach *Reading Interventionist *Classroom Teachers	*Student Responses to Prompts, Journal Entries, etc. *Analysis of Student Work *Use State Anchor Papers during grade-level meetings to assess student progress	Workshop *Monthly District Writing Prompts *Conference Logs *2013 Florida Writes Assessment
2	1.2. Some students enter 4th Grade with a lack of sufficient grammar skills.	1.2. *Implement a Writing Skills Block during Writers Workshop at least three times a week *Model acceptable grammar and recognize students who are using it	1.2. *Administration *Reading Coach *Reading Interventionist *Classroom Teachers	1.2. *Weekly Skills Tests *Grammar Portion of 4th Grade Writing Rubric	1.2. *Classroom Focus Walks *Students Writing Samples
3	1.3. Some students are not exposed to a variety of literary / informational genres.	1.3. *Use Mentor Texts to introduce author's craft and other writing skills during Writer's Workshop *Conference with students as they take their pieces through the Writing Process *Share scoring rubrics with students so that they are aware of what to include in their pieces *Create anchor and exemplar student work samples to refer to during Writer's Workshop	1.3. *Administration *Reading Coach *Reading Interventionist *Classroom Teachers	1.3. Analysis of Student Work	1.3. *Monthly District Writing Prompts *Anchor/Calibration Papers *2013 Florida Writes Assessment

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Not Applicable: Only One Student Assessed
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable: Only One Student Assessed	Not Applicable: Only One Student Assessed

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	Not Applicable: Only One Student Assessed				

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
*Scoring Student Work Samples and Maintaining Writing Portfolios	K-5	Michelle Matthews, Reading Coach	K-5 Classroom Teachers	October 2012-June 2013	*Reviewing Student Writing Samples *Writing Portfolio Checks	*Principal *Reading Coach
Step-Up to Writing Techniques MTSS/RtI Grade-Level Meeting	Pre-K-2nd	Stacy Adams, 3rd Angela Parris, 2nd	Pre-K-2nd Reading Teachers (2 per grade level) 3rd -5th ELA Teachers	November 28, 2012	*Formal/Informal Observations *Lesson Plans *Reviewing Student Writing Samples *Writing Portfolio Checks	*Principal *Reading Coach
Common Core Literacy Block: Signs of Improvement with Grammar, Spelling, Conventions? MTSS/RtI Grade-Level Meeting	Pre-K-5th	Michelle Matthews, Reading Coach Classroom Teachers	Pre-K-2nd Reading Teachers (2 per grade level) 3rd -5th ELA Teachers	March 20, 2013	*Formal/Informal Observations *Lesson Plans *Reviewing Student Writing Samples	*Principal *Reading Coach
Teaching Plot in Reader's and Writer's Workshop MTSS/RtI Grade-Level Meeting	Pre-K-5th	Joshua Nelson, 4th Kady Vaughn, 4th	Pre-K-2nd Reading Teachers (2 per grade level) 3rd -5th ELA Teachers	December 12, 2012	*Formal/Informal Observations *Lesson Plans *Reviewing Student Writing Samples	*Principal *Reading Coach

Writing Budget:

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

Implement Writing Activities Across the Curriculum	Writing Journals for Students	General Funds	\$500.00
			Subtotal: \$500.00
			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:	Increase the average attendance rate from 93.8% to 95%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for the 2011-2012 school year was 93.8%.	Increase the average attendance rate from 93.8% to 95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2011-2012, 47% [174/371] students were absent from school for a total of 10 or more days.	Decrease the number of students who are absent for a total of 10 or more days by 10% [157 students].
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2011-2012, 19% [71/371] students had excessive tardies of 10 or more.	Decrease the number of students with excessive tardies by 10% [37/369] students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. *Student Illnesses *Communicable Diseases	1.1. *Teach students healthy habits such as washing hands, and procedures for coughing/sneezing *Meet with parents concerning absences and tardiness to develop an intervention contract *Quarterly recognition of students with Perfect Attendance	1.1. *Classroom Teachers *School Nurse *Guidance Counselor *Administration *Truancy Officer	1.1. *Monthly Analysis of attendance/ tardy data/reports *Observation of classroom lessons	1.1. *Monthly attendance and tardy data/reports
2	1.2. Family Displacement	1.2. Connect parents with resources that can help find placement (i.e. Paxon Full Service, DCPS Family Displacement Office)	1.2. *Guidance Counselor *Administration	1.2. Monthly analysis of attendance and tardy data/reports	1.2. Monthly attendance and tardy data/reports
	1.3. Attendance is not a	1.3. Meet with parents to	1.3. *Guidance	1.3. Monthly attendance	1.3. Monthly

3	priority to some families.	discuss ways to improve daily attendance/tardiness	Counselor *Administration *Truancy Officer	and tardy data/reports	attendance and tardy data/reports
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Contact for Students Absent Three of More Consecutive Days	Pre-K-5th	Principal Attendance Clerk	All Classroom Teachers	August 13, 2012	Monitor teachers' Parent Contact Logs and Classroom Absentee Reports	Principal Attendance Clerk Guidance Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will receive quarterly and annual incentives for recognition of Perfect Attendance	*Certificates for students, incentives for "PROWL" Attendance Parties	General Funds	\$500.00
Invitations to parents for attendance meetings	Copy Paper	General Funds	\$200.00
			Subtotal: \$700.00
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: \$700.00

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:	Reduce the number of both "In-School" and "Out-of-School" Suspension Cases for the 2012-2013 school year by 50%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2011-2012, 2 students received "In-School" Suspension.	Reduce the number of "Out-of-School" Suspension Cases for the 2012-2013 school year by 50% [1] student.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2011-2012, 2 students received "In-School" Suspension.	Reduce the number of "Out-of-School" Suspension Cases for the 2012-2013 school year by 50% [1] student.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2011-2012, 90% [20/22] of all Suspension Cases at Annie R. Morgan Elementary were "Out- of-School" Suspensions.	Reduce the number of "Out-of-School" Suspension Cases for the 2012-2013 school year by 10%.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
In 2011-2012, 17 students received "Out-of-School" Suspension.	Reduce the number of "Out-of-School" Suspension Cases for the 2012-2013 school year by 10% [2] students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Teacher Classroom Management	1.1. *All teachers will be trained in the effective management of the classroom utilizing the CHAMPs protocol *All teachers will be trained in the effective management of the common areas utilizing the Foundations protocols	1.1. *Administration *Guidance Counselor *Classroom Teachers *Foundations Committee	1.1. *Analysis of monthly referral data based on violations and areas where violations happened *Informal/Formal classroom observations with feedback to teachers	1.1. *School Climate Surveys *Teacher Feedback *Behavior Referrals
2	1.2. Hidden rules for behavior/ expectations Student knowledge of appropriate problem solving skills	1.2. All students will be taught the expectations for behavior while at school Students will be taught character trait lessons monthly *Each month two students who model expectations based on the Character Trait of the Month will be recognized during the monthly Student of the Month celebration	1.2. *Administration *Guidance Counselor *Classroom Teachers *Foundations Committee	1.2. *Data Analysis *Observation	1.2. *School Climate Surveys *Teacher Feedback *Positive Recognition Referrals
	1.3. Students lack the appropriate problem-	1.3. *Students will be taught problem-solving	1.3. *Administration	1.3. *Data Analysis	1.3. *School Climate Surveys

3	solving skills necessary to maintain a safe and civil environment.	skills through implementation of the Second-Step Bullying Curriculum *Character Traits will be introduced via our close-circuit news program, Bobcat TV21 News	*Classroom Teachers *Students *Parents	* Formal/Informal Observations	*Teacher Feedback *Positive Recognition Referrals
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Foundations Common Areas, CHAMPS, Character Educaiton, Speak Up, Be Safe!, and Second Step Bullying Professional Development	School-Wide	FoundationsTeam Guidance Counselor Principal	School-Wide	*Pre-Planning *Early Dismissal Dates during RtI/MTSS Meetings	*Lesson Plans *Classroom Observations *Quarterly Code of Conduct Assemblies	*Principal *Foundations Team

Suspension Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Monthly Recognition of Students Displaying Character Education Traits, Guidelines for Success, etc.	Certificates, Pencils, Refreshments	Paxon-Full Service Grant	\$1,900.00
			Subtotal: \$1,900.00
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: \$1,900.00

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Increase the number of logged Parent Volunteer Hours nu 10% (1,100 hours).			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In 2011-2012, over 1,000 Parent Volunteer were logged at Annie R. Morgan Elementary School.		Increase the number of logged Parent Volunteer Hours nu 10% (1,100 hours).			
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	Please refer to the link above to access Annie R. Morgan Elementary School's 2012-2013 Parent Involvement Plan.				

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

Safety Goal Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Safety Goal Goal Safety Goal Goal #1:		Reduce the number of student accidents on the playground by 25% [5/20].			
2012 Current level:		2013 Expected level:			
In 2011-2012, 50% [20/40] of the Student Accident Reports that were filed occurred on the playground.		Reduce the number of student accidents on the playground by 25% [5/20].			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The playground is small. There is not enough playground equipment for all students to enjoy.	1.1. *Create a school-wide Playground Schedule that allots each grade level thirty minutes of State-Mandated Physical Education (SMPE) time each day. *Have students participate in organized, outdoor activities—excluding contact sports such as football, baseball, soccer, etc. *Review CHAMPS Guidelines for the Playground with students throughout the school year.	1.1. *Principal *Classroom Teachers	1.1. *Frequent visits to the Playground to ensure that grade levels are adhering to the grade-level specific times on the schedule and that organized, Playground activity is taking place.	1.1. Student Accident Reports

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
School-Wide Safety Expectations	Pre-K-5th	Clemijene Alexander, Principal	School-Wide	*Pre-Planning *Quarterly Assemblies via Closed Circuit	*Classroom and Playground Observations	*Principal
		Meagan Parenteau, Kindergarten			*Lesson Plans	

Foundations / CHAMPS Training	Pre-K-5th	Cherie DiChiara, 2nd Grade Meredith Preston, 3rd Grade	School-Wide	Various Early Dismissal Trainings	*Classroom Observations *Playground Observations	*Principal *Foundations Team
Safe and Civil School Crisis Plan	Pre-K-5th	Clemijene Alexander, Principal Michelle Matthews, Reading Coach	School-Wide	*Pre-Planning *Select Early Dismissal Trainings	*Fire Drills *Playground Observations	*Principal

Budget:

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

End of Safety Goal Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Build Classroom and Leveled Libraries (for Check-Out) by Purchasing Non-Fiction Titles for full Common Core Implementation	Sets of Non-Fiction Titles for Small-Group Instruction / Literature Circles for Grades K-5	Junior League of Jacksonville, Florida Grant	\$1,500.00
Reading	Text Talk Vocabulary Kits for K-3	Set of 20 Mentor Texts that will be used to enhance students' vocabulary skills in the Primary Grades (K-3).	Title I Funds	\$1,100.00
Attendance	Students will receive quarterly and annual incentives for recognition of Perfect Attendance	*Certificates for students, incentives for "PROWL" Attendance Parties	General Funds	\$500.00
Attendance	Invitations to parents for attendance meetings	Copy Paper	General Funds	\$200.00
Suspension	Monthly Recognition of Students Displaying Character Education Traits, Guidelines for Success, etc.	Certificates, Pencils, Refreshments	Paxon-Full Service Grant	\$1,900.00
				Subtotal: \$5,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Enhance the School's Science Lab with Updated Technological Resources	Digital Microscope	TERC/Using Data School Stipend	\$109.99
Science	Enhance the School's Science Lab with Updated Technological Resources	Star Theater 2	TERC/Using Data School Stipend	\$32.95
Science	Enhance the School's Science Lab with Updated Technological Resources	Primary Prepared Slides	TERC/Using Data School Stipend	\$23.95
				Subtotal: \$166.89
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Provide After-School Professional Development for K-5 Teachers for Enhancing Instruction in Number Sense and Place Value	Young Mathematicians at Work: Construction Number Sense, Addition, and Subtraction by Catherine Twomey Fosnot (Six Paperback Copies) Young Mathematicians at Work Paperback	TERC/Using Data Stipend	\$152.95
				Subtotal: \$152.95
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Establish "Book Clubs" for Grades 2-5	Sets of Chapter Books for "Book Clubs"	Dollar General Literacy Grant	\$2,000.00
Science	Enhance the School's Science Lab with Visual Aids for Hands-On Activities and Lessons	Demonstration Skeleton	TERC/Using Data School Stipend	\$64.95
Science	Enhance the School's Science Lab with Visual Aids for Hands-On Activities and Lessons	Set of Three Prisms	TERC/Using Data School Stipend	\$15.45
Enhance the School's				

Science	Science Lab with Visual Aids for Hands-On Activities and Lessons	Balance Balls	TERC/Using Data School Stipend	\$14.26
Writing	Implement Writing Activities Across the Curriculum	Writing Journals for Students	General Funds	\$500.00
				Subtotal: \$2,594.66
				Grand Total: \$8,114.50

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 10/8/2012)

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
SAC Funds will be used to purchase Student Home/School Communication Agendas.	\$2,000.00

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

The School Advisory Council (SAC) has an important function for the success of Annie R Morgan Elementary School: Listed below are some of the functions of the SAC:

- *Advises the Principal with the budget.
- *Assists the school in developing the School Improvement Plan
- *Monitors the strategies (progress) of SIP goals
- *Recruits parents to serve on the SAC
- *Advises the Principal on the use of SIF budget if funds are available
- *Assists the Principal in conducting the Mid0year Stakeholder's Meeting

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 ANNIE R. MORGAN ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	74%	71%	14%	209	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	68%	75%			143	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	84% (YES)	83% (YES)			167	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					519	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Duval School District ANNIE R. MORGAN ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	40%	55%	86%	17%	198	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	52%	67%			119	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	90% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					457	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested