

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: SAN JOSE ELEMENTARY SCHOOL

District Name: Duval

Principal: Kristie Kemp

SAC Chair: Dominic Beard

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 12/14/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		BS-Special Education Minor Psychology  Masters in Educational			Principal of San Jose Elementary 2011-2012 School Grade: "B" Accountability Results % Meeting High Standards in Reading 39% % Meeting High Stands in Math 49% % Meeting High Standards in Writing 64% % Meeting High Standards in Science 32% % Making Learning Gains in Reading 66% % Making Learning Gains in Math 75% % of Lowest 25% Making Learning Gains in Reading 82% % of Lowest 25% Making Learning Gains in Math 91% Percent Tested 100%  2010-2011 Accountability Results School Grade: "C" % Meeting High Standards in Reading 62% % Meeting High Stands in Math 59% % Meeting High Standards in Writing 59% % Meeting High Standards in Science 42% % Making Learning Gains in Reading 65% % Making Learning Gains in Math 45%

Principal	Kristie Kemp	Leadership Florida Certifications: 1. Special Education, SLD and EH (Grades K-12)  2. Educational Leadership (All Levels)	2	8	% of Lowest 25% Making Learning Gains in Reading 67% % of Lowest 25% Making Learning Gains in Math 52% Percent Tested 100% AYP- "No"  Principal of San Mateo Elementary 2003- 2010 2009-2010 Accountability Results School Grade: "A" (seven consecutive years) % Meeting High Standards in Reading 87 % Meeting High Standards in Math 81 % Meeting High Standards in Writing 84 % Meeting High Standards in Science 72 % Making Learning Gains in Reading 69 % Making Learning Gains in Math 67 % of Lowest 25% Making Learning Gains in Reading 66 % of Lowest 25% Making Learning Gains in Math 79 Percent Tested 100% AYP: 2009-2010- "No" 2003-2009 "Yes"
Assis Principal	Tara Bruce	B.A. Elementary Education  M.A.T. Integrated Learning with Educational Technology  M.S. Educational Leadership  Certified in Elementary Education K – 6  ESOL  Educational Leadership, All Levels		5	Principal 2011-2012 Accountability Results School Grade: "A" % Meeting High Standards in Reading 49% % Meeting High Standards in Math 63% % Meeting High Standards in Writing 86% % Meeting High Standards in Science 44% % Making Learning Gains in Reading 68% % Making Learning Gains in Math 82% % of Lowest 25% Making Learning Gains in Reading 76% % of Lowest 25% Making Learning Gains in Math 67%  Assistant Principal 2010-2011-D School #262- Andrew Robinson Accountability Results AYP: No % Meeting High Standards in Reading 60% % Meeting High Standards in Math 66% % Meeting High Standards in Writing 80% % Meeting High Standards in Science 33% % Making Learning Gains in Reading 55% % Making Learning Gains in Math 52% % of Lowest 25% Making Learning Gains in Reading 48% % of Lowest 25% Making Learning Gains in Math 59%  2009-2010-C School #262- Andrew Robinson AYP: NO 62% Reading Mastery 73% Math Mastery 24% Science Mastery

## 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)
		BS- Elementary Education/Early Childhood Educ.			School Grade: "B" Accountability Results % Meeting High Standards in Reading 39% % Meeting High Standards in Math 49% % Meeting High Standards in Writing 64%

Reading Coach	Laurin Tilbrook	MS- Reading Certification and Endorsements 1. Gifted 2. Reading K-12 3. CET	1	1	% Meeting High Standards in Science 32% % Making Learning Gains in Reading 66% % Making Learning Gains in Math 75% % of Lowest 25% Making Learning Gains in Reading 82% % of Lowest 25% Making Learning Gains in Math 91% Percent Tested 100%
Reading Coach	Dawn Bumstead	BS - Elementary Education MS - Computer Education Certification Elementary Ed 1-6 CET Certified	5	1	School Grade: "B" Accountability Results % Meeting High Standards in Reading 39% % Meeting High Stands in Math 49% % Meeting High Standards in Writing 64% % Meeting High Standards in Science 32% % Making Learning Gains in Reading 66% % Making Learning Gains in Math 75% % of Lowest 25% Making Learning Gains in Reading 82% % of Lowest 25% Making Learning Gains in Math 91% Percent Tested 100%  2010-2011 Accountability Results School Grade: "C" % Meeting High Standards in Reading 62% % Meeting High Stands in Math 59% % Meeting High Standards in Writing 59% % Meeting High Standards in Science 42% % Making Learning Gains in Reading 65% % Making Learning Gains in Math 45% % of Lowest 25% Making Learning Gains in Reading 67% % of Lowest 25% Making Learning Gains in Math 52% Percent Tested 100% AYP- "No"

## 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	Representative Interview Team plans and conducts interviews and provides input in decision making process	Principal Assistant Principal Interview Team	As determined by hiring needs	
2	Teacher Leads and Mentors model instructional strategies and pair teachers with teachers to provide in-depth, one-on-one professional development in the classroom	Teacher Leads Mentors	As determined by formative and summative data	
3	Implement the DCPS Collaborative Assessment System for Teachers with fidelity	Principal Assistant Principal	As determined by DCPS policy	
4	All faculty new to San Jose will meet with administration quarterly to assess and respond to the unique needs of personnel and establish a culture of learning norms at San Jose	Principal Assistant Principal Foundations)	May 2012	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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
57	0.0%(0)	15.8%(9)	47.4%(27)	36.8%(21)	22.8%(13)	86.0%(49)	3.5%(2)	3.5%(2)	66.7%(38)

## 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
Crowe, Julia	Eire, Griselda	Eire-Less than two years of experience; working towards Highly Qualified Crowe-Highly Qualified, National Board Certified, experienced KG/ESOL teacher with ESOL endorsement.	<p>Mentees and Mentors will meet monthly to establish goals, strategies for implementation, as well as, next steps. Data review activities will assist individuals with differentiated activities.</p> <p>All teachers with 1-3 years experience will attend the four day district-based training Complex Process Reading and follow up with implementation during monthly PLC meetings.</p> <p>Mentors receive site-based professional development through the previously trained DCPS Mentoring Academy graduates and transfer knowledge gained to mentees through school-wide planned activities, (Lead Facilitator- PDF Laurin Tilbrook).</p>
Burns, Kelly	Simonton, Erin	Simonton-1 year of experience, ESOL Endorsement Burns, Kelley- Highly Qualified, experienced teacher with ESOL endorsement; DCPS Mentoring Academy Graduate and ESOL Lead Teacher	<p>Mentees and Mentors will meet monthly to establish goals, strategies for implementation, as well as, next steps. Data review activities will assist individuals with differentiated activities.</p> <p>All teachers with 1-3 years experience will attend the four day district-based training Complex Process Reading and follow up with implementation during monthly PLC meetings.</p> <p>Mentors receive site-based professional development through the previously trained DCPS Mentoring Academy graduates and transfer knowledge gained to mentees through school-wide planned activities, (Lead Facilitator- PDF Laurin Tilbrook).</p>
			Mentees and Mentors will

Stormer, Jacqueline	Rodriguez, Nicole	Rodriguez - first year in FL, 10 years teaching experience, ESOL endorsed, Stormer - Highly qualified experienced teacher, ESOL endorsed. Stormer - Highly qualified, experienced teacher with ESOL endorsement; CET training	<p>meet monthly to establish goals, strategies for implementation, as well as, next steps. Data review activities will assist individuals with differentiated activities.</p> <p>All teachers with 1-3 years experience will attend the four day district-based training Complex Process Reading and follow up with implementation during monthly PLC meetings.</p> <p>Mentors receive site-based professional development through the previously trained DCPS Mentoring Academy graduates and transfer knowledge gained to mentees through school-wide planned activities, (Lead Facilitator- PDF Laurin Tilbrook).</p>
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## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

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

#### Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-Out Prevention programs.

#### Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

#### Title III

Title III Services are provided through the district for education materials and ELL district services to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

#### Supplemental Academic Instruction (SAI)

SAI funds will be used to provide before/after school tutoring, as well as, Saturday School. These programs are implemented to provide extended learning opportunities for our third through fifth grade students.

#### Violence Prevention Programs

The school offers non-violence and anti-drug program for students that incorporate field trips, community service, drug tests and counseling.

#### Nutrition Programs

Universal Breakfast Pk-k-5th Breakfast in Classrooms

#### Housing Programs

#### Head Start

#### Adult Education

#### Career and Technical Education

#### Job Training

#### Other

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.  
Principal- Kristie Kemp  
Assistant Principal- Tara Bruce  
Facilitator- Rashawnda Lloyd-Miller(Guidance)  
Laurie Tilbrook- (Reading Coach)  
Dawn Bumstead- (Reading Coach)  
Tammy Sproch-Boyd- (Math Interventionist)  
Melissa Logan- (4th Grade Teacher)  
Catherine Wellington-(3rd Grade Teacher)  
Maria Johnsen- (2nd Grade Dual Language Teacher)  
Adrienne Lodico (1st Grade Teacher)  
Stephanie Garthe (Kindergarten Teacher)

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?

San Jose Elementary School RtI Leadership Team attends all district trainings and meets bi-weekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade

level and classroom level to identify students who are meeting or exceeding benchmarks, at moderate risks or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem-solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The RtI Facilitator is an active participant of the Leadership Team. The Leadership Team is composed of facilitators of San Jose Professional Learning Communities (PLC). These Professional Learning Communities and grade level teams carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention), Tier III referrals are made to the MT:

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

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 San Jose Elementary School Leadership Team is composed of Teacher Leaders who facilitate vertical PLC teams. They will lead the faculty in a review of the data and, with input from all staff, develop the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP will then be presented to the School Advisory Council (SAC) for review and

Recommendation. The Leadership team will then finalize the plan. Our school improvement plan becomes the guiding document for the work of the school and the leadership team regularly revises and updates the plan as the needs of the students change throughout the year. The plan has a formal review process which demonstrates how the school has used RtI to inform instruction and made mid-course adjustments as data are analyzed.

#### MTSS Implementation

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

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

##### Reading

###### Tier 1:

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

Teachers administer curriculum aligned assessments identified within the DCPS Learning Schedules

FCIM Instructional Focus Calendar Mini-assessments

Student Portfolios

###### Tier 2:

Diagnostic Reading Assessment-2 (DRA-2),

Teachers administer curriculum aligned assessments identified within the DCPS Learning Schedules

FCIM Instructional Focus Calendar Mini-assessments and PMPs

###### Tier 3:

Access Points (as determined by IEP)

Individual Assessments as determined by IEP, LEP, 504

##### Mathematics

Tier 1: District Benchmark Assessments as appropriate, Florida Comprehensive

Assessment Test (FCAT Mathematics); District Developed pre and post assessments K-2

Envision/Investigations and Everyday Calendar Math curriculum aligned assessments identified within the DCPS Learning Schedules

FCIM Instructional Focus Calendar Mini-assessments and PMPs

Student Portfolios

###### Tier 2:

Teachers administer curriculum aligned assessments identified within the DCPS Learning Schedules

FCIM Instructional Focus Calendar Mini-assessments

Tier 3: Access Points

Individual Assessments as determined by IEP, LEP, 504

##### Science:

Tier 1: District Benchmark Assessments as appropriate, Florida Comprehensive

## Assessment Test (FCAT Science)

Teachers administer curriculum aligned assessments identified within the DCPS Learning Schedules

FCIM Instructional Focus Calendar Mini-assessments

Student Portfolios

Tier 2: Teachers administer curriculum aligned assessments identified within the DCPS Learning Schedules

FCIM Instructional Focus Calendar Mini-assessments and PMPs

Tier 3: Access Points

Individual Assessments as determined by IEP, LEP, 504

## Writing

Writing Tier 1: District Benchmark Assessments as appropriate, Florida Comprehensive Assessment Test (FCAT Writes)

Teachers administer curriculum aligned assessments identified within the DCPS Learning Schedules

Teaching-Learning Rubrics and Student Portfolios

Writing Tier 2:

Teachers administer curriculum aligned assessments identified within the DCPS Learning Schedules

Teaching-Learning Rubrics and PMPs

Writing Tier 3: Access Points

Individual Assessments as determined by IEP, LEP, 504

Behavior (Data will be collected via Attendance Reports (OnCourse), Discipline Reports (Genesis) and Pearson (as available))

Behavior Tier 1: Duval County Code of Conduct, Classroom Management Systems/Discipline Plans, CHAMPS, Behavior Incident Reports and San Jose Guidelines for Success

Behavior Tier 2: Individualized Goal Setting and Behavior Modification Plans; Guidance Referrals

Behavior Tier 3: Individual behavioral plans as determined by IEP, LEP, 504

Describe the plan to train staff on MTSS.

San Jose Elementary School Professional Development Plan supports continuous learning for all educators resulting in increased student achievement. It includes evidence of scaffolded RtI professional learning that is results-driven, standards based, school-centered, and sustained over time. The MTSS team will continue to attend DCPS district trainings and return as the lead trainers for the remainder of the faculty. RtI trainings include preplanning, early dismissal, faculty meetings, scheduled workshops, and is also job-embedded occurring during professional learning communities; classroom observations; collaborative planning; through analysis of student work; book studies; lesson studies; and action research.

Describe the plan to support MTSS.

San Jose's administration will support MTSS by making the teams goals a priority school-wide. Administrators will commit to approving TDEs for team members to attend training. They will also provide coverage for teachers that are members of the team as well as teachers who are recommending students for the RTI process.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

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Kristie Kemp-Principal

Tara Bruce- Assistant Principal

Rashawanda Lloyd-Miller- Guidance Counselor

Laurie Tilbrook - Reading Coach

Dawn Bumstead - Reading Coach

All kg-5th grade teachers (core and resource faculty) : Boyter, Bullard, Burns K., Burns M., Crowe, Dickinson, Drury, Eavenson, Farmer, Franco, Garthe, Gayle, Herrmann, Howell, Ingle, Jenkins, Johnsen, Jordan, Knight, Logan, Louhgran, Morgan, Narcisse, Nelson, Norez, Paul, Reis, Rodriguez, Simonton, Soria, Sproch-Boyd, Starkes, Stormer, Sukhar, Thrift, Tuttle, Veale, Wellington, White, Williams

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

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In support of the district's reading goals and our school based reading goals, we have established a vertical ELA Professional Learning Community to assist us in aligning instruction with DCPS Comprehensive K-12 Reading Plan. Team members, review current and longitudinal data to ensure the successful implementation of the Next Generation/Sunshine State Standards/ Core Curriculum and research based strategies for supporting students in the core curriculum. ELA Facilitator actively participates in the school wide leadership team to ensure a school wide alignment.

The Leadership Team further meets to assess and align faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels.

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

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

Reading Goals this year will target utilizing current data to inform instructional decisions for yielding increased student achievement in overall proficiency (level 3 or above) through increasing learning gains across subgroups.

Focus strategies will include the following:

- Unpacking and knowledge building of Next Generation Sunshine State and Common Core Standards
- Close Reading
- Read It Forward Jacksonville Activities
- Utilization of Reading Assistant
- Utilizing data to create and implement FCIM focus calendars designed to rigorously engage all students
- During a supplemental RtI block outside of the 90 min core block, as well as, Guided Reading and differentiation within core reading instruction
- Standardize common content area vocabulary across grade levels
- Implementation of the RtI problem solving process

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/27/2012)

## \*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.

At San Jose Elementary School we service one Prekindergarten class and eight Kindergarten classrooms: basic, inclusion, ESOL and Dual Language. Students are assessed upon entering Prekindergarten and Kindergarten within the first 30 days in order to determine individual needs. All students are assessed by the Florida Kindergarten Readiness Screener (FLKRS) in areas of reading, mathematics, scientific inquiry, social studies, physical fitness including movement and music, fine motor skills and visual art. Differentiated Instruction is based on results. The Kindergarten grade level conducts informal assessments in both Reading and Math which include teacher-made checklists, learning style and student interest inventories, and language and parent surveys. Assessment tools include Sulzby's Emergent Reading Observation Instrument, the emergent writing continuum, and FAIR.

Pre-kindergarten classes visit San Jose to observe Kindergarten classrooms and our Prekindergarten classroom coordinates transition activities with our kindergarten classrooms. During regular Magnet Orientation days, parents with pre-school aged children tour Kindergarten classrooms.

## \*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:	56% (194) of all students in grades 3rd -5th will achieve FCAT Level 3 proficiency or higher on the 2013 Reading FCAT 2.0; a 17% increase from 39% (111) in 2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (111) students scored level 3 or higher	56% (194) students will score level 3 or higher

#### 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	Inconsistent, non prescriptive differentiation for students meeting and exceeding the standard	(Tier I) Teachers will be trained in and implement FCIM Instructional Focus Calendars that differentiate for those meeting and exceeding the standards during an RTI supplemental block.	Administration ELA PLC RTI PLC	Teachers will create mini assessments with collaboration correlated to specific focus calendars. Item analysis of these specific assessments will be maintained in Data Notebooks and used as a collaboration tool during Monthly Administrative Data Chats, Vertical PLC meetings and grade level/departmental meetings.	Item Analysis of Test Results; Instructional Focus Calendars; Data Notebooks  Feedback during Administrative Data Chats  Grade Level /Departmental Agendas and Minutes
2	Insufficient availability of District approved, pre-fabricated curriculum activities necessary to implement timely effective differentiated strategies for all students.	(Tier I) Intermediate students identified by DCPS Benchmarks as being "on the bubble" will participate in a Fast Forward Cohort engaging in goal setting and researched based cognitive software that delivers individually adaptive exercises that strengthens language, reading, vocabulary and comprehension.  (Tier I) teachers will be trained in Thinking Maps and implement as a tool for improving higher level thinking for all students during each academic block.	Administration  Reading Teachers  Cohort Teacher/Reading Coach	Individual student data from each Cohort will be analyzed.  Item Analysis of teacher-created Thinking Map assessments will be completed to determine transference from classroom instruction to these classroom assessments.	Analysis of each Cohort's results  Item Analysis of Insight/Inform Benchmark and teacher created Thinking Map Assessment results.
	Limited opportunities for school based collaboration, modeling.	All teachers will implement available curriculums/programs such as: Text Talk K-3, Wordly	Administration K-5 Teachers Reading Coaches	All K-5 Teachers will participate in weekly grade level collaborations with a focus on word usage,	Analysis of Benchmark and Progress Monitoring Data

3		Wise 2-5, Avenues ESOL, Soar to Success K-5 etc. to improve word usage and vocabulary and promote higher order thinking and text complexity.		vocabulary, and higher order thinking/text complexity  Item Analysis of Benchmark and Progress Monitoring Data on Inform will be completed to determine transference from each Cohort to individual classroom assessments.	Teacher made Assessments  Data on Insight and Inform
4	Limited opportunities for school based collaboration, modeling and PD	Effective and Highly Effective reading teachers will be identified by their components of strength through the Collaborative Assessment System for Teachers (CAST) and be matched with Developing teachers for modeling and peer collaboration	Administration  PDF	CAST Observations and focus walk data will be analyzed to identify areas of strengths within components. Teachers designated as "Effective" or "Highly Effective" within a component will be matched to teachers Developing and/or needing Improvement within the same component	Administrative Focus Walks  CAST Observations

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	28% (97) of all students in grades 3rd -5th will achieve FCAT Level 4 or higher on the 2013 Reading FCAT 2.0, a 8% increase from 20% (59) in 2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (59) of students scored levels 4 and 5	28% (97) of students will score levels 4 and 5

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent, non prescriptive differentiation for students meeting & exceeding standard	(Tier I) Teachers will be trained in and implement FCIM Instructional Focus Calendars that extend and enrich for those meeting standards during an RtI supplemental Block.	Administration ELA PLC RtI PLC	Teachers will create common mini assessments correlated to specific focus calendars. Item analysis of specific assessments will be maintained in Data Notebooks and be the basis of collaboration during Monthly Administrative Data Chats, Vertical PLC meetings and grade level/departmental common planning time.	Item Analysis of Test Results; Instructional Focus Calendars; Data Notebooks Feedback during Administrative Data Chats Grade Level /Departmental Agendas and Minutes
2	Lack of student self awareness of where they stand as readers and their next steps for growth	(Tier I) Students and teachers will conference monthly to establish academic goals, awareness of individual reading levels, strategic next steps for wide reading. Each grade level will implement the 25 Book/Million Word Standard.	Administration ELA PLC Reading Coaches	Administration will periodically review lesson plans, data notebooks, conference logs and student portfolios, as well as, conduct Focus Walks, and CAST Observations.	Lesson Plans, Conference Logs, Data Notebooks, 25 Book Standard Data, Student Work and Observation Data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	69% (147) of all students in grades 4 and 5 will achieve Learning Gains on the 2012 Reading FCAT 2.0, a 5% increase from 65% (143) in 2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (143) of all 4th & 5th graders made Learning Gains in	69%(147) of all 4th & 5th graders will make Learning Gains in

Reading		Reading			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need to increase student focused, results driven planning while building deep knowledge of the problem solving process.	Results driven problem solving will be modeled and guided during monthly Administrative Data Chats. Next steps for implementation will be determined.  Grade Levels/Depts. will carry the work forward during common planning time, monthly vertical PLC meetings and daily classroom instruction.	Administration  Leadership Team	The Leadership Team will work collaboratively with Administration to progress monitor areas of strengths and weaknesses and provide input for continuous improvement.	Data will include... ERD Faculty Focus Walk data, PLC agendas and minutes Administrative Focus Walk Data, Lesson Plans CAST observations Student Achievement data from DRA2, Inform, FAIR and quarterly formative/summative data
2	Need for increased awareness of over age population and strategies for monitoring	Teachers will disaggregate Over Age data by 'grades previously retained' or age of placement, deliver safety nets accordingly and progress monitor these students as a subgroup.	Administration  ELA PLC	Monthly Data Chats will provide opportunities for progress monitoring of individual teacher's over age data and provide opportunities for problem solving and next steps.	Monthly Data Chat Agendas and Minutes  Student Achievement data from DRA2, Inform, FAIR and quarterly formative/summative data  Scholarship Warnings and retention data
3	Infrequent, non prescriptive differentiation within workshop model	Teachers will develop and implement prescriptive guided reading groups for Tier II students twice daily; Groups will remain fluid based on student needs.	Administration  ELA PLC	Teachers will post whole group lesson plans on OnCourse by each Monday. Administration will periodically review OnCourse and small group lesson plans for rigorous differentiation, conduct Focus Walks, and CAST Observations.	Administrative Review of Guided Lesson Plans and Teachers' Conference/Anecdotal Records and Data Notebooks
4	Limited Student Vocabulary and standard aligned supplemental materials	ELA teachers will incorporate Wordly Wise by ETS, a vocabulary building curriculum, into their skills block	Administration  ELA PLC	Teachers will post whole group lesson plans on OnCourse by each Monday. Administration will periodically review OnCourse and small group lesson plans for rigorous differentiation, conduct Focus Walks, and CAST Observations.	Administrative Review of Skills Block Lesson Plans and Teachers' Conference/Anecdotal Records and Data Notebooks

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	70% (63) of all students in the Lowest 25% (87 out of 348 total) will achieve Learning Gains on the 2013 Reading FCAT 2.0; a 3% increase from 67% (61) in 2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (61) of students in the Lowest 25% made Learning Gains in Reading	70% (63) of students in the Lowest 25% will make Learning Gains in Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for supplemental, prescriptive, remediation in addition to core instruction.	<p>FCAT 1 Level 1 and 2 students will participate in quarterly Fast Forward Cohorts engaging goal setting and research based cognitive software that delivers individually adaptive exercises that strengthens language, reading, vocabulary and comprehension.</p> <p>Use of Thinking Maps in the classroom to aid visual, and organizational thought processes</p>	Administration Cohort Teacher/Reading Coach Reading Teachers	<p>Fast Forward teacher Fast Forward teacher will provide the Leadership Team with Cohort progress monitoring checks. This data will be analyzed by subgroups to determine continuous steps for improvement.</p> <p>Reading Teachers and ELA committee will analyze effective use of Thinking Maps through collaboration during Monthly Administrative Data Chats, Vertical PLC meetings and grade level/ departmental common planning time.</p>	<p>Fast Forward Cohort Data</p> <p>Thinking Maps</p>
2	Infrequent, non prescriptive differentiation within workshop model	<p>Tier I) Teachers will develop and implement prescriptive guided reading groups for the lowest 25% of students twice daily, Groups will remain fluid based on student needs.</p> <p>(Tier II/TierIII) Teachers will be trained in and implement FCIM Instructional Focus</p>	<p>Administration ELA PLC</p> <p>Administration ELA PLC Rtl PLC</p>	<p>Teachers will post lesson plans on Oncourse each Monday. Administration will periodically review lesson plans for rigorous differentiation and conduct Focus Walks, as well as, CAST Observations.</p> <p>Teachers will be able to provide specific daily Guided Reading lesson plans to Administration on a weekly basis.</p> <p>Teachers will create common mini</p>	<p>Administrative review of Guided Reading Lesson Plans and Teachers conference/anecdotal records and Data Notebooks.</p> <p>Item analysis of test results; Instructional Focus Calendars; Data Notebooks.</p>

		Calendars for students during an additional 30 minute RtI block. RtI will include explicit instruction, modeling, guided and independent practice. (Tier I) Teachers will develop and implement prescriptive guided reading groups for Lowest 25% of students twice daily; Groups will remain fluid based on student needs.		assessments correlated to specific focus calendars. Item analysis of specific assessments will be maintained in Data notebooks and be the basis of collaboration during Monthly Administrative Data Chats, Vertical PLC meetings and grade level/ departmental common planning time.	Feedback during Administrative data chats.  Grade level/Departmental Agendas and Minutes
3	Need to improve counterproductive student behavior due to social and emotional factors	Utilize academic, attendance, discipline, guidance and anecdotal data to identify students as "San Jose's Precious Pandas" and match with staff mentors	Administration Guidance Counselor Teachers	Achievement, Attendance, Communication and Disciplinary data will be collected and analyzed to set individual targets and identify points of celebration and growth during monthly PLC administrative data chats.	Achievement Data (FAIR, DRA2, INFORM, Formative, Report Cards, Etc.)  Attendance (Genesis/OnCourse)  Discipline (Genesis, Behavior Incident Reports, Referrals, Bullying)

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 # Beginning in the 2010-2011 through the 2016-2017 school year San Jose will reduce their 61% achievement gap by 5.08% each year. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	53	57	62	67	

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:	73% of all White, 52% of all Black, 44% of all Hispanic and 33% of all Asian ethnic groups will increase their reading level to proficiency during the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 57% Black: 39% Hispanic: 38% Asian: 24%	White: 73% Black: 52% Hispanic: 44% Asian: 33%

**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	Need to increase parental involvement and input	Reading Teachers will develop prescriptive standards-based Progress Monitoring Plans (PMP) with the input of students' parents. *IEPs, 504s or LEPs will supersede the need for a	Administration Grade Level PLCs	PMPs will be initiated at the beginning of the year, reviewed at the middle and end of the year. Modifications will be determined based on current data and final recommendations made	PMPs and Data Notebooks and Conference Logs will be reviewed to determine growth over time.  Monthly



		PMP.		for further interventions. PMPs will become part of the students' cumulative folder.	Administrative Data Chat Agendas and Minutes
2	Need for increased awareness of lower quartile Subgroups: Ethnic Populations and strategies for monitoring	Teachers will disaggregate Ethnic Subgroups, deliver safety nets accordingly and progress monitor these students as a subgroup.	Administration ELA PLC Reading Coaches	Monthly Data Chats will provide opportunities for progress monitoring of individual teacher's Ethnicity data and provide opportunities for problem solving and next steps.	Monthly Data Chat Agendas and Minutes  Student Achievement data from DRA2, Inform, FAIR and quarterly formative/summative data  Scholarship Warnings and retention data
3	Need for additional instructional opportunities beyond the school day	Target Ethnic students will be provided opportunities for free tutoring before and after school, as well as, during Saturday School. Tutoring will be aligned to NGSSS/Common Core Standards.	Administration Guidance Counselor	Participants' attendance and achievement will be tracked across strands and compared to overall student achievement	SAI/ SES Attendance Records  SAI Data Profiles  Benchmark and FCAT Reading Test (3rd-5th)

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for increased awareness of lower quartile Subgroup: English Language Learners (ELLs) and strategies for monitoring	Teachers will identify students according to lower quartile Subgroups, (Including ELLs). ELLS will be identified according to number of years in program and status, (active, post monitoring and exited)	Administration ESOL Teachers Reading Coaches	Monthly Data Chats will provide opportunities for progress monitoring of individual teacher's ELL data and provide opportunities for problem solving and next steps.	Monthly Data Chat Agendas and Minutes  Student Achievement data from DRA2, Inform, FAIR and quarterly formative/summative data  Scholarship Warnings and retention data
2	Need to bridge illiteracy gaps in home language	Highly qualified interpreters will be matched to students of same home language during instructional core blocks, during parent conferences and family involvement activities.	Administration	ESOL Teachers and Paraprofessionals will provide monthly input into process. Genesis Membership data will be reviewed monthly. Modifications to interpreter schedules will be made as needed.	Genesis ELL Membership Data  ESOL Teacher Feedback  Interpreter Feedback
	Need to increase emerging ELLs' Fast	2nd Grade ELLs will be identified and enrolled in	Administration	Cohort teacher/Reading Coach and ESOL	Fast Forward Cohort Data

3	Forward Cohort experience to all for completion of curriculum	a FAST FORWARD prior to 3rd grade	Cohort Teacher/Reading Coach  2nd Grade ESOL Teachers	Teachers will work collaboratively to analyze Fast Forward and Classroom data to determine continuous steps for improvement.	ESOL Classroom Data (FAIR, DRA2, Inform, Formative/Summative Data)
4	Need for additional instructional opportunities beyond the school day	Target ELL students will be provided opportunities for free tutoring before and after school, as well as, during Saturday School. Tutoring will be aligned to NGSS/Common Core Standards.	Administration	Participants' attendance and achievement will be tracked across strands and compared to overall student achievement.	SAI/ SES Attendance Records  SAI Data Profiles  Benchmark and FCAT Reading Test (3rd-5th)

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:	SWD will reach 54% satisfactory progress in reading on the 2012-13 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 38%	SWD: 54%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the individual needs of all students that have IEPs and 504s with the current available staff	Utilize the reading and math interventionist as a resource/supplement to the VE resource teacher for these students	Admin	Lesson plans and data notebooks	Focus Walks Progress monitoring of the SWD population

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:	47% of the economically disadvantaged will make satisfactory progress in reading in 2012-2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 34%	ED: 47%

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
	Need to increase parental involvement and input	Reading Teachers will develop prescriptive standards-based Progress Monitoring Plans (PMP) with the input of students' parents. *IEPs, 504s or LEPs will	Administration  Grade Level PLCs	PMPs will be initiated at the beginning of the year, reviewed at the middle and end of the year. Modifications will be determined based on current data and final	PMPs and Data Notebooks and Conference Logs will be reviewed to determine growth over time.

1		supersede the need for a PMP. Parents and teachers will jointly developed during the first quarter, monitored and up-dated midyear and finalized with recommendations during the 4th quarter.		recommendations made for further interventions. PMPs will become part of the students' cumulative folder.	Monthly Administrative Data Chat Agendas and Minutes
2	Need for increased awareness of lower quartile Subgroups: Economically Disadvantaged (ED) and strategies for monitoring	Teachers will disaggregate Free, Reduced and Direct Certified data and identify students within the population. Then deliver safety nets accordingly and progress monitor these students as a subgroup.	Administration ELA PLC	Monthly Data Chats will provide opportunities for progress monitoring of individual teacher's ED data and provide opportunities for problem solving and next steps.	Monthly Data Chat Agendas and Minutes  Student Achievement data from DRA2, Inform, FAIR and quarterly formative/summative data  Scholarship Warnings and retention data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards training  Thinking Maps training	Kindergarten - 5th	Administration Reading Coaches Grade level chairs	School-wide	Early Release  Faculty Meetings  Monthly Grade Level Meetings	Classroom Focus Walks  Artifacts evidencing CCSS	Administration Reading Coaches
FCIM Training	Kindergarten-5th	Administration Reading Coaches Grade level chairs	School-wide	Early Release  Faculty Meetings  Monthly Grade Level Meetings	Quarterly Data Chats	Administration Reading Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Scientific Learning Fast ForWord and Reading Assistant used as a RTI safety net.	Fast ForWord a series of computer delivered researched based reading intervention program that delivers individually adaptive exercises that strengthens language, reading, fluency, vocabulary and comprehension.	Title I Upgrade and Renewal for Scientific Learning's Fast ForWord Perpetual License per site. Scientific Learning Reading Assistant perpetual license per site.	\$5,400.00
			Subtotal: \$5,400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
	Fast ForWord a series of computer delivered researched based		

Scientific Learning Fast ForWord and Reading Assistant used as an RTI safety net.	reading intervention program that delivers individually adaptive exercises that strengthens language, reading, fluency, vocabulary and comprehension.	Title I Andrea NC-185 VM-USB Voice Recognition headphones. Set of 90	\$4,140.00
			Subtotal: \$4,140.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$9,540.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		20%(26) of all students in grades 3rd -5th will achieve proficiency or higher in the listening and speaking section of the 2013 Cella, a 9% percent increase from 11%(12) in 2012.			
2012 Current Percent of Students Proficient in listening/speaking:					
11%(12)of third through fifth grade ELL students achieved proficiency in Listening/Speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Limited English Proficiency is a barrier to acquisition of academic English.	1.1. Develop academic English through teacher modeling of content vocabulary. Promote development of academic English through student collaborative work in content areas.	Administration ESOL teachers	Teachers will create formal and informal assessments with collaboration correlated to specific goals. Item analysis of these specific assessments will be maintained in Data Notebooks and used as a collaboration tool during Monthly Administrative Data Chats, Vertical PLC meetings and grade level/departmental meetings.	Teacher Created Assessments Teacher observation
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:		22%(29) of all students in grades 3rd -5th will achieve proficiency or higher in the reading section of the 2013 Cella, a 9% percent increase from 13%(15) in 2012.			

2012 Current Percent of Students Proficient in reading:

13% (15) of third through fifth grade ELL students achieved proficiency in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Limited English Proficiency is a barrier to acquisition of reading content and skills.	2.1. Implementation of Thinking Maps in a manner appropriate for ESOL students (i.e. accepting approximations of English, using pictures.)	Administration Reading coaches ESOL teachers	Formal and Informal teacher created assessments.	Teacher created assessments  Thinking Maps

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

3. Students scoring proficient in writing.

CELLA Goal #3:

59%(78) of all students in grades 3rd -5th will achieve proficiency or higher in the writing section of the 2013 Cella, a 6% percent increase from 54%(60) in 2012.

2012 Current Percent of Students Proficient in writing:

54%(60)of third through fifth grade ELL students achieved proficiency in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Limited English Proficiency is a barrier to writing in English.	3.1. Implementing Thinking Maps as a form of pre-writing using non-linguistic forms as a scaffold to writing in English.	ESOL Teacher Administration Reading Coaches	Formal and Informal teacher created assessments.	Teacher created assessments  Thinking Maps  Writing Journals

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
<b>Other</b>			
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:	60% (208) of all 3rd-5th Graders will achieve Level 3 or higher on FCAT 2.0 Mathematics in 2013; a 11% increase from 49% (140) in 2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (140) scored level 3	60%(208) will score level 3 or higer

## 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	Limited opportunities for school based collaboration, modeling and PD; No site based coach	Effective and Highly Effective math teachers will be identified by their components of strength through the Collaborative Assessment System for Teachers (CAST) and be matched with Developing teachers for modeling and peer collaboration	Administration	CAST observations and focus walk data will be analyzed to identify areas of strengths within components. Teachers designated as "Effective" or "Highly Effective" within a component will be matched to teachers Developing and/or Needing Improvement within the same component.	Administrative Focus Walks  CAST Observations
2	Limited Student Vocabulary	The leadership team will work through PLCs to develop a list of common Math Vocabulary terms (K-5) to ensure teaching and mastery of key curriculum vocabulary including pictorial representations of mathematical vocabulary.	Math PLC Administration	Math PLC will create a bank of standardized vocabulary that will be highlighted in lesson plans and instruction through math Concept Walls. Administration will collect data and determine next steps for implementation during school wide focus walks and CAST observations.	Administrative Focus Walks  CAST Observations
3	Inconsistent understanding and application of standards and curriculum; third year implementing Envisions/Investigations materials and second year with kindergarten implementing Common Core	Mathematics Teachers will implement the DCPS Learning Calendars and NGSS/Common Core Standards and curriculum (Envision, Investigations, Everyday Calendar Math) with fidelity through the workshop model.	Administration  Math PLC	Teachers will post lesson plans on OnCourse each Monday. Administration will periodically review lesson plans for alignment and implementation of standards, conduct Focus Walks and CAST Observations. Administrative Review of Guided Math Plans and Teachers' Conference/Anecdotal Records.	Monthly Data Chat Agendas and Minutes  PLC Agendas and Minutes  Student Achievement data from PMAs, Inform, and quarterly formative/summative data
	Inconsistent, non prescriptive differentiation for students meeting standard	(Tier I) Teachers will be trained in and implement FCIM Instructional Focus Calendars and differentiate for those meeting standards during	Administration Math PLC RtI PLC Math Teachers	Teachers will create common mini assessments correlated to specific focus calendars. Item analysis of specific assessments	Item Analysis of Test Results; Instructional Focus Calendars; Data Notebooks

4		an RtI supplemental block.		will be maintained in Data Notebooks and be the basis of collaboration during Monthly Administrative Data Chats, Vertical PLC meetings and grade level/departmental common planning time	Feedback during Administrative Data Chats Grade Level /Departmental Agendas and Minutes
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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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	29% (101) of all 3rd-5th Graders will achieve Level 4 or higher on FCAT 2.0 Mathematics in 2013; a 8% increase from 21% (62) in 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (62) achieved levels 4 and 5	26% (90) will score levels 4 and 5

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent, non prescriptive differentiation for students meeting & exceeding standard	Teachers will be trained in and implement FCIM Focus Calendars that extend and enrich for those meeting standards during an RtI supplemental block.	Administration Math PLC RtI PLC Math Teachers	Teachers will create common mini assessments correlated to specific focus calendars. Item analysis of specific assessments will be maintained in Data Notebooks and be the basis of collaboration during Monthly Administrative Data Chats and grade level/departmental common planning time,	Item Analysis of Test Results Feedback during Administrative Data Chats Grade Level/Departmental Minutes



(two 45 minute sessions every ten days).

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	78% (167) of all 4th and 5th grade students will achieve Learning Gains on FCAT 2.0 Mathematics in 2013; a 3% increase from 75% (165) in 2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (165) achieved Learning Gains	78% (167) will achieve Learning Gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent student focused, results driven planning and deep knowledge of the problem solving process, and AYP Subgroups	Restructuring of common planning, (45 minutes twice a week), PLC Data Chats (90 minutes every other month) and Early Release Day trainings for collaborative feedback utilizing Backwards Planning starting with the end in mind. Results driven, problem solving will be modeled and guided during monthly Administrative Data Chats during which time next steps for implementation will be determined for each grade level/department.	Administration Leadership Team	The Leadership Team will work collaboratively with Administration to progress monitor areas of strengths and weaknesses and provide input for continuous improvement.	Data will include... ERD Faculty Focus Walk data, PLC minutes Administrative Focus Walk Data, Lesson Plans CAST observations Student Achievement data from Inform, beginning, middle and end formative/summative data

		Grade Levels/Departments will carry the work forward during common planning time (two 45 minute sessions every 8 days) monthly vertical PLC meetings and daily classroom instruction.			
2	Need for increased awareness of over age population and strategies for monitoring	Over Age data will be disaggregated. Teachers will identify previously retained students within their classrooms, deliver safety nets through embedded differentiation and progress monitor these students as a subgroup.	Administration Classroom Teachers Leadership Team	Quarterly Progress Monitoring Profile Sheets will be collected to provide specific data on Over Age students. An analysis of the data will guide the decision making progress during monthly Administrative Chats	Quarterly Progress Monitoring Profile Sheets Student Achievement data from Inform/Insight and beginning, middle and end formative/summative data.  Retention Data
3	Infrequent, non prescriptive differentiation within workshop model	Math Teachers will engage in a Departmental Book Study: Children's Mathematics: Cognitively Guided Instruction by Thomas Carpenter and Differentiating Instruction: A Practical Guide to Tiered Lessons in the Elementary Grades by Cheryll Adams and Rebecca Pierce	Administration  Math PLC	Teachers will post lesson plans on OnCourse each Monday. Administration will periodically review lesson plans for rigorous differentiation and conduct focus walks, as well as, CAST observations.	Administrative Review of Lesson Plans and Teachers' Conference/Anecdotal Records

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	92% (80) of students in the Lowest 25% will make Learning Gains on FCAT 2.0 Mathematics in 2013; This is a 1% increase from 91% (76) in 2012
2012 Current Level of Performance:	2013 Expected Level of Performance:

91% (76) of Lowest 25% made Learning Gains	92% (80) of Lowest 25% will make Learning Gains
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for supplemental, prescriptive, remediation in addition to core instruction	Target students will participate in Fast Math engaging in goal setting and researched based software aligned to NGSS/Common Core Standards. Small group and individual instruction will occur, before, during or after school based on students' individual needs, starting in first grade.	Math PLC Math Teachers Administration	Math teachers will progress monitor student progress. This data will be analyzed by subgroups to determine continuous steps for improvement. Item analysis of specific assessments will be maintained in Data Notebooks and be the basis of collaboration during Administrative Data Chats held every two months and grade level/departmental common planning time, (two 45 minute sessions every ten days).	Fast Math Diagnostics Assessments; Quarterly Progress Monitoring Profile Sheets Student Achievement data from Inform, and quarterly formative/summative data  Retention Data
2	Counterproductive student behaviors and emotional factors	Utilize academic, attendance, discipline, guidance and anecdotal data to identify students as "San Jose's Precious Pandas" and match with staff mentors.	Administration	Achievement, attendance, communication and disciplinary data will be collected and analyzed to set individual targets and identify points of celebration and growth during PLC administrative data chats held every two months.	Achievement Data (FAIR, DRA2, INFORM, Formative, Report Cards, Etc.)  Attendance (Genesis/OnCourse) Discipline (Genesis, Behavior Incident Reports, Referrals, Bullying)
3					

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 # Beginning in the 2010-2011 through the 2016-2017 school year San Jose will reduce their 51% achievement gap by 5.1% each year. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44	49	54	59	64	

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

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

E. Economically Disadvantaged students not making	
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satisfactory progress in mathematics. Mathematics Goal E:	NA			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
NA	NA			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

*End of Elementary School Mathematics Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
C.A.S.T.	All Grades All Subjects	Kemp, Principal Lodico,DTU Representative	All Grades All Subjects	Pre-planning	C.A.S.T observations will be conducted by administration according to DCPS policy; All teachers will be provided feedback in a timely manner for all focus walks and observations.	Administration
FCIM Instructional Focus Calendars	Math Teachers KG-5th	Math PLC Teacher Leader	Math Teachers KG-5th	Monthly Math PLC Meetings	Math PLC will collect and review IFC for determining next steps and best practices. All teachers will bring IFC data to monthly administrative PLC data chats for review	Math PLC Administration
Common Core Standards Children's Mathematics: Cognitively Guided Instruction by Thomas Carpenter	Math Teachers KG-5th	Math PLC Leaders	Math KG-5th	Monthly Math PLC Meetings	Agendas, Minutes, Lesson Plans, Observations and Focus Walk data will be monitored by administration.	Administration
San Jose's Mentoring Precious Pandas	All Grades All Subjects	Professional Development Coordinator Administration	Mentors: All Grades All Subjects	PDF Monthly PLC Meetings	Student achievement, discipline, attendance, guidance and safety net data will be monitored and aligned to mentor activities during monthly PLC administrative Data Chats	Administration

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
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Limited opportunities for school based collaboration, modeling and PD; No site based coach	(C.A.S.T) Enhancing Professional Practice	5100/510	\$220.00
Infrequent, non prescriptive differentiation within workshop model	Children's Mathematics: Cognitively Guided Instruction by Thomas Carpenter	5100/510	\$240.00
h (C.A.S.T) Enhancing Professional Practice 5100/510 \$220.00 Infrequent, non prescriptive differentiation within workshop model	Differentiating Instruction A Practical Guide to Tiered Lessons in Elementary Grades by Cheryl Adams and Rebecca Pierce	5100/510	\$240.00
			Subtotal: \$700.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Grand Total: \$700.00</b>			

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		39%(44) of all 5th Graders will achieve Level 3 or higher on FCAT Science in 2013; a 7% increase from 32% (35) in 2012			
Science Goal # 1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
32% (35) achieved Level 3 or higher		39%(44) will achieve Level 3 or higher			
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
	Limited experiences engaging in scientific process	Implement the DCPS Science Calendars with fidelity through the workshop model during which time all students will complete weekly investigations and record process on	Science PLC Administration	Science teachers will progress monitor student achievement. This data will be analyzed to determine continuous steps for improvement. Item analysis of specific	Administrative Review of 5Es Lesson Plans and Teachers' Administrative Data Chat and Science PLC Agendas/Minutes

1		a lab report.		assessments will be maintained in Data Notebooks and be the basis of collaboration during Monthly Administrative Data Chats and grade level/departmental common planning time.	
2	Need for additional instructional opportunities	Students not responding to core instruction will be provided supplemental small group instruction during the extended portion of the 5Es Lesson format.	Science PLC Administration	Science teachers will progress monitor student achievement. This data will be analyzed to determine continuous steps for improvement. Item analysis of specific assessments will be maintained in Data Notebooks and be the basis of collaboration during Monthly Administrative Data Chats and grade level/departmental common planning time.	Administrative Review of 5 Es and Guided Lesson Plans and Teachers' Conference/Anecdotal Records
3	Students' limited understanding of scientific processes and concepts	All science teachers will utilize the 5 Es format: Engage, Explore, Explain, Extend and Evaluate for planning and delivering instruction within the workshop model.	Administration Science PLC	Teachers will post lesson plans on OnCourse each Monday. Administration will periodically review lesson plans for rigorous differentiation and conduct Focus Walks, as well as, CAST Observations.	Administrative Review of 5Es and Guided Lesson Plans and Teachers' Conference/Anecdotal Records
4	Need for additional instructional opportunities beyond the school day	5th Grade target students will be offered free tutoring during Saturday School. Tutoring will be aligned to NGSS Standards.	Administration	Participants' attendance and achievement will be tracked across strands and compared to overall student achievement.	SAI Attendance Records SAI Data Profiles Benchmark/FCAT Science Test
5	Limited Vocabulary	The leadership team will work through PLCs to develop a list of common Science Vocabulary terms (K-5) to ensure teaching and mastery of key curriculum vocabulary.	Science PLC Administration	Science PLC will create a bank of standardized vocabulary that will be highlighted in lesson plans and instruction. Administration will collect data and determine next steps for implementation during school wide focus walks and CAST observations.	Administrative Focus Walks CAST Observations
6	Difficulty with comprehension of essential understandings and skills	Students will maintain a daily Science Journal where they will record Essential Understandings and provide teachers with assessment and feedback opportunities over time.	Science PLC Administration	Science PLC will develop common protocols for Science Journals that will be highlighted in lesson plans and instruction. Administration will collect data and determine next steps for implementation during school wide focus walks and CAST observations.	Administrative Focus Walks CAST Observations
	Limited range of reading across genres	Teachers will increase opportunities for	Science PLC	Science teachers will monitor students'	Student Reading Logs

7	and background knowledge	students to read nonfiction text on science trade books during the workshop model. Students will record reading in 25 Book Log.	Administration	wide reading during conferencing and record progress on quarterly reading profile sheets for progress monitoring and goal setting.	Classroom Profile Sheets, (quarterly reading goals)
8	Students' limited understanding of scientific processes and concepts	Create science project museum where students will walk through to observe and discuss examples of grade appropriate science projects.	Administration Science PLC	Science teachers will progress monitor student understanding and achievement. Data and observations will be analyzed to determine continuous steps for improvement.	Teacher review of science project using rubric

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	11% (12) of all 5th Graders will achieve Level 4 or higher on FCAT Science in 2013; a 1% increase from 10%(11)in 2012			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
10%(11) achieved Levels 4 and 5	11% (12) will achieve Levels 4 and 5			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Limited experiences engaging in scientific process	Implement the DCPS Science Calendars with fidelity through the workshop model during which time all students will complete	Science PLC Administration	Science teachers will progress monitor student achievement. This data will be analyzed by subgroups to	Administrative Review of 5Es Lesson Plans and Teachers'  Administrative Data Chat and Science PLC



1		weekly investigations and record process on a lab report.		determine continuous steps for improvement. Item analysis of specific assessments will be maintained in Data Notebooks and be the basis of collaboration during Monthly Administrative Data Chats and grade level/departmental common planning time.	Agendas/Minutes
2	Need for additional instructional opportunities	Students at and above level will participate in individual and/or group school-wide/DCPS Science Fair Projects with all components of the scientific process demonstrated. Projects will be submitted and celebrated during Mad Science Week.	Science PLC Administration	Science projects will be displayed in a common area for all classrooms to visit. Science Rubrics will be utilized by district judges to assess projects. Students will receive recognition for various levels of performance.	Administrative Review of 5Es Lesson Plans and Teachers'  Science Project Rubrics  Science PLC Mad Science Day Feedback
3	Limited Vocabulary	The leadership team will work through PLCs to develop a list of common Science Vocabulary terms (K-5) to ensure teaching and mastery of key curriculum vocabulary.	Science PLC Administration	Science PLC will create a bank of standardized vocabulary that will be highlighted in lesson plans and instruction. Administration will collect data and determine next steps for implementation during school wide focus walks and CAST observations.	Administrative Focus Walks  CAST Observations  And Progress Monitoring Data (Vocabulary)
4	Difficulty with comprehension of essential understandings and skills	Students will maintain a daily Science Journal where they will record Essential Understandings and provide teachers with assessment and feedback opportunities over time.	Science PLC Administration	Science PLC will develop common protocols for Science Journals that will be highlighted in lesson plans and instruction. Administration will collect data and determine next steps for implementation during school wide focus walks and CAST observations.	Administrative Review of 5Es and Guided Lesson Plans and Teachers' Conference/Anecdotal Records  And Progress Monitoring Data (Scientific Thinking)
5	Students' limited understanding of scientific processes and concepts	Create science project museum where students will walk through to observe and discuss examples of grade appropriate science projects.	Administration Science PLC	Science teachers will progress monitor student understanding and achievement. Data and observations will be analyzed to determine continuous steps for improvement.	Teacher review of science project using rubric

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:

N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Improving Science Instruction using text entitled Ready, Teach, Science! by Michaels, Shouse, and Schweingruber.	Science K-5th	Science PLC Leader	Science PLC to provide PD with designated grade levels during grade level meetings	Monthly Science PLC Meetings	Agendas, Minutes, Lesson Plans, Observations, and Focus Walk data will be monitored by administration.	Administration
5Es Lesson Planning and Implementation	Science K-5th	Science PLC Leader	Science K-5 Teachers	Monthly Science PLC Meetings	Agendas, Minutes, Lesson Plans, Observations, and Focus Walk data will be monitored by administration.	Administration
Science Journal Writing	Science K-5th	Science PLC Leader	Science K-5 Teachers	Monthly Science PLC Meetings	Agendas, Minutes, Lesson Plans, Observations, and Focus Walk data will be monitored by administration.	Administration

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	60% (60) of all 4th Graders will achieve Level 4 or higher on FCAT Writing in 2013; a 46% increase from 14% (15) in 2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (52) achieved Level 3 or higher	60% (60) will achieve level 4 or higher

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Familiarity with recent changes to writing program: Common Core and FCAT	The ELA PLC will embed professional development and next steps into their bi-monthly committee meetings.	ELA PLC Administration	Teachers will post lesson plans on OnCourse each Monday. Administration will periodically review lesson plans for alignment and implementation of standards, teachers model writing strategies frequently, conduct Focus Walks and CAST Observations. Administrative Review of Guided Math Plans and Teachers' Conference/Anecdotal Records.	Monthly Data Chat Agendas and Minutes  PLC Agendas and Minutes  Student Achievement data from PMAs, Inform, and quarterly formative/summative data
2	Lack of student self awareness of where they stand as writers and their next steps for growth	Tier I) Students and teachers will conference weekly and establish individual writing goals for next steps and revision. Students will maintain strategy notes for independent work during the workshop model.	ELA PLC Coaches	Administration will periodically review lesson plans, data notebooks, conference logs and student writing portfolios, as well as, conduct Focus Walks, and CAST Observations. Coaches will support writing strategies	Whole Group/ Conference notebooks, Data Notebooks, Assessment and Portfolio Data, Student Work and Observation Data

				through modeling.	
3	Infrequent, non prescriptive differentiation within workshop model	Teachers will develop and implement prescriptive guided writing groups for Tier II students; Groups will remain fluid based on student needs.	Administration ELA PLC Reading Coaches	Administration will periodically review small group lesson plans for rigor and differentiation instruction, conduct Focus Walks, and CAST Observations.	Administrative Review of Guided Lesson Plans and Teachers' Conference/Anecdotal Records and Data Notebooks
4	Limited Student owned strategies aligned to writing genres and conventions.	K-5 ELA teachers will work collaboratively to develop cross grade level teaching-learning rubrics that scaffold priority writing strategies across genres and conventions.	Administration ELA PLC Coaches	Teachers will post whole group lesson plans on OnCourse by each Monday. Administration will periodically review OnCourse and small group lesson plans for rigorous differentiation, conduct Focus Walks, and CAST Observations. Artifacts pertaining to teaching/learning rubrics	Administrative Review Lesson Plans and teaching/learning rubrics.  And Progress Monitoring Data (District Writing Prompts)

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teaching/Learning rubrics	Pre-Kindergarten - 5th	Reading Coaches	School-wide	Grade level meeting	Evidence of Teaching learning rubrics and student work.	Reading Coaches

FCIM Training	Kindergarten - 5th	Administration Reading Coaches	School-wide Grade Level Specific	Early Release Grade Level Meetings	Monthly Writing Prompts	Administration Coaches
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tier I) Students and teachers will conference weekly and establish individual writing goals for next steps and revision. Students will maintain strategy notes for independent work during the workshop model.	Write Score, LLC Using an analytical approach to writing, teachers are able to determine the areas where their students need additional help and provide differentiated instruction to optimize student growth. With data-driven classroom instruction, teachers can effectively use classroom time and resources to achieve their educational goals. Write Score analyzes student writing and provides detailed reports, at a variety of levels. Results are then emailed within 5-10 days.	Titel I Funds	\$3,286.36
			Subtotal: \$3,286.36
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: \$3,286.36

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:	2012 Attendance data will reflect a 2% decrease of all absences and tardies from 2011
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (705) attended daily	96% (807) will attend daily
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

27% (198)	25% (210)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
13% (97)	12% (101)

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	Frequent tardies and excuses	Attendance Intervention Meetings are scheduled monthly for all students who have 5+ unexcused absences. At this time barriers are addressed and an attendance plan is developed and further follow-up is handled at the district and state levels.	Guidance Counselor, Rashawnda Lloyd-Miller Kristie Kemp, Principal Tara Bruce, Assistant Principal	OnCourse Attendance Records will be analyzed.	Oncourse Attendance Records AIT Meeting Agendas, Records and Attendance Sheets
2	Communication may be impeded due to language barriers	The administration will communicate (in same home language when possible) and enforce attendance policies during school-wide events and throughout all communication channels, (i.e. TransAct, SJE Website, Parent Link, Flyers, Planners, etc).	Kristie Kemp, Principal Tara Bruce, Assistant Principal	OnCourse Attendance Records will be analyzed.	Oncourse Attendance Records. AIT Meeting Agendas
3	Students and Parents lack motivation	Students will be recognized quarterly for Perfect Attendance and a school-wide FCAT Attendance window.	Kristie Kemp, Principal Tara Bruce, Assistant Principal Rashawnda Lloyd-Miller, Guidance	OnCourse Attendance Records will be analyzed.	Oncourse Attendance Records

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						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Recognize students who have perfect attendance for specified periods of time~ year, quarter, testing window, etc.	Purchase of rewards and incentives for children who meet attendance goals.	PTA	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Total In and Out of School Suspensions in 2013 will decrease from 7% (49) to 5% (42) or less
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
8 (1%)	7 (0.08%)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
8 (1%)	7 (0.08%)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
33 (4%)	25 (3%)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
33 (4%)	25 (3%)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Learning Schedules provide no accommodations for Character Education	Books of the Month, which are aligned to DCPS Character Curriculum, will be adopted as San Jose Books of the Month. Monthly character traits will be highlighted on communications and lessons will be embedded within the ELA block.	ELA PLC	Disciplinary Data, RtI Data, School wide Incident Report and Bullying Data, Safe and Civil Schools Data will be reviewed quarterly by Foundations which will implement the continuous improvement model for continued sustained improvements.	Comparison data: Disciplinary Data (Genesis) RtI Data, School wide Incident Report and Bullying Data, Safe and Civil Schools Data
2	Inconsistent understandings and implementation of schoolwide Safe and Civil School policies and DCPS Code of Conduct	The San Jose Discipline plan has been aligned to the DCPS Policy through the RtI model. CHAMPS instructional focus calendars and Foundations initiatives have been incorporated into the plan.	Foundations PLC Administration	CHAMPS will be incorporated during Faculty Meetings~ Faculty Focus Walks. School wide data will be gathered from results and teachers will receive specific, immediate feedback. In addition, the administration will conduct informal focus walks and CAST observations. Data will be analyzed by Foundations during PLC meetings.	ERD Faculty Focus Walk Data Administrative focus walk and CAST observations Comparison data: Disciplinary Data (Genesis) RtI Data, School wide Incident Report and Bullying Data, Safe and Civil Schools Data
3	Need to improve counterproductive student behavior due to social and emotional factors	San Jose's school wide "Student of the Week" program will be modified to positively recognize students on the morning broadcast program and Principal Board based on their demonstration of character traits.	Guidance Counselor Foundations PLC Administration Classroom Teachers	Ms. Kemp, principal, will collect student of the week forms from teachers and monitor for participation and follow up. Disciplinary data will be reviewed quarterly by Foundations and the continuous improvement cycle will be implemented for sustained improvements.	Teacher Student of the Week forms and Comparison data: Disciplinary Data (Genesis) RtI Data, School wide Incident Report and Bullying Data, Safe and Civil Schools Data
4	Difficulty finding time to teach Second Step with fidelity and lack of grade level materials	Grade level schedules have been designed to incorporate common instructional blocks to allow teachers opportunities to 'team teach' 2nd Step Lessons and share materials.	Guidance Counselor Foundations PLC Administration Classroom Teachers	Teachers will post lesson plans on OnCourse each Monday. Administration will periodically review lesson plans for rigorous differentiation and conduct Focus Walks, as well as, CAST Observations.	Foundations End of Year 2nd Step Report and Comparison data: Disciplinary Data (Genesis) RtI Data, School wide Incident Report and Bullying Data, Safe and Civil Schools Data

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

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



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

Suspension Budget:

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

*End of Suspension Goal(s)*

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	See Parent Involvement Plan
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
See PMP	See PMP
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						

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

## Additional Goal(s)

### Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Safety Goal Safety Goal #1:		SESIR violations will maintain at 4 (0.005% of enrollment) or decrease in 2013.			
2012 Current level:		2013 Expected level:			
4 SESIR Violations from 0.005% of enrollment (742)		SESIR- 4 SESIR Violations from 0.005% of enrollment (841)			
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	Need to improve counterproductive student behavior due to social and emotional factors.	Book studies related to behavior and factors that impact behavior such as home environment, culture, language barriers, socioeconomic status.	Administrators Faculty Members	Discipline data (Genesis).	Discipline Data (Genesis).

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

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

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

Budget:

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

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

*End of Safety Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Scientific Learning Fast ForWord and Reading Assistant used as a RTI safety net.	Fast ForWord a series of computer delivered researched based reading intervention program that delivers individually adaptive exercises that strengthens language, reading, fluency, vocabulary and comprehension.	Title I Upgrade and Renewal for Scientific Learning's Fast ForWord Perpetual License per site. Scientific Learning Reading Assistant perpetual license per site.	\$5,400.00
Writing	Tier I) Students and teachers will conference weekly and establish individual writing goals for next steps and revision. Students will maintain strategy notes for independent work during the workshop model.	Write Score, LLC Using an analytical approach to writing, teachers are able to determine the areas where their students need additional help and provide differentiated instruction to optimize student growth. With data-driven classroom instruction, teachers can effectively use classroom time and resources to achieve their educational goals. Write Score analyzes student writing and provides detailed reports, at a variety of levels. Results are then emailed within 5-10 days.	Titel I Funds	\$3,286.36
				Subtotal: \$8,686.36
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Scientific Learning Fast ForWord and Reading Assistant used as an RTI safety net.	Fast ForWord a series of computer delivered researched based reading intervention program that delivers individually adaptive exercises that strengthens language, reading, fluency, vocabulary and comprehension.	Title I Andrea NC-185 VM-USB Voice Recognition headphones. Set of 90	\$4,140.00
				Subtotal: \$4,140.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Limited opportunities for school based collaboration, modeling and PD; No site based coach	(C.A.S.T) Enhancing Professional Practice	5100/510	\$220.00
Mathematics	Infrequent, non prescriptive differentiation within workshop model	Children's Mathematics: Cognitively Guided Instruction by Thomas Carpenter	5100/510	\$240.00
Mathematics	h (C.A.S.T) Enhancing Professional Practice 5100/510 \$220.00 Infrequent, non prescriptive differentiation within workshop model	Differentiating Instruction A Practical Guide to Tiered Lessons in Elementary Grades by Cheryl Adams and Rebecca Pierce	5100/510	\$240.00
				Subtotal: \$700.00
Other				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Recognize students who have perfect attendance for specified periods of time~ year, quarter, testing window, etc.	Purchase of rewards and incentives for children who meet attendance goals.	PTA	\$1,000.00
				Subtotal: \$1,000.00
				Grand Total: \$14,526.36

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment

## 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 are projected to be utilized to supplement areas of key SIP initiatives where gaps exist: Reading and math professional development and literature. Supplemental academic materials that target our lowest performing students. Student incentive materials/items that encourage and acknowledge both academic and behavioral achievement.	\$6,780.23

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

SAC will meet on a monthly basis to discuss school related issues and concerns. We will continue to monitor the SIP, PIP and school data in order to move the school forward.

# 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 SAN JOSE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	59%	59%	42%	222	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	65%	45%			110	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?	67% (YES)	52% (YES)			119	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					451	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District SAN JOSE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	63%	78%	34%	242	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	60%	65%			125	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?	56% (YES)	76% (YES)			132	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					499	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested