

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: REYNOLDS LANE ELEMENTARY SCHOOL

District Name: Duval

Principal: Sabrina Session-Jones

SAC Chair: Shiela McNair

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 11/9/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		B.A. Elementary Education- Southern University at New Orleans, M.s. Educational			<p>2011-2012: Grade increased to a C: Reading proficiency 41%, Math 45%, Writing 48% (3.5 or higher), Science 29%</p> <p>2010-2011: Math mastery remained the same at 58%, however, learning gains decreased, Reading Mastery 54%, significant gains in Science Mastery 47% (+16), Writing mastery 48%, Blacks and ECD did not make AYP in reading and mathematics 2009-2010: Substantial growth in Mathematics Gains (+17 points) and Lower quartile gains (+18 points)</p> <p>2008-2009: Increased 33 percentage points on State Accountability System. Grade: C, Reading Mastery 65%, Mathematics Mastery 50%, Science Mastery 31%, Writing Mastery 79% AYP: 87%, Black and ECD did not make AYP Reading and Math. All subgroups made AYP</p> <p>in Writing.</p> <p>2007-2008: Grade: C, Reading Mastery 61%, Mathematics Mastery 49%, Science</p>

Principal	Sabrina Session-Jones	Leadership-University of North Florida Certification-Elementary Ed. , Ed. Leadership, ESOL	7	<p>Mastery 28%, Writing Mastery 70%, AYP: 87%, Black and ECD did not make AYP in Reading and Math. All subgroups made AYP in Writing.</p> <p>2006-2007: Increased School Grade, Grade: B, Reading Mastery 65% Mathematics Mastery 52%, Science Mastery 39%, Writing Mastery 65%, AYP: 92%, Blacks students made AYP in all categories, ECD did not make AYP in Mathematics.</p> <p>2005-2006: VP of Smart Pope Livingston Elementary: Increased School Grade, Top 100 gains in Writing in State Grade C, Reading Mastery 52%, Mathematics Mastery 35%, Writing Master 72%, AYP: Black in Reading, Black and ECD did not make AYP in Reading and Math.</p> <p>2004-2005: Increased 33 percentage points on State Accountability System, School Grade D: Reading Mastery 53%, Mathematics Mastery 37%, Writing Mastery 51%, AYP: 77%, All subgroups made AYP in Reading, did not make AYP in Mathematics.</p>
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Joan Thompson	Bachelors in Elementary Education, ESOL Endorsement	38	1	<p>Ms. Thompson has been a successful teacher in Duval County for the past 38 years. While in the classroom, her class has always performed at high levels. As a third grade teacher (2009-2010) she had 76% in reading and 94% in math, in (2010-2011) she had 90% in reading and math. As an instructional coach last year, Ms. Thompson worked with teachers to improve classroom instruction. She also worked with groups of Bottom Quartile students on fluency and comprehension. Our school grade came up from a C to an A. Seventy-nine percent of our students made learning gains in reading and ninety-five percent of our Bottom Quartile students made learning gains in reading. Sixty-nine percent of our students made learning gains in math and seventy-two percent of our Bottom Quartile made learning gains in math.</p>

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	<p>1. Monthly meetings of new teachers with Principal, Instructional Coach, and Professional Development Facilitator Principal, PDF May 2013</p> <p>2. Participate in internship opportunities with University of North Florida and actively recruit highly effective interns PDF May 2013</p> <p>3. Partner novice teachers with experienced mentors Principal, PDF May 2013</p> <p>4. Frequent classroom visits, feedback, and targeted coach support Principal, Reading Coach On going</p>	Principal PDF Reading Coach	May 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an

effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
26	3.8%(1)	15.4%(4)	30.8%(8)	88.5%(23)	23.1%(6)	69.2%(18)	3.8%(1)	3.8%(1)	34.6%(9)

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
Valerie Pitts-Wilson	Shawntavia Young	Ms. Young is a first year teacher. Mrs. Wilson is a high performing veteran teacher. Ms. Wilson has demonstrated strong instructional pedagogy and high student achievement. Mrs. Wilson's classroom is also in close proximity to the mentee.	The mentor will assist the mentee with the development of their Individual Professional Development Plan (IPDP) and meet biweekly to monitor teacher progress. The mentor will conduct required MINT observations. Once a month the principal, reading coach, and District Cadre, Amba Kone will meet with MINT teachers to provide professional development and monitor progress in meeting MINT requirements. The District Cadre, Amba Kone, will visit MINT participant classrooms to provide instructional support and feedback.
Joan Thompson	Wendy McNeely	Ms. McNeely is new to Duval County Public Schools. She comes with three years of teaching experience. Mrs. Thompson is the school reading coach with more than 30 years teaching experience. Mrs. Thompson is very knowledgeable about best practices in reading and mathematics.	The mentor will assist the mentee with the development of their Individual Professional Development Plan (IPDP) and meet biweekly to monitor teacher progress. The mentor will conduct required MINT observations. Once a month the principal, reading coach, and District Cadre, Amba Kone will meet with MINT teachers to provide professional development and monitor progress in meeting MINT requirements. She will also visit classrooms and provide instructional support and feedback.

Joan Thompson	Amy Koons	Ms. Koons is an experienced teacher new to Duval County Schools. Mrs. Thompson is the school reading coach with more than 30 years teaching experience. Mrs. Thompson is very knowledgeable about best practices in reading and mathematics.	Joan Thompson The mentor will assist the mentee with the development of their Individual Professional Development Plan (IPDP) and meet biweekly to monitor teacher progress. The mentor will conduct required MINT observations. Once a month the principal, reading coach, and District Cadre, Amba Kone will meet with MINT teachers to provide professional development and monitor progress in meeting MINT requirements. She will also visit classrooms and provide instructional support and feedback.
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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

Title I funds supplement the basic education program, allowing the school to purchase classroom materials, books for students, field trips, full time media and professional development for teachers.

Title I, Part C- Migrant

Title I, Part D

Programs for at risk students include TEAM UP and SES Tutoring for those who qualify.

Title II

Title III

Title III funds ensure that English Language Learners (ELL) meet the academic content and English proficiency standards.

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI funds will be used to provide Saturday School for students scoring a level 1 or level 2 on the FCAT 2.0

Violence Prevention Programs

CHAMPS is implemented in every classroom through Reynolds Lane. We also implement the Second Step Program in grades KG-5 once a week for forty-five minutes.

Nutrition Programs

The Breakfast in the Classroom (BIG) program offers free breakfast daily to every child at the school. Student enrolled in the after school Team Up program also receive a nutritious dinner.

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.

Sabrina Session-Jones, Principal; Crystal Holt, Guidance Counselor; Catherine McNeil, VE Resource; Pamela Johnson, Behavior Support; Virginia Warren, School Psychologist

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

The MTSS leadership team will meet monthly to analyze and monitor school wide data. The team will also identify students in need of intervention and match them to the appropriate supports. The team will meet with teachers regarding student referrals to MTSS to discuss strategies, data, documentation and monitor progress of students receiving Tier II and Tier III interventions.

The principal is responsible for monitoring the development of written intervention plans and will conduct quarterly data chats with teachers to monitor students receiving interventions. The guidance counselor and school psychologist will support teachers with the collection and analysis of data and maintenance of documentation. The remaining team members are responsible for supporting teachers with academic and behavior interventions and resources.

Grade level teams participate in weekly common planning and meet with the principal biweekly to discuss data and relevant professional development to enhance student learning.

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?

All teachers participated in the development of the School Improvement Plan. The plan was submitted to the School Advisory Council for input and recommendations. The MTSS leadership team served on various teams and will revise/ update the plan based on data from classroom walkthroughs and test results.

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.

- Classroom Data Notebooks: Used to monitoring weekly and cumulative assessments and to plan for FCIM lessons in individual, small and whole group. Data tracking sheets will be used to identify the bottom quartile for the class and school.
- Interim District Benchmark Limelight Reports: Used as beginning, mid, and end of year progress monitoring of students on individual assessed benchmarks. Target Focus Calendars are created and updated in response to data. Data is summarized Mid-year SIP and Mid-Year Stakeholders Meetings. All data is presented in graph form on the data wall.
- FAIR Decision Tree: Used to disaggregate FAIR data to drive individual groupings of target instruction.
- DRA 2 Focus for Instruction: Used to differentiate and plan for Guided Reading.
- RtI Plans: Documented plans for Tier 2 and Tier 3 using a template with guiding questions.

Describe the plan to train staff on MTSS.

The MTSS/ Foundations team will attend district provided training and share the information with faculty on Early Dismissal Days. The faculty will also be provided professional articles and books during faculty meetings as a form of ongoing professional development and a way to develop a common understanding of RtI.

Describe the plan to support MTSS.

The principal will support MTSS by ensuring that teachers have the professional development need to identify and implement response to intervention. The principal and reading coach will also conduct quarterly data chats with each teacher to monitor student progress and identify students in need of support. The principal is a vital part of the team and will actively participate in meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based literacy team is comprised of the Principal, Sabrina Session-Jones; Reading Coach, Joan Thompson; Fifth Grade Teacher, Valerie Pitts-Wilson; Kindergarten Teacher: Katie Leboeuf; Media Specialist, Debra Srozinski

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

The Literacy Leadership Team reviews current data to ensure successful implementation of the core reading series and research based strategies for supporting student in the core curriculum. Our main function is to continuously address the instructional rigor in our reading curriculum and provide teachers the necessary tools to enhance their skill set for improving reading achievement for all subgroups at Reynolds Lane Elementary. The Literacy Leadership Team meets quarterly.

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

Based on school data, the school has committed to improving reading proficiency. Professional development efforts will target phonics, vocabulary development and comprehension to include text complexity and questioning. Other major initiatives include conducting surveys to determine necessary professional develop, ensure that all novice teachers and teachers in need of literacy development attend Literacy Foundations training or other relevant trainings, determine the classroom walkthrough focus for the quarter, participation in lesson study, monitor data such as FAIR and District Benchmark and school improvement plan implementation.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Reynolds Lane currently offers one Title I Pre-K Program to children inside and outside the school's attendance area. The Pre-K program has a structured curriculum and aligns with the school-wide educational program. During the first 45 days of enrollment in kindergarten, students are given various assessments such as FLKRS/ECHOS and FAIR to determine kindergarten readiness, letter naming and other emergent literacy skills. As a result, students receive multilevel tiered support as needed.

*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:	50% (75) of students in grades 3-5 will score a level 3 on the 2012-2012 Reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (33)	50% (75)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Parental involvement	1A.1. Conduct parental involvement activities to better educate parents concerning the school and district's learning expectations and strategies to help their children at home. Activities include: Reading tips in monthly newsletter, FCAT Night, Family Literacy Night, Real Men Read, Bring Your Dad to School Day, Muffins for Mom and Team Up activities.	1A.1. Principal Team-Up Coordinator Classroom Teachers PTA President	1A.1. Sign in sheets Comparison of parent involvement logs completed at conducted sessions versus actual student performance on completed assignments in the classroom setting.	1A.1. Tracking percentage of parent involvement Parent Evaluation Sheet
2	1A.2. Lack of higher level critical thinking questions during classroom instruction	1A.2. Implement close reading of complex nonfiction text. Utilize FCAT 2.0 stem questions to ensure exposure to high complexity questions. Cross grade level articulation and collaboration with grade levels to plan complex questions for targeted learning outcomes.	1A.2. Principal Reading Coach Classroom Teachers District Coaches	1A.2. Classroom focus walk instrument indicating frequency and level of questioning Peer Observations	1A.2. District Benchmark FAIR Houghton Mifflin Benchmark
3	1A.3. Lack of background knowledge/vocabulary	1A.3. Teachers will Identify critical operational vocabulary and utilize word wall activities, frayer model and other effective strategies to increase vocabulary acquisition.	1A.3. Principal Reading Coach Classroom Teachers District Coaches	1A.3. Classroom focus walk instruments indicating ongoing growth of vocabulary Informal and Formal assessments/observations	1A.3. District Benchmark FAIR Houghton Mifflin Benchmark

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal # 2a:	30% (45)of students in grades 3-5 will score at or above Achievement Level 4 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (33)	30% (45)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Not having the essential skills to think critically with informational and literary text.	2A.1. Utilize increased text complexity to teach the children how to examine and interpret more critical texts utilizing reading strategies that have been developed throughout the course of the school year. Teacher knowledge of the Common Core Standards (notably Standard 10) Classroom	2A.1. Classroom Teacher Reading Coach Principal	2A.1. Observation of instructional delivery and the application of basic reading strategies within content area reading (social studies and science)	2A.1. District Benchmark FAIR Houghton Mifflin Benchmark Informal and formal assessments
	2A.2. The lack of motivation to read and fully comprehend more critical texts.	2A.2. Explicitly infuse reading strategies (particularly close reading and text dependent questions) in	2A.2. Classroom Teacher Reading Coach	2A.2. Observation of instructional delivery and the application of basic	2A.2. District Benchmark FAIR

2		<p>the science and social studies areas.</p> <p>Enhance the desire of reading by developing book clubs within the classroom setting utilizing higher level texts for analyzing, comprehending, and discussing</p> <p>of reading by developing book clubs within the classroom setting utilizing higher level texts for analyzing, comprehending, and discussing</p> <p>classroom setting utilizing higher level texts for analyzing, comprehending and discussing</p> <p>Teacher knowledge of the Common Core Standards (notably Standard 10)</p>		<p>reading strategies within content area reading (social studies and science)</p> <p>Lesson plans</p>	Houghton Mifflin Benchmark
3	2A.3. lack of understanding of core standards	2A.3. Teachers will participate in training to increase knowledge of Common Core Standards (notably Standard 10).	2A.3. Classroom Teachers District Coach Reading Coach	2A.3. Observation of instructional delivery and the application of basic reading strategies within content area reading (social studies and science)	2A.3. District Benchmark FAIR Houghton Mifflin Benchmark

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:	This school year, the number of students making reading gains will increase from 79%(137) to 82% (123).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (137)	82% (123)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students reading below grade level	Implement Tier II and Tier III MTSS and FCIM. Teachers ensure that students have documented RtI plans and frequent data to determine if students are responding to the intervention.	Classroom Teacher Reading Coach VE Teachers MTSS Leadership Team	Informal and formal assessment MTSS Leadership Team meetings	DRA2s F.A.I.R. Benchmark Tests LSA and Core Reading Series Benchmark Test
2	Low comprehension	Teachers will meet with guided reading groups daily.	Classroom Teacher Instructional Coach	Ongoing observations of student performance in guided reading groups and independent reading times, anecdotal notes, running records.	DRA2s F.A.I.R. Benchmark Tests LSA and Core Reading Series Benchmark Test
3	Surface level responses to text	Utilize Comprehension Toolkit in grades 2-5.	Classroom Teachers Principal Reading Coach	Ongoing observations Informal/ formal observations	DRA2 F.A.I.R. Benchmark Tests LSA and Core Reading Series Benchmark Test

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Last year, 95% of the bottom quartile students made learning gains. This year, the goal is set at 98% of the bottom quartile population to make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (42)	98% (35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Lack of foundational reading skills	4A.1. Analyze FAIR data to determine small group support using the decision tree (grades 3-5) and class status report worksheet (grades K-2) Utilize FCRR activities and on-going progress monitoring resources for students scoring below 54% on FAIR.	4A.1. Classroom Teacher Reading Coach VE Teachers	4A.1. FAIR ongoing progress monitoring tools. Ongoing observation of student performance in guided reading groups and independent reading times	4A.1. DRA2 F.A.I.R. Benchmark Tests Core selected reading tests Rtl and FCIM assessments
2	4A.2. Below grade level readers with low comprehension	4A.2. Regularly use web-based learning programs such as Success Maker and Destination Success.	4A.2. Classroom Teachers School Technology Contact (STC)	4A.2 Frequent classroom walkthroughs	4A.2. Success Maker Reports Destination Success usage log
3	4A.3. Lack of background knowledge and vocabulary	4A.3. Increase read aloud and think aloud of informational and literary text with explicit vocabulary support.	4A.3. Classroom Teachers Reading Coach	4A.3. Frequent classroom walkthroughs and focus walks	4A.3. DRA2 F.A.I.R. Benchmark Tests

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Reduce the number of non proficient students by 5% in five consecutive years.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42	48	53	58	63	

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	This past school year, all subgroups made AMO except the
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satisfactory progress in reading. Reading Goal #5B:	white subgroup. Our goal is to increase the level proficiency of students in the white subgroup from 63% (13) to 67% (15).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 63% (13)	White 67% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Limited use of English at home and language acquisition of ELL	5B.1. Utilize the ESOL curriculum in small group settings (strategy for both groups, as it helps build language development/acquisition, written at a lower language to bridge with the CORE	5B.1. Classroom Teacher Instructional Coach VE Teachers Reading Interventionist County ESOL Liaison	5B.1. Reading conferences, anecdotal notes Ongoing observations of student performance in guided reading groups and independent reading times	5B.1. DRA2s F.A.I.R. Benchmark Tests Cella
2	5B.2. Below grade level reading skills	5B.2. Implement Tier II and Tier III MTSS interventions and FCIM. Teachers ensure that students have documented RtI plans and frequent data to monitor student response to the intervention.	5B.2. Classroom Teacher Reading Coach VE Teachers Reading Interventionist	5B.2. Quarterly data chats with principal Data notebook Reading conference, anecdotal notes Ongoing observations of student performance in guided reading groups and independent reading times	5B.2. DRA2s F.A.I.R. District Benchmark Tests

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Increase proficiency of non-proficient students in the ELL subgroup to 33% (21).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27(17)	33(21)

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
	5C.1. Limited use of English at home and language	5C.1. Utilize ESOL reading curriculum which is	5C.1. Classroom Teacher	5C.1. Ongoing observation of student performance in	5C.1. DRA2

1	acquisition of ELL	written at a lower language syntax to bridge the core reading in small group settings.	Reading Coach VE Teachers County ESOL Liaison	guided reading groups and independent reading times	F.A.I.R. District Benchmark Tests Cella
2	5C.2. Lack of cultural background knowledge	5C.2. Use of multimedia sources to build background knowledge.	5C.2. Classroom Teacher Reading Coach VE Teachers County ESOL Liaison	5C.2. Ongoing observation of student performance in guided reading groups and independent reading times	5C.2. DRA2 F.A.I.R. District Benchmark Tests Cella

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:	Reduce the number of non-proficient students in SWD subgroup and increase proficiency to 30% (45).
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (33)	30% (45)

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	5D.1. Behavior Support students have difficulty conforming to standard code of conduct resulting in time out of classroom	5D.1. Utilize positive behavior strategies and point system with fidelity. Utilize proactive strategies and programs such as Behavior Toolkit, Second Step and CHAMPS.	5D.1. Classroom Teacher VE Teachers Site Coach Child Guidance Therapist Paxon Full Service	Disaggregation of referrals	5D.1. Referral data Student point sheets
2	5D.2. Limited vocabulary and comprehension skills	5D.2. Analyze FAIR data to determine small group support using the decision tree (grades 3-5) and class status report worksheet (grades K-2) Utilize FCRR activities and on-going progress monitoring resources.	5D.2. Classroom Teacher VE Teachers Site Coach	5D.2. Quarterly data chats with principal Data notebook	5D.2. DRA2 F.A.I.R. District Benchmark Tests

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Students in the Economically Disadvantaged subgroup will increase proficiency on the FCAT 2.0 from 38%(54) to 48% (68).
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Responding to Literature	KG-5	F. Blake, District Coach	School-wide	Early Dismissal-December	Student work Focus Walks	Literacy Leadership Tea Reading Coach
Response to Interventions MTSS	KG-5	C. Holt, Guidance RTI Leadership	School-wide	Early Dismissal-November	Quarterly Data Chats with Principal	MTSS Team Foundations Team
Using FAIR Data to Drive Instruction	KG-5	R. Walton, District FAIR Coordinator	School-wide	Grade Level PLC-September	Quarterly Data Chats with Principal	Principal Literacy Leadership Tea Reading Coach
Words Their Way/Skills Block	KG-2	F. Blake B. Matheson, District Coach	Grade level	½ School based training- September	Focus Walks	Principal Literacy Leadership Tea Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Comprehension Toolkit in grades 2-5.	Comprehension Tool Kit (7)	School Improvement Instructional Supplies	\$2,000.00
Utilize increased text complexity to teach the children how to examine and interpret more critical texts utilizing reading strategies that have been developed throughout the course of the school year	Classroom libraries	General	\$2,000.00
Explicitly infuse the reading strategies in the science and social studies areas	Weekly Reader (Grades KG-2) Time for Kids (Grades 4-5)	Title I	\$1,771.00
Subtotal:			\$5,771.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Regularly use web-based learning programs such as Success Maker and Destination Success.	Additional licenses for Success Maker	Title I School Improvement	\$5,000.00
Subtotal:			\$5,000.00
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:			\$10,771.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

32% (24) of our students scored in the "high

1. Students scoring proficient in listening/speaking. intermediate" range for listening/speaking. Based on this, the goal is 30% (19) of the current ESOL population will reach proficiency in 2013.
 CELLA Goal #1: 70% (44) of the remaining students will increase at least 1 level.

2012 Current Percent of Students Proficient in listening/speaking:

32% (24)

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. Lack of opportunities to speak English outside of school	1.1. Provide opportunity for oral language development in school. through small group discussion, open ended questions, and daily message. Use of adapted ESOL materials: Avenues, Hampton Brown.	1.1. ESOL teachers Principal	1.1. Classroom walkthroughs Anecdotal records	1.1. CELLA SOLOM scale FAIR vocabulary section
2	1.2. Limited English proficiency of parents, and lack of background knowledge of family	1.2. Increase parent – teacher communication in the home language when possible.	1.1. ESOL teachers Principal	1.2. Parental participation in school events.	1.2. CELLA SOLOM scale FAIR vocabulary section
3	1.3. Student mobility	1.3. Remediate students through RTI, 1 on 1 tutoring with teacher and/or paraprofessionals, and differentiated instruction.	1.3. ESOL teachers MTSS Team Principal	1.3. Quarterly data chats with principal Anecdotal records	1.3. CELLA SOLOM scale FAIR vocabulary section

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

2. Students scoring proficient in reading. 20% (15) of our students scored in the "high intermediate" range for reading. Based on this, the goal is that 24% (15) of the ESOL population will reach proficiency in 2013.
 CELLA Goal #2: 80% of the remaining students will increase at least 1 level.

2012 Current Percent of Students Proficient in reading:

20% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Limited background knowledge	2.1. Build background knowledge through books, videos, and personal sharing.	2.1. ESOL teachers Principal	2.1. Response journals Anecdotal records	2.1. FAIR DRA 2 Re-telling charts Houghton Mifflin Benchmark Test

2	2.2. Limited English proficiency of parents	2.2. Increase parent – teacher communication in the home language when possible. Establish quarterly workshops for parents. Send home books for parents and students to read together	2.2. ESOL teachers Principal	2.2. Response journals Anecdotal records Reading logs	2.2. FAIR DRA 2 Re-telling charts Houghton Mifflin Benchmark Test
3	2.3. Low fluency and comprehension	2.3. Read-alouds to model fluency Buddy reading with a more proficient student Access to books both in English and home language if possible	2.3. ESOL teachers Principal	2.3. Response journals. Anecdotal records Conference logs	2.3. FAIR DRA 2 Re-telling charts Houghton Mifflin Benchmark

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

3. Students scoring proficient in writing. CELLA Goal #3:	24 % (18) of our students scored in the “high intermediate” range for writing. Based on this, the goal is that 28% (18) of the ESOL population will reach proficiency in 2013. 72% (45) of the remaining students will increase at least 1 level.
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2012 Current Percent of Students Proficient in writing:

24% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Limited vocabulary	2.1. Increase explicit vocabulary instruction of sight words, content words and academic language.	2.1. ESOL teachers Principal Reading Coach	2.1. Vocabulary assessments Focus walks	2.1. Writing portfolios Focus walk tool
2	2.2. Lack of knowledge of English writing conventions	2.2. Implement Language Experience Approach such as word walls and concept walls Shared and modeled writing	2.2. ESOL teachers Principal Reading Coach	2.2. Student work with evidence of editing Conferencing notes	2.2. Writing portfolios District writing prompts
3	2.3. Low speaking/listening skills	2.3. Provide opportunity for oral language development in small group discussion, open ended questions, and daily message. Use of adapted ESOL materials: Avenues, Hampton Brown. ESOL strategies such as TPR and pictures.	2.3. ESOL teachers Principal Reading Coach	2.3. Classroom Walkthroughs Journals	2.3. Writing portfolios District writing prompts

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	43% (65) of all students in grades 3-5 will score at Achievement Level 3 on the math FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (57)	43% (65)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. lack of math fluency of basic facts and efficient strategies	1A.1. Use a more balanced approach when selecting district approved math resources to include both Envisions and Math Investigations at all grade levels.	1A.1. Classroom teachers Principal District Math Coach	1A.1. Lesson plans Conduct focus walks Frequent classroom observations	1A.1. District Benchmark test Classroom walkthrough tools Classroom assessments
2	1A.2. Lack of conceptual development	1A.2. Teachers will participate in workshops to deepen their understanding of the Common Core Mathematical Practices and implement with fidelity	1A.2. District Math Coach Principal AOM participants	1A.2. Lesson plans Conduct focus walks Frequent classroom observations	1A.2. District Benchmarks Classroom assessments
3	1A.3. Lack of models of efficient strategies	1A.3. Teachers will generate and post strategy charts during the closing of the math workshop.	1A.3. District Math Coach AOM participants Principal	1A.3. Lesson plans Conduct focus walks Charts posted in classrooms	1A.3. Daily student work and journals reflect a variety of strategies District Benchmark Classroom assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Last year, 47% (75) of tested students scored at levels 4 and 5. This year, the goal is 50% (89) of the total number of students tested will achieve above proficiency (levels 4 and 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (75)	50% (89)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Lack of differentiation during the work period	2A.1. Tasks will be differentiated during the work period to allow high performing students an opportunity to be cognitively challenged at an appropriate level.	2A.1. AOM participants Principal District Math Coach	2A.1. Lesson plans Frequent classroom walkthroughs Focus walks Teacher observation of summary sharing	2A.1. District Benchmark FCIM Classroom assessments
2	2A.2. Lack of authentic student work and application in context of word problems (worksheets and multiple skill and drill practice in textbook	2A.2. Teachers will participate in professional development to learn to select two or three quality math questions/tasks during the math period.	2A.2. AOM participants Principal District Math Coach Classroom teachers	2A.2. Lesson plans Frequent classroom walkthroughs Focus walks Teacher observation of summary sharing	2A.2 District Benchmark FCIM Classroom assessments

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

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:	The percentage of students making learning gains on the FCAT 2.0 will increase from 69% (119) to 79% (119).
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (119)	79% (119)

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	Analyzing interim data to differentiate instruction	The principal will collaborate with teachers in PLCs to analyze student work and interim assessments to develop strategies to meet students' individual learning needs.	Classroom Teachers Principal	Quarterly data chats with principal PLC with principal Lesson plans	District Benchmark FCIM Classroom assessments
2	Some teachers unfamiliar with Item Specifications and question complexity of FCAT 2.0	The principal will provide professional development on Item Specifications, text complexity and content limits of FCAT 2.0	Classroom Teachers Principal	PLC with principal Lesson plans	District Benchmark FCIM Classroom assessments
3					
4					

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Last year 72% (31students) in the bottom quartile made learning gains in the area of mathematics. The goal for this school year is for 80% (34students) in the bottom quartile to make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (31)	80% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Lack of foundational math skills and math fluency	4A.1. Students in grades 3-5 will utilize Success Maker 3 or more times a week.	4A.1. School Technology Contact STC Classroom Teachers	4A.1. Quarterly data chats with principal Data notebooks	4A.1. District Benchmark FCIM Classroom assessments
2	4A.2. Lack of informal data collection between assessments to drive instructional decisions	4A.2. The district coach will provide professional development in the use of checklists during the work period to drive educator decisions about instruction.	4A.2. Principal Classroom teachers	4A.2. Quarterly data chats with principal Data notebooks	4A.2. District Benchmark FCIM Classroom assessments
3	4A.3. Teachers do not have a clear understanding of FCIM	4A.3. Teachers will participate in professional development to gain a better understanding of the FCIM Process. Teachers will provide a monthly calendar based on student data, lesson plans and common assessments	4A.3. Principal Classroom teachers Leadership Team	4A.3. Quarterly data chats with principal Data notebooks Focus Walk	4A.3. District Benchmark FCIM Classroom assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	Reduce the number of non proficient students by 5% a year for five consecutive years.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	67% (18) of students in the white subgroup will score at or above Achievement Level 3 on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 64% (15)	White 67% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Lack of basic math skills and fluency	5B.1. Increase the development of math skills utilizing response to intervention (RtI) and FCIM.	5B.1. Classroom teachers School Counselor Principal	5B.1. Quarterly data chats with the principal Monitoring RtI plans Review of monthly FCIM calendars	5B.1. District Benchmark FCIM Assessments Informal classroom assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	58% (23) Students in the English Language Learners (ELL) subgroup will score a 3 or higher on the math FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (19)	58% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Instructional delivery strategies are not adjusted as a result of student performance in grades 3-5	5C.1. Increase conceptual opportunities for students to enhance understanding with the use of manipulatives and choice time activities.	5C.1. ESOL teachers Principal	5C.1. Classroom walkthroughs Lesson plans	5C.1. District Benchmark FCIM Classroom assessments
2	5C.2. Limited vocabulary acquisition	5C.2. Develop math and academic language using proven strategies such as word walks.	5C.2. ESOL teachers Leadership Team Principal	5C.2. Classroom walkthroughs Focus Walk	5C.2. District Benchmark Focus walk tool Classroom assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	20% (10) of students in the SWD subgroup will score a 3 or higher on the math FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (6)	20% (10)

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	5D.1. Lack of conceptual understanding	5D.1 Scaffold instruction with the use of manipulatives to develop conceptual understanding to move students from low efficiency to high efficient strategies.	5D.1. Classroom Teacher Principal	5D.1. Classroom walkthroughs Lesson plans	5D.1. District Benchmark FCIM Classroom assessments
2	5D.2. Low vocabulary and reading comprehension skills	5D.2. Develop math and academic language through proving activities such as word walls.	5D.2. Classroom teacher Leadership Team Principal	5D.2 Focus Walks	5D.2. District Benchmark Focus Walk tool Classroom assessments

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	53% (104) of students in the Economically Disadvantaged subgroup will score a 3 or higher on the math FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (98)	53% (104)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Clear expression of thoughts on paper	5E.1. Use math journals to provide students an opportunity to reflect on learning and thinking around the learning outcome.	5E.1. Classroom teachers	5E.1. Using rubrics to evaluate responses	5E.1. District Benchmark FCIM Classroom assessments
2	5E.2. lack of evidence of movement from inefficient to efficient strategies	5E.2. Teachers will select low to high efficient strategies for students to share and explain during the closing.	5E.2. Principal District Math Coach	5E.2. Classroom walkthroughs Focus walks Student work show	5E.2. District Benchmark FCIM Classroom

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
Florida Continuous Improvement Model (FCIM)	Grades 3-5	T. Logan, Office of School Improvement	Grades 3-5	After school-October	Focus Walks Monthly FCIM Calendars	Principal Leadership Team
Analyzing data to meet individual student needs	KG-5	K. Fraley, J. Walker, Teachers (AOM Year 3)	School-wide	Early Dismissal-October	Quarterly data chats with the Principal Data Notebooks	Principal Leadership Team MTSS Team
Common Core Mathematical Practices	KG-5	P. Oliphant, District Math Coach	School-wide	Early Dismissal-January	Student Work Classroom Walkthroughs Instructional Charts	Principal Leadership Team
Success Maker	Grades 3-5	District Representative	Grades 3-5	Early Dismissal-October	Monitoring reports Informal/formal assessments	Principal School Technology Contact -STC
Instructional Strategy Charts	KG-5	P. Oliphant District Math Coach	School-wide	Early Dismissal-February	Focus Walks Classroom Walkthroughs	Principal Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase conceptual opportunities for students to enhance understanding with the use of manipulatives and choice time activities.	Math manipulatives	Instructional Supplies Title I	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students in grades 3-5 will utilize Success Maker 3 or more times a week.	Additional Success Maker licenses	Additional Success Maker licenses	\$5,000.00
			Subtotal: \$5,000.00
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: \$6,000.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	Increase the number of fifth grade students scoring an Achievement Level of 3 on the Science FCAT from 44% (20) to 50% (22).
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (20)	50% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time	Integrate science textbook and nonfiction articles into reading block.	Classroom Teacher Reading Coach District Science Coach Principal	Hands-On Investigations and science journals Classroom walk-throughs Scientific Research using technology.	District benchmark test LSA Informal data Science
2	Background knowledge	Explore scientific concepts through real world experiences and hands on experiments.	Principal Bookkeeper	Field trip requests Science journals	District benchmark test LSA
3	Reading comprehension skills	Implement close reading strategies and text dependent questions during the science block.	Principal Reading Coach	Lesson plans Student work Classroom walkthroughs	District benchmark test LSA Informal 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal # 1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Increase the number of 5th grade students scoring an Achievement Level 4 or above on the FCAT from 6% (3) to 10% (4).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (3)	10% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of motivation to excel in the science area	Plan for engaging students in science via: interactive computer activities (Gizmos); science fair; Family Science Night; explore centers.	Classroom Teacher District Science Coach Principal	Students participant in the Science Fair and Science Night Gizmo Performance	District benchmark test LSA Science Fair participation Parent sign in and feedback forms

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:	
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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				

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
5 Es	KG-5	District Science Dept.	School-wide	Early Dismissal-March	Classroom walk-throughs Lesson plans	Leadership Team
Common Core Literacy Standards	Grades 3-5 Math/Science Teachers	J. Thompson, Reading Coach	Grades Level	PLC- ongoing	Classroom walk-throughs Lesson plans	Classroom walk-throughs Lesson plans

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Plan for engaging students in science via: interactive computer activities (Gizmos); science fair; Family Science Night; explore centers.	Science Project Boards	Instructional Supplies	\$800.00
			Subtotal: \$800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$800.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.

Writing Goal #1a:

Increase the number of student scoring a 4 Achievement Level on the FCAT 2.0 from 10% (5) to 30% (18).

2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (5)	30% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Some teachers need professional development around the writers workshop and writing process	1A.1. Participation in a Lesson Study/Coaching Cycle (CLC) to teach writing with model classroom instruction and use it as a tool to enrich language and background knowledge. Additionally, students will keep a dated works folder as well as a functioning writing portfolio to reveal growth overtime.	1A.1. Principal Teachers Reading Coach District Instructional Coach	1A.1. Student portfolios will show growth in writing across genres.	1A.1. District writing prompt Rubrics Portfolios
2	1A.2. Student Engagement	1A.2. School-wide calibration of anchor pieces across grade levels Establish Portfolios K-5 to monitor student growth over time	1A.2. Principal Teachers Reading Coach District Instructional Coach	1A.2. Student portfolios will show growth in writing across genres.	1A.2. District writing prompt Rubrics Portfolios
3	1A.3. Lack of consistency in writing instruction	1A.3. Embed writing across grade levels and curriculums (utilizing response journals, extended response, source books, exit tickets with conventions)	1A.3. Principal Teachers Reading Coach	1A.3. Student portfolios will show growth in writing across genres. Classroom walkthroughs Focus walks	1A.3. District writing prompt Rubrics Portfolios

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

Problem-Solving Process to Increase Student Achievement

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

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
Writers Workshop	KG-5	F. Blake, District Literacy Coach	School-wide	Early Dismissal-March	Student portfolios	Classroom Teachers Principal Reading Coach
Lesson Study/CLC	Vertical Team (Grades 2&3)	F. Blake, District Literacy Coach	Vertical Team (Grades 2&3)	8 weeks/ 3rd quarter	Classroom Walkthroughs	Principal Reading Coach

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Increase the average attendance rate from 94% to 96%.

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94%	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
14% (44)	10% (31)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
14% (44)	10% (31)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students out of school without acceptable reason	1.1. Monthly Attendance Intervention Team (AIT) meeting will be held to address attendance issues and develop a plan with parent.	1.1. School Counselor Truancy Officer Principal	1.1. Once parents have signed an attendance contract the student's attendance will be closely monitored and needed referrals will be made to assist the parents in improving the student's attendance	1.1. Monthly attendance report.
2	1.2. Tardy/absent students miss reading and/or math instruction	1.2. Warning letter sent to parents of students who demonstrate poor attendance and habitual tardiness.	1.2. School Counselor Office Assistant Truancy Officer Principal	1.2. Continue to monitor attendance/ tardy report	1.1. Monthly attendance report Early Check out/ Tardy report
3	1.3. Poor attendance	1.3. Incentives for students having perfect attendance at quarterly awards ceremony.	1.3. School Counselor CRT Principal	1.3. Continue to monitor attendance/ tardy report	1.3. Genesis reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review attendance/ tardy procedures	Prek-5	C.Holt, Counselor	School-wide	Faculty meeting	Attendance not taken report at the end of each day	School counselor CRT Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives for students having perfect attendance	Certificates	Internal funds- Awards	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$200.00

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:	Last year's data indicates that there were 31% (94) students assigned out of school suspensions. This year, our goal is to reduce that to 21% (77).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0% (0)	0% (0)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0% (0)	0% (0)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
31% (94)	21% (77)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
31% (94)	21% (77)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of consistency	Conduct Behavior Assemblies fully explaining classroom and school behavior expectations Implementation of CHAMPS within the classroom setting with fidelity	Principal Foundations Team	Decrease in the number of referrals Dissagregating referral & SESIR data	Monthly referral data Foundations Survey
2	Student noncompliance to standard of conduct	Implement Reynolds Rising Star Program where students are recognized for exhibiting the character trait of the month. Parents will be invited to attend monthly assembly.	Principal Guidance Counselor Classroom Teacher	Decrease in the number of referrals Dissagregating referral & SESIR data	Monthly referral data Foundations Survey

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
Behavior Interventions	KG-5	C. Holt, Guidance	School-wide	Early Dismissal-December	MTSS team meetings Quarterly Data Chats with Principal	Principal Foundations Team MTSS Team
MTSS-Response to Intervention	KG-5	C. Holt, Guidance	School-wide	Early Dismissal-October	MTSS team meetings	Principal MTSS Team
CHAMPS	KG-5	District Level	Various	Ongoing	Classroom walkthroughs	Principal Foundations Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement the Reynolds Rising Stars program	snacks, certificates, pencils, pictures of students	PTA	\$500.00
			Subtotal: \$500.00
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: \$500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement					
Parent Involvement Goal #1:		Increase the percent of parents participating in school activities from 20% to 30%.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
20%		30%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of participation of school events	Host of minimum of eight engaging events that will help parents improve their students' academic performance, computer skills, and consumer skills.	Principal Bookkeeper	Increased parent participation as volunteers and in after school events Parent Evaluations completed following workshops and/or in-services	Title I Parent Sign in sheets Climate Survey
2	Many parent work long hours and do not stay for meetings and/or activities held after the work day	Improve communication using School Messenger, website, and newsletter to keep parents informed about school events as well as provide tips for helping their student at home.	Principal Team Up Coordinator	Parent Evaluations completed at the end of nightly events Parent participation in Team Up Parents' Night	Team Up Parents' Night Sign in Title I Parent Sign in sheets Climate Survey

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
classroom volunteers	PreK-5	Principal	Teachers PreK-5	Early Dismissal (November)	Volunteer logs	Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Host a minimum of eight engaging events that will help parents improve their students' academic performance.	Food, door prizes to be used with students, supplies, printing	Title I Parental Involvement Funds	\$4,020.00
Subtotal:			\$4,020.00
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:			\$4,020.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Safety Goal:

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:		The percentage of parents grading the school an 'A' in the area of providing a safe environment for teaching and learning will increase from 76.7% to 85% and the percentage of staff grading the school an 'A' in the area of providing a safe environment for teaching and learning will increase from 86.2% to 88%.			
2012 Current level:		2013 Expected level:			
76.7% of the parents graded the school an 'A' in the area of providing a safe environment for teaching and learning. 86.2% of the staff graded the school an 'A' in the area of providing a safe environment for teaching and learning.		85% of the parents will grade the school an 'A' in the area of providing a safe environment for teaching and learning. 88% of the staff graded the school an 'A' in the area of providing a safe environment for teaching and learning.			
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	Unawareness of guidelines	Post guidelines for success throughout the school and provide lesson plan ideas to model positive behavior.	Foundations Chair	Student Behavior	Climate Survey
2	Foundations/CHAMPS implementation not done with fidelity	Conduct bi-monthly team meetings on continued implementation of Foundations/CHAMPS school wide.	Foundations Chair Principal	Foundation Team Minutes	Climate Survey
3	Lack of data to evaluate effectiveness of common area expectations	Conduct common area observations to collect data and determine priority and safety needs.	Foundations Chair	Observation results	Climate Survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

No Data Submitted

Budget:

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

End of Safety Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize Comprehension Toolkit in grades 2-5.	Comprehension Tool Kit (7)	School Improvement Instructional Supplies	\$2,000.00
Reading	Utilize increased text complexity to teach the children how to examine and interpret more critical texts utilizing reading strategies that have been developed throughout the course of the school year	Classroom libraries	General	\$2,000.00
Reading	Explicitly infuse the reading strategies in the science and social studies areas	Weekly Reader (Grades KG-2) Time for Kids (Grades 4-5)	Title I	\$1,771.00
Mathematics	Increase conceptual opportunities for students to enhance understanding with the use of manipulatives and choice time activities.	Math manipulatives	Instructional Supplies Title I	\$1,000.00
Science	Plan for engaging students in science via: interactive computer activities (Gizmos); science fair; Family Science Night; explore centers.	Science Project Boards	Instructional Supplies	\$800.00
Attendance	Incentives for students having perfect attendance	Certificates	Internal funds- Awards	\$200.00
Suspension	Implement the Reynolds Rising Stars program	snacks, certificates, pencils, pictures of students	PTA	\$500.00
Parent Involvement	Host a minimum of eight engaging events that will help parents improve their studnets' academic performance.	Food, door prizes to be used with students, supplies, printing	Title I Parental Involvement Funds	\$4,020.00
				Subtotal: \$12,291.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Regularly use web-based learning programs such as Success Maker and Destination Success.	Additional licenses for Success Maker	Title I School Improvement	\$5,000.00
Mathematics	Students in grades 3-5 will utilize Success Maker 3 or more times a week.	Additional Success Maker licenses	Additional Success Maker licenses	\$5,000.00
				Subtotal: \$10,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$22,291.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase the Comprehension Tool Kit, additional Success Maker licenses, additional classroom libraries	\$3,000.00

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

Assist in the preparation and evaluation of the school improvement plan, assist in the preparation of educational improvement proposals for implementing an educational improvement grant, assist in the preparation of the school's annual budget, initiate activities or programs that generate greater cooperation between the community and the school, assist in the development of educational goals and objectives, recommend various support services in the school and other functions as requested by the principal.

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 REYNOLDS LANE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	67%	79%	48%	256	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	56%	44%			100	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?	40% (NO)	63% (YES)			103	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					459	
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 REYNOLDS LANE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	81%	70%	41%	264	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	58%	84%			142	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?	53% (YES)	87% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					546	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested