

# 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: TIMUCUAN ELEMENTARY SCHOOL

District Name: Duval

Principal: Ms. Margaret P. Kring

SAC Chair: Ms. Melissa A. Jones

Superintendent: Mr. Ed Pratt-Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 12/7/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Margaret P. Kring	B.A. English from Boston College; M.A. Reading from USF; Certifications: Principal All Levels; English gr. 6-12; Reading k-12; Middle Grade Endorsement	2	21	Administrative positions held: 6 years middle school assistant principal for curriculum; 1 year elementary vice principal; 13 years elementary principal. Principal has a record of significant school improvement as evidenced by: moving Ruth N. Upson Elementary School from a grade of "C" to a grade of "A" in 2008 and maintaining the "A" grade for 4 consecutive years-2008, 2009, 2010 and 2011. In 2011 the school also made AYP. During first principalsip, led staff at Pinedale to improve from a grade of "D" to a grade of "C". In 2010, principal was recognized by the Duval County School Board as being one of 3 elementary schools that made significant improvement in all areas of FCAT. After one year at Timucuan Elementary School, the school grade points increased by 13.
		Elementary Education K - 6  Educational			Served as Assistant Principal at Hyde

Assis Principal	Melissa A. Jones	Leadership Level 2 Principal Certification B.A. Elementary Ed. UNF M.A. UNF	2	8	Grove Elementary and supported the Principal in improving student performance as evidenced by the school grade increasing from "D" to "C" in 2011.
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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 Coach	Kim Randich	B.A. Degree; M.A. Degree in Education Areas of Certification: Elementary Education (k-6); Esol	2	3	As a school instructional coach at Ruth N. Upson Elementary School, Ms. Randich was instrumental in supporting teachers by providing strategic professional development; monitoring instruction; analyzing data; developing effective instructional strategies for differentiating instruction for students which contributed to Upson Elementary School maintaining a grade of "A" for 4 years. At Timucuan in 2011-2012, she was the school instructional coach who provided strategic support to teachers to help improve student performance with a focus on reading. The result was an increase in the percentage of bottom quartile students who scored level 3 and above on the 2012 FCAT Reading. For 2012-2013, Ms. Randich will continue to provide instructional support to teachers and students in reading.
Reading Coach	Mandy Yates	B.A. Degree; Areas of Certification: Elementary Education (k-6)	6	1	Mandy Yates has been a kindergarten teacher at Timucuan Elementary School for 4 years. She has served as the grade level leader for 2 years. Her students performance in reading on FAIR was . An additional reading coach position was funded through Title I for 2012-2013. She will concentrate on providing instructional support to teachers and students in kindergarten, 1st and 2nd grades in reading.
Math Coach	Lynne Rind	B.A. Degree; M.A. Degree; Areas of Certification: Elementary Education (k-6), ESE.	2	1	Lynne Rind served as a V.E. Resource Teacher at Timucuan Elementary School for the 2011-2012 school year. Her VE resource students scored  She also worked with kindergarten and second grade ESE students. The majority of her students were promoted. During the 2012-2013 school year she will provide instructional support to teachers and students in math.

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. The principal will follow district policies in recruiting and hiring new teachers. New teachers will be assigned mentors to help them transition to the school.	Principal, district human resources personnel	On-going	
2	2. The Professional Development Facilitator, Kim Randich, is instrumental in facilitating professional development that is relevant and differentiated to meet the needs of the teachers and students.	Professional Development Facilitator	On-going	
3	3. The Collaborative Coaching Model is used for professional development. This model focuses on using data to drive instruction and has proved to be useful and valued by the teachers at Timucuan.	School Leadership Team Principal	On-going	
	4. We are continuing our early release training and			

4	professional learning groups that will build relationships through collaboration and the study of current effective best teaching practices.	Leadership Team	On-going	
5	5. Common planning time is provided to teachers each week to afford them the opportunity for cooperative planning and collegial conversations.	Principal	On-going	
6	6. New teachers participate in the district's MINT program that provides continued support, professional development and mentoring.	Principal; Assistant Principal; Professional Development Facilitator; district coaches; district inservice cadre personnel	on-going	

### Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
none	

### 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
46	6.5%(3)	4.3%(2)	41.3%(19)	47.8%(22)	26.1%(12)	100.0%(46)	0.0%(0)	6.5%(3)	34.8%(16)

### Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Katherine Stallings	Kelly Gast	This is Ms. Gast's first year at Timucuan as a grade 3 teacher. Ms. Stallings was her supervising teacher while Ms. Gast completed her internship second semester 2012.	Participation in the district's MINT program for new teachers at the school level which includes: observing model lessons; demonstration lessons; support with planning instruction, classroom management and implementation of effective teaching strategies.
Lisa Kerr	Brittany Watson	Ms. Kerr is a former school instructional coach with expertise in reading. She teaches 5th grade ELA and Ms.	Participation in the district's MINT program for new teachers at the school level which includes: observing model lessons; demonstration lessons; support with planning instruction,

		Watson is a first year teacher teaching gr. 4 ELA.	classroom management and implementation of effective teaching strategies.
Rebecca Dobson	Anthony Malanga	Ms. Dobson is an experienced teacher with a specialty in math. She teaches gr. 4 math and Mr. Malanga is a first year gr. 5 teacher teaching math.	Participation in the district's MINT program for new teachers at the school level which includes: observing model lessons; demonstration lessons; support with planning instruction, classroom management and implementation of effective teaching strategies.

## 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 funding at Timucuan is used to fund the following supplemental positions: 2 reading coaches; 1 math coach; 1 reading interventionist; 1 math interventionist. There are some funds available for instructional supplies.

Title I Parental Involvement, totaling approximately \$4,100.00, will be used to provide parents and community members with meaningful training and workshops on standards-based instruction throughout the school year. Funds are utilized to purchase supplies and materials for parent take-home packets, food for events, and quality presenters. Teachers assist by preparing training materials and supplies for parents to take home and use with their children. Funding in the amount of \$20,000.00 is also provided through Title I to provide professional development to help improve student academic performance.

Timucuan is fortunate to be part of the Westside Full Service Schools program, which is funded by the United Way. Referrals are made to the Westside Full Service Schools to address the various needs of families. The BLAST program, Building Lives and Schools Together, is also available as a resource for parents to attend an eight week program.

Timucuan also participates in community funded projects that are approved by the Duval County School District: Good Touch Bad Touch program, Red Ribbon Week, and Learning for Life.

#### Title I, Part C- Migrant

#### Title I, Part D

#### Title II

#### Title III

#### Title X- Homeless

#### Supplemental Academic Instruction (SAI)

Timucuan is also eligible for supplemental academic tutoring for students who scored at level 1 or 2 on the 2011-2012 FCAT in reading and/or math. Various tutoring companies approved by the school district provide after school tutoring for eligible students from October, 2012 to March, 2013.

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal – Margaret P. Kring: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the RtI initiatives; monitors assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support RtI implementation, and communicates with all stakeholders regarding school-based RtI plans and activities.

Assistant Principal – Melissa A. Jones: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the RtI initiatives; monitors assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support RtI implementation, and communicates with all stakeholders regarding school-based RtI plans and activities. Checks lesson plans for implementation of RtI process.

RtI Facilitator – Lynne Rind: Provides information about core instruction, participates in student data collection, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. This individual will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, provide suggestions for Tier 3 interventions and offer professional development and technical assistance.

Interventionists for reading- Lucinda Loquercio, and math, Martha Rittgers : Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher-Tina Kuhlman: Participates in student data collection, integrates core instructional activities/materials into Tier 2/3 instruction, and collaborates with general education teachers through such activities as co-teaching, collaborative planning, and IEP compliance.

Guidance Counselor – Lori Carter – develops and evaluates school core content standards/ programs, identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; provides support for assessment and implementation monitoring.

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 team will meet bi-monthly to engage in the following activities:

- Review school-wide data to help link data to planning and instruction
- Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks at moderate or high risk for not meeting benchmarks
- Design professional development based on the above information
- Meet with their PLC bi-monthly for collaboration, problem-solving, sharing "what works", discussing best practices, and analyze fidelity of implementation

Meet with teachers to plan interventions for Tier 2 and 3 students with behavioral issues

Provide support to teachers with the implementation of instructional and behavioral strategies and assist them with the process for next step referrals to MRT.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team met to review the school improvement plan goals. The Principal will meet with the School Advisory Council (SAC) Chair to set up an informational meeting in November to present and receive feedback on the SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; Rigor, Relevance, Relationships; and the basics of Standards-based and common core instruction. The RtI Leadership team will formerly review the SIP in January, 2013, but can review and offer suggestions for revision of the SIP at any time during the year to insure relevance.

#### 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.

- Baseline data: Reporting Network (PMRN), District Benchmark Exams, and Florida Comprehensive Assessment Test (FCAT)
- Progress Monitoring: PMRN, Curriculum-based Measurement (District-created PMAs, Florida Assessments for Instruction in Reading (FAIR), and district benchmarks.)
- End of year: FAIR, FCAT, School-based Scrimmages
- Frequency of Data Days: at least twice a month for data analysis and planning next steps
- Teacher-created common assessments
- \* Behavioral checklists, FBA/BIP's, behavior interventions data

Describe the plan to train staff on MTSS.

Professional development will be provided during Early Dismissal training time and small sessions will occur throughout the year. The RtI team will also evaluate additional staff professional development needs during the monthly RtI Leadership Team meetings based on observations and requests from teachers.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Principal – Margaret P. Kring: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the literacy initiatives; monitors assessment of literacy skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support the implementation process, and communicates with all stakeholders regarding school-based literacy plans and activities.

Assistant Principal – Melissa A. Jones: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the literacy initiatives; monitors assessment of literacy skills of school staff; ensures

implementation of intervention support and documentation; ensures adequate professional development to support the implementation process, and communicates with all stakeholders regarding school-based literacy plans and activities.

Select General Education Teachers (Cogburn, Kerr, Slaughter, McAloon): Provide information about core instruction, participate in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Reading Coaches – Kim Randich & Mandy Yates: develop, lead, and evaluate school core content standards/ programs, identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

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

The team will meet bi-monthly to engage in the following activities:

- Review school-wide data to help link data to planning and instruction; Meet with their PLC bi-monthly for collaboration, problem-solving, sharing “what works”, discussing best practices, and analyze fidelity of implementation
- Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks at moderate or high risk for not meeting benchmarks
- Design professional development based on the above information.

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

The major initiatives of the LLT this year are:

- Increase reading performance and meet the 2012-2013 reading targets for all AMO subgroups
- Develop lesson plans that are focused and intentional to meet student needs
- Analyze student work and assessment data
- Meet with their PLC bi-monthly for collaboration, problem-solving, sharing “what works”, discussing best practices, and analyze fidelity of implementation
- Share research based practices and professional articles with a focus on the reading common core standards
- Provide coaching and modeling for faculty and staff working in the area of reading and writing with a focus on text complexity, close reading and response to literature.
- Plan training in the reading common core standards with a focus on text complexity, close reading and response to literature.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/19/2012)

## \*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.

Timucuan Elementary School has two Pre-K Units this school year. The units are a part of a standards-based program rooted in best practices. This program is designed to prepare students for Kindergarten and beyond. The classes are staffed with one highly qualified teacher, one certified CDA, and two full-time paraprofessionals. The maximum capacity is 18 students in each class. The Pre-K programs are on a regular school schedule which begins at 8:30 a.m. and ends at 3:00 p.m. daily.

At Timucuan Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of appropriate instructional/intervention programs. All students are assessed within the areas of Language and Literacy, Mathematics, Social and Personal Skills, Science, Social Studies, Physical Development and Fitness, and Creative Arts.

Screening data will be collected and aggregated prior to October 10, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Instruction will be delivered through the use of the workshop models and best practices. Screening tools (FAIR) will be administered three times a year in order to determine student learning gains, needs and intervention programs. In addition, teachers will assess students using teacher-made instruments, DRA's, core reading and math series tests.

### \*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:	In grades 3-5, 57% of the students in all sub groups will achieve annual measurable objects in reading on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%	57% (AMO) 48% (DCPS stretch target)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to provide more complex text to students.	Provide professional development to teachers in text complexity throughout the school year.	Leadership Team	Review of lesson plans; student assessment data; classroom observations	Results of student performance on reading, math, science benchmarks; FAIR; DRA; FCAT simulation test; 2013 FCAT Reading, Math, Science
2	Time for differentiated instruction for at risk students is limited.	Hire a reading and a math interventionist to provide more strategic instruction to students who scored level 1 or level 2 on the 2012 FCAT Reading and Math tests.	Principal, Assistant Principal	Monitor instruction provided by reading and math interventionists through review of lesson plans; student performance data; classroom observations.	Data reports on targeted students; results of student performance on Benchmarks; FAIR; DRA; core reading and math assessments; FAST Forward; FCAT simulation tests in reading and math; 2013 FCAT Reading and Math
3	Interruptions and non-instructional components need to be minimized in the school day.	Develop an instructional schedule that defines the 90 minute literacy block; 60 minutes for math; 60 minutes for writing; 45 minutes for science.	Principal, Assistant Principal	Monitor instruction through classroom observations; review of lesson plans.	Student performance results on district, state and teacher assessments: FAIR, DRA, Benchmarks; core reading and math series assessments; 2013 FCAT Reading, Math, Science, Writing results
4	Students lack of computer skills for online assessments that are being used to meet students individual needs	Provide students opportunities to become familiar with computer-based assessments  The school will implement the FAIR assessments to monitor student progress	Principal Leadership Team	Review FAIR data reports to ensure teachers are assessing students according to the schedule and evaluation within Professional Learning Communities (PLC)	FAIR assessment print-outs and teacher monitored small-group instruction data

				District Benchmark Assessments Observation Data	
5	Students are deficient in vocabulary understanding and use.	Provide more strategic instruction in vocabulary on a daily basis using resources from the Houghton Mifflin Core Reading Series, and Wordly Wise.	Literacy Leadership Team	Review lesson plans; classroom observations; analysis of student work and student assessment data.	Student performance on Benchmark standards related to vocabulary; FAST ForWord results in language/vocabulary subtests; FCAT Reading results in vocabulary standards.
6	Teachers will be unfamiliar with the new item specifications for the FCAT 2.0	Professional Development will be provided for teachers by District and school coaches on FCAT Item Specifications for the FCAT 2.0	Leadership Team	FCIM; review lesson plans; professional development surveys	District-provided Progress monitoring Assessments  Evidence of use of the FCAT item specifications in teachers lesson plans and classroom instruction
7	Regular classroom teachers lack time to provide additional instruction for students with reading deficits (FCAT level 1 & 2 students and at risk FAIR students)	Students in gr. 3-5 who scored level 1 or 2 on 2012 FCAT reading will receive additional instruction from the reading interventionist weekly.	Principal, Reading Interventionist	Review of lesson plans; review of student assessment data; classroom observations	FAIR, DRA, Reading Benchmark results; Reading Navigator & Fast Forward performance results; 2013 FCAT Reading scores
8	Teachers are unfamiliar with Common Core Standards and are not providing students with experiences with complex texts.	Provide training to teachers in text complexity; assist teachers with choosing appropriate complex texts for instruction	Leadership Team; Reading Coaches	Classroom observations; focus walks; review of lesson plans; collegial discussions	FAIR, DRA, Reading Benchmark results; practice FCAT results; 2013 FCAT reading scores

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.	Students achieving above proficiency in reading will increase
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Reading Goal #2a:	2% or maintain proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (54/294)	21% (54/258)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need a review of differentiated instructional strategies	Provide teachers with professional development on differentiated instructional strategies	School PDF; cluster content coaches	Review of lesson plans; classroom observations	Student performance results on Benchmark tests; 2013 FCAT
2	Lack of student engagement	Cooperative Learning integrated though content area instruction	Principal Reading Coach District Coaches	Teachers will use the cooperative learning structures in their classroom instruction and monitor through classroom walks	Evidence of cooperative learning in teacher lesson plans and classroom instruction; results from DeSensi Engagement Observation tool
3	Students who are above grade level proficiency not being challenged	Provide opportunities for increased rigor and student enrichment for those who demonstrate proficiency above grade level through literacy circles, FCAT Explorer, Destination programs, emphasis on independent reading	Literacy Leadership Team	Quarterly review of students' individual goals by Literacy Leadership Team; frequent analysis of student performance data; classroom focus walks	Student reading logs; student performance results on Benchmarks; core reading series assessments; FCAT simulation tests; 2012 FCAT Reading results
4	Teachers will need to increase the rigor of instruction and performance of students	Professional Development on Higher Level Questioning, SRE, Literacy Circles, Teaching/Learning Process; text complexity; vocabulary	Principal Reading Coach District Coaches	Monitoring lesson plans, classroom instructional practices such as questioning, use of literacy circles, use of SRE.	Evidence of use of higher level questioning and expectations of students evident in teachers lesson plans and classroom instruction

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 3-5, 65% of students will achieve learning gains on the 2013 administration of the FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (109/177)	65% (89/137)

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	Strategic instruction must be planned to meet students' needs.	Establish performance goals for students in grades 4 and 5 based on 2012 FCAT scores.	Leadership Team Classroom teaches	Review quarterly student performance data to determine progress being made ; meet with targeted students to reset goals	Results from Benchmark Tests; 2012 & 2013 FCAT score comparison; FCAT simulation test; PMA's
2	Teachers will need to increase the rigor of instruction and performance of students	Professional Development on Higher Level Questioning, teaching/learning process; SRE; how to differentiate instruction.	Principal Leadership Team	Focus walks, monitoring student work and teacher lesson plans.	Focus Walk results; student logs, student work products, classroom observation tools, lesson plans
3	Lack of time for more individualized reading instruction for at risk students.	Reading interventionist will provide supplemental reading instruction for students who scored level 1 and 2 on 2012 FCAT Reading .	Administrators, Literacy Leadership Team	Monitoring of student progress; classroom observations	Benchmark Reading test results; 2013 FCAT Reading results
4	Teachers need further training in text complexity and the Common Core Standards for reading.	Teachers will participate in professional development for text complexity.	Leadership Team; Reading Coaches	Monitoring teacher lesson plans, student work	Lesson plans, conference logs; assessment 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:	
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:	In grades 3-5, 66% of the Lowest 25% will make Learning Gains as compared with 64% in 2012
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	66%

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	Classroom teacher has difficulty providing Tier 2 & 3 interventions and supplemental instruction	Reading and Math Intervention teachers will provide supplemental instruction to students in bottom quartile (level 1 & 2 FCAT scorers) throughout the year.	Principal, Assistant Principal	Review of student performance data; review of lesson plans; classroom observations	Results from Benchmark tests; FCAT simulation test; core reading and math assessments; Math Navigator profiles; FAIR; DRA results
2	Some students will need additional instructional assistance reaching proficiency	Tier 1—Determine core instructional needs by reviewing 2012 FCAT data and FAIR (Florida Assessment in Reading). Plan differentiated instruction using evidence-based instruction/interventions within a 90-minute ELA period	Principal Reading Coach	Teacher lesson plans will address gaps in learning and navigate students towards success	Assessment Notebook, Student Data, District-provided school assessments, and FAIR Data Reports
3	Teachers need to be aware of instructional needs of Tier 3 students.	Reading interventionist will plan targeted intervention for students not responding to core plus supplemental instruction. Students whose DRA 2 scores are significantly below grade level conference with the teacher. Plans for other interventions using data and research-based instructional strategies to meet individual student needs will be considered.	RTI Team Reading Interventionist	Student performance will be monitored using Benchmark results, FAIR Data Reports, weekly assessments.	Results from Benchmark Reading tests; DRA's; FAIR; running records; core reading series assessments; 2013 FCAT Reading results
	Teachers need additional knowledge about of TIER 2 interventions and FAST Forword program.	Tier 2— Use Fast ForWord as a targeted intervention for all students with a Level 1 FCAT Reading Score and/	RTI Team Reading Interventionist	Monitoring of student performance in FAST Forword through weekly reports.	FAST ForWord results; Benchmark, DRA, FAIR results; 2013 FCAT Reading

4	or disfluent Level 2 students. Focus of instruction is determined by review of FAIR, FCAT, Benchmark, & DRA data and will include explicit instruction, modeled instruction, guided practice, and independent practice	scores
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # By 2017, 73% of all students will be proficient in Reading.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	54	59	63	68	

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:	All subgroups by ethnicity will achieve 2013 AMO's (Annual Measurable Objectives).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 49%, Black: 33%, Hispanic: 36%	White: 66%, Black: 46% , Hispanic: 57%

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	More strategic planning needed to identify specific students	Plan targeted assistance for teachers to address concerns.  Closely monitor sub-groups throughout the year via classroom walk-throughs; data analysis of student performance on school, state and district assessments.	Administration	Review FAIR data reports to ensure teachers are assessing students according to the schedule and planning appropriate instruction.  District Benchmark Assessments  Observation Data	Regular classroom observations. Student growth will be demonstrated by an analysis of the DRA 2, FAIR, Benchmark and FCAT simulation 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	SWD students will achieve 2013 AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7%	41%

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 with disabilities must meet same standards as basic education students.	Students will receive targeted instruction based on their IEP goals from the VE resource teachers using the inclusion model.	Principal, Assistant Principal	Review of student performance on assessments; review of lesson plans; review of students' IEP's	Student performance on 2013 FCAT; results from district and state tests
2	Teachers unfamiliar with best practices regarding ESE learners and how to use data to differentiate instruction based on students individual needs	Plan targeted assistance for teachers to address concerns and acquire strategies.  Workshops with School Psychologist to increase the bank of effective strategies.	Administration ESE Teachers	Review FAIR data reports to ensure teachers are assessing students according to the schedule and evaluation within Professional Learning Communities (PLC)  District Benchmark Assessments  Observation Data	Regular observations by School Leadership Team. Student growth will be demonstrated by an analysis of the DRA 2and FAIR data  Benchmark 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	ED students will achieve 2013 AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%	53%

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	Some teachers need assistance with instructional strategies to meet the needs of economically disadvantaged students.	Plan targeted assistance for teachers to address concerns and acquire strategies. Provide planning Time within the school day.	Administration	Review FAIR data reports to ensure teachers are assessing students according to the schedule and evaluation within Professional Learning Communities (PLC)  District Benchmark Assessments  Observation Data	Regular observations by School Leadership Team.  Benchmark, FAIR, DRA, FCAT scores will determine degree of student performance growth.
2	A lack of parental/home support	Provide opportunities for outreach to parents through parent/teacher conferences; Family Reading Night; Open House; PTA events.	Leadership Team	Monitoring of teacher/parent conferences; feedback from PTA board; parent communication with principal and teachers.	Parent surveys; sign-in sheets from school events.

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 Standards Training: Understanding the Format Vertical Articulation Instructional Alignment	K-5	Florida DOE staff	Principal, Assistant Principal, School PDF	June, 2012	Training agendas; plc's; notes from teacher meetings	Administration
Understanding Common Core State Standards	K-5	District Coaches	Selected grade level participants.	Aug. 13, 2012; one early release training each month (Oct., Nov., Dec., Jan., Feb. Mar.)	Review of grade level lesson plans Attend grade level meetings	Administration Reading Coach-Interventionist
Using Data to Implement Common Core Standards	K-5	School PDF	Selected grade level participants	August 2012 to June, 2013	Using data from previous year, establish differentiated reading activities.	Administration Reading Coach-Interventionist
Grade Level Meetings—review Common Core Material	K-5	School PDF	Administration Grade level teachers	Monthly Nov.2012 to June, 2013	Grade level notes; agendas	Administration; School PDF; grade level chairs
CAST Assessment System	K-5	Administration	All certified school staff members	One early release day in Aug., Oct., Jan.,	Classroom Observations and Evaluations	Administration

Reading Budget:



Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide strategic instruction in reading including vocabulary.	Houghton Mifflin Core Reading Series	no funding needed	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide training to teachers in common core reading standards with a focus on text complexity, questioning, response to literature	district workshops; state materials; professional materials on common core and reading	Title I professional development funds	\$20,000.00
			Subtotal: \$20,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$20,000.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal #1:				
2012 Current Percent of Students Proficient 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
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	
CELLA Goal #2:	
2012 Current Percent of Students Proficient 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
No Data Submitted				

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient 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
No Data Submitted				

CELLA Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The percentage of students scoring at Level 3 on the 2013 FCAT Mathematics component will be 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (80)	42% (108)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to provide more complex text to students.	Provide professional development to teachers in text complexity throughout the school year.	Leadership Team	Review of lesson plans; student assessment data; classroom observations	Results of student performance on reading, math, science benchmarks; FAIR; DRA; FCAT simulation test; 2013 FCAT Reading, Math, Science
2	Time for differentiated instruction for at risk students is limited.	Hire a reading and a math interventionist to provide more strategic instruction to students who scored level 1 or level 2 on the 2012 FCAT Reading and Math tests.	Principal, Assistant Principal	Monitor instruction provided by reading and math interventionists through review of lesson plans; student performance data; classroom observations.	Data reports on targeted students; results of student performance on Benchmarks; FAIR; DRA; core reading and math assessments; FAST Forward; FCAT simulation tests in reading and math; 2013 FCAT Reading and Math
3	Interruptions and non-instructional components need to be minimized in the school day.	Develop an instructional schedule that defines the 90 minute literacy block; 60 minutes for math; 60 minutes for writing; 45 minutes for science.	Principal, Assistant Principal	Monitor instruction through classroom observations; review of lesson plans.	Student performance results on district, state and teacher assessments: FAIR, DRA, Benchmarks; core reading and math series assessments; 2013 FCAT Reading, Math, Science, Writing results
4	Teachers may need assistance with differentiating instruction.	Provide effective Tier 1 instruction for all students.  Enlist the assistance of the cluster math coach to provide support to teachers.	Principal Assistant Principal	Review lesson plans; conduct classroom focus walks; review student assessment data.	Student performance results from the core math assessments; Math Benchmarks; FCAT simulation tests; 2013 FCAT Math test

5	Consistency of enrichment and differentiated lessons / activities	Full implementation of the Math workshop model using the core curriculum of Math Investigations and enVision. Implement guided Math lessons to differentiate instruction in all Math classrooms.  Teachers collaborate at grade levels in the areas of instructional planning and review of student performance.	Principal Assistant Principal	Review lesson plans; conduct classroom focus walks; review student assessment data; teacher collaboration	Student performance results from the core math assessments; Math Benchmark tests; FCAT simulation tests; 2013 FCAT Math test.
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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:	
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:	The percentage of students scoring at or above level 4 on the 2013 FCAT Math will increase 2% from 19% to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19%(56)	21% (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	Teachers need a review of differentiated instructional strategies	Provide teachers with professional development on differentiated instructional strategies	School PDF; cluster content coaches	Review of lesson plans; classroom observations	Student performance results on Benchmark tests; 2013 FCAT
	Consistency of	Full implementation of the	Principal	Focused walk throughs	Results of student

2	enrichment and differentiated lessons / activities	Math workshop model using the core curriculum of Math Investigations and enVision. Implement guided Math lessons to differentiate instruction in all Math classrooms.	School Coach, District Coach	by administration will be used to ensure all math teachers are implementing the curriculum with fidelity. Review guided math lesson plans and anecdotal notes.	performance on Benchmark tests; core math series assessments; FCAT simulation tests; classroom observations.
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics 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				

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 percent of all students making learning gains will increase from 71% in 2012 to 73% in 2013.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (209)	73% (188)

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	Strategic instruction must be planned to meet students' needs.	Establish performance goals for students in grades 4 and 5 based on 2012 FCAT scores.	Leadership Team Classroom teaches	Review quarterly student performance data to determine progress being made ; meet with targeted students to reset goals	Results from Benchmark Tests; 2012 & 2013 FCAT score comparison; FCAT simulation test; PMA's
2	Teachers will need to address gaps in learning and increase the rigor of instruction and performance of students	Increase the use of manipulatives and actively engaged activities for students to reinforce mathematics concepts.	Principal School Coach District Math Coach	Reviewing lesson plans and focused Walk-throughs by the Leadership team will ensure effectiveness of this action step.	Results of Benchmarks, math series assessments, FCAT simulation assessments, 2013 FCAT Math

3	Lack access to technology to increase exposure to concepts	Gizmo will be used to assess and re-teach mathematic concepts for mastery	Principal, School Coach, District Coach	Benchmarks, mini assessments, observations of Gizmo class lessons	Gizmo reports and results of Benchmarks, mini assessments, FCAT simulation test, 2013 FCAT Math
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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:

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:	The percentage of students in the bottom quartile making learning gains will increase from 71% in 2012 to 73% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (27)	73% (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	Classroom teacher has difficulty providing Tier 2 & 3 interventions and supplemental instruction	Reading and Math Intervention teachers will provide supplemental instruction to students in bottom quartile (level 1 & 2 FCAT scorers) throughout the year.	Principal, Assistant Principal	Review of student performance data; review of lesson plans; classroom observations	Results from Benchmark tests; FCAT simulation test; core reading and math assessments; Math Navigator profiles; FAIR; DRA results
2	Lack of consistency and quality of differentiated instruction	Students achieving in the lower quartiles will be identified and remediated through safety net programs i.e. Extended Day, before/after school	Principal School Coach, District Coach	Math PLC will review results of data to determine progress toward meeting the standards.	Results of math core series assessments, Benchmark results, FCAT simulation results, 2013 FCAT

		tutoring program.			Math results.
3	Classroom teachers lack adequate time and resources for Tier 2 instruction.	Math Interventionist will supplemental instruction/ intervention for Tier 2 and Tier 3 students not responding to core instruction.	Principal, Math Interventionist; School Coach	Math Interventionist will provide data on students' performance and meet bi-weekly with principal and math coach	Results of Math Navigator work, Benchmark, FCAT Simulation test, 2013 FCAT Math; RTI data

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 # By 2017, 76% of all students will be proficient in Mathematics.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

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:	All student subgroups by ethnicity will achieve the 2013 AMO targets posted below.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 54% Black: 35% Hispanic: 48%	White: 64% Black: 54% Hispanic: 63%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to improve data analysis skills and strategic planning skills.	Implement DeSensi strategies and tools to help teachers focus on specific needs of sub-group students.	Leadership Team	Observations Self-reflections Monitoring of student performance assessments	Results of core math series assessments; Benchmarks; FCAT Simulation Test; 2013 FCAT Math
2	Differentiated instruction is needed to address the specific needs of targeted students.	Math Interventionist will provide differentiated instruction for sub-group students.	Principal, Assistant Principal	Observations; review of student performance data; review of lesson plans	Results of Benchmark tests; Math Navigator; school assessments; FCAT Simulation Test; 2013 FCAT Math

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:	
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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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	SWD students will meet AMO target of 38% of students scoring at or above level 3 on the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%	38%

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 with disabilities must meet same standards as basic education students.	Students will receive targeted instruction based on their IEP goals from the VE resource teachers using the inclusion model.	Principal, Assistant Principal	Review of student performance on assessments; review of lesson plans; review of students' IEP's	Student performance on 2013 FCAT; results from district and state tests
2	Lack of consistency and quality of differentiated instruction	ESE teacher will plan and implement targeted intervention for students not responding to core using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction.	Principal, Assistant Principal	Leadership team will review results of data and common assessments quarterly to determine progress toward meeting the standards. Classroom observations will be conducted. Math Coach will review performance of SWD students.	Results of core math series assessments; FCAT simulation results; 2013 Math FCAT

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:	58% of all ED students will meet AMO target by scoring at or above level 3 on the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:

44% (104)			58%		
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 and quality of differentiated instruction	Plan and implement targeted intervention for students not responding to core p using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction.	Leadership Team	Leadership Team will review results of data and common assessments every 3 weeks to determine progress toward meeting the standards.	Results of core math series assessments; Benchmark tests; FCAT simulation assessments; 2013 FCAT Math

*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
Analysis of FCAT Math Results	all	Principal; PDF	school-wide	Aug. 13, 2012	Review quarterly student performance data forms submitted by teachers	Leadership Team
Data Analysis and Planning for Instruction	k-5	Principal; PDF	school-wide	Early Release training in Nov., Jan., March	Review of teacher lesson plans; review of student performance data; classroom observations; grade level and individual teacher meetings	Leadership Team
Math Workshop Model	k-5	PDF; cluster math coach	focus on grades 2, 3, 4, 5	ongoing throughout the year	feedback provided by cluster math coach; classroom observations; individual teacher meetings	Leadership Team
Math Academy	gr. 4 math teacher	district math staff	gr. 4 math teacher (Ms. Dobson)	scheduled workshops throughout the year	Classroom observations; lesson plan reviews; individual teacher meetings	Principal; PDF

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<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 Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:		32% of 5th grade students will score at Level 3 on the 2013 FCAT Science test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
26% (20)		32% (28)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to collaborate to become familiar with standards and benchmarks	Utilize dedicated district science coach	Leadership Team	Classroom Observations; review of lesson plans	Benchmarks, PMA's, classroom focus walks,
2	Science teachers need to utilize reading strategies when teaching science	Provide training in text complexity and questioning to teachers.	Leadership Team; school PDF	Classroom Observations; review of lesson plans	Monitoring forms used during classroom walkthroughs
3	Reading teachers should incorporate more science content in reading instruction	Reading teachers will expose students to more complex non-fiction text during reading instruction.	Leadership Team; school PDF district	Classroom observations; review of lesson plans and student performance data	Lesson plans showing integration of science content in reading instructional activities; student performance on Benchmarks and FCAT Science

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:	
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	10% of 5th grade students will score at or above Level 4 on the 2013 FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (7)	10% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of hands-on science experiences in science	Students will be provided more hands-on science experiences.	Leadership Team; Cluster Science Coach	Classroom observations; review of lesson plans; monitoring of student assessment and performance data (test scores, science journals)	Student scores on PMA's, Benchmarks, FCAT Science Simulation Test, 2013 FCAT Science
2	Lack of hands-on and supplemental experiences in science.	Students will use or be exposed to Gizmos during science instruction.	Leadership Team; Cluster Science Coach	Monitoring of lesson plans; Gizmo usage; classroom observations	Gizmo usage reports; student scores on PMA's, Benchmarks, FCAT Science Simulation Test, 2013 FCAT Science

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:	
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
Science Academy	Grade 5 science teachers	district science coaches	Ms. Terrazzano & Mr. Malanga, grade 5 science teachers	district scheduled training days throughout the school year.	classroom observations; review of lesson plans; individual meetings with teachers	Principal, Assistant Principal, school PDF
Text Complexity	k-5	Principal, school PDF, district coaches	teachers in gr. k-5	early release days throughout the year; individual grade level and teacher meetings	classroom observations; review of lesson plans; review of student assessment and performance data and artifacts	Principal, Assistant Principal, school PDF

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
Attendance of teachers at district Science Academy	substitutes for teachers	school budget	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	49% of 4th grade students will score 3.5 or above on the 2013 FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (36)	49% (38)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are unfamiliar with new FCAT writing rubric and instructional implications.	Students will be provided instruction in common core writing standards and the FCAT writing rubric to help improve student writing performance.	Literacy Leadership Team	Review of lesson plans; classroom observations; monitoring of student performance data and artifacts	Student performance on district writing prompts.
2	Students in k-2 are not provided opportunities to develop FCAT type writing skills.	Students in k-5 will respond to FCAT type writing prompts throughout the year.	Classroom teachers; Literacy Leadership Team	Review of lesson plans; review of students' written responses to FCAT type prompts	Students' writing prompt scores in k-5

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
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
Writing Rubrics for k-2	k-2	School PDF, Primary Reading Coach	teachers in k-2	Grade Level meetings and early release training dates throughout the year.	Review of teacher lesson plans; review of students' writing responses	Literacy Leadership Team
FCAT Writing Strategies	gr. 4	School PDF; district literacy coaches	gr. 4 ELA teachers	October, 2012	Review of teacher lesson plans; review of students' writing scores on district prompts	Principal, Assistant Principal

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
Gr. 4 ELA teachers attend district FCAT Writes training.	substitutes	school budget	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$200.00

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:	To increase the average daily attendance by 2%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Average daily attendance= 94%	Average daily attendance: 96%

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
42% (275)	25% (151)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
45% ((292)	25% (151)

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	Increase in poor attendance due to family challenges and home life	Activate resources through Westside Full Service Center and Title I Parent Resource Center	Administrators Guidance Counselor	Monthly Monitoring of student attendance; Daily attendance calls to parents of absent students.	Attendance Data; Student Conferences; Conferences with Westside Full Service Staff
2	Excessive absenteeism due to family challenges and issues.	Guidance Counselor will work with targeted students and their parents. Attendance Intervention Team will meet with parents to help improve student attendance.	Guidance Counselor	Monthly monitoring of student attendance; log of AIT meetings	Attendance Data; log of student AIT meetings
3	Excessive absenteeism due to family challenges and issues.	Provide incentives and recognition to students for perfect attendance and improved attendance through the Student of the Month Program.	Administrators	Monthly monitoring of student attendance data.	Attendance Data; numbers of students recognized as Students of the Month or who receive quarterly perfect attendance awards.

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
Provide recognition for students with perfect and improved attendance.	Perfect attendance tags; certificates	school budget for awards/incentives	\$300.00
			Subtotal: \$300.00
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: \$300.00

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:	Decrease the number of out of school suspensions by 3%. Decrease the number of students suspended out of school by 3%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1% (8)	2% (12)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1% (8)	2% (12)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
22% (141)	19%(115)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
10% (67)	7% (42)

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	Staff need additional strategies for dealing with more challenging student situations.	Provide training to staff on Foundations and the use of CHAMPS	Administration, Foundations Team	Monitoring of student discipline referrals; classroom observations;	Climate survey, Discipline Data
2	Staff often focus on negative behaviors instead of positive behaviors.	Implement a positive rubric for student behavior that provides students the opportunity to improve behavior throughout the day.	Administration; Foundations Team	Monitoring of student discipline referrals; classroom observations	Student conduct grades; monthly discipline 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
RTI: Instructional and Behavioral Strategies	k-5	ESE Admissions Representative	All staff members	Sept. 19, 2012	Monitoring student discipline data; reviewing student RTI data;	Administration; Guidance Counselor
Foundations	k-5	District Foundations Staff	School-based Foundations Team	October, 2012	Foundations team meeting notes	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of behavioral rubric that focuses on more positive student behaviors	supplies for teachers	school supply funds	\$100.00
			Subtotal: \$100.00
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
Training for Foundations Team	substitutes	school budget for substitutes	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$300.00

## Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	To earn the Golden School Award by increasing the number of volunteer hours.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
The school did not apply for the Golden School Award in 2012.	a minimum of 1,310 volunteer hours

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many parents work 2 jobs.	Solicit input from parents as to the days and times that would make it possible for them to attend school activities or to volunteer.	Ast. Principal	Review of parent responses	Parent sign-in logs; School Climate Survey; Activity evaluations
2	Some parents are not fluent in English .	Utilize the services of the district's ESOL office in communicating with parents	school Guidance Counselor	Review of parent responses	Parent sign-in logs; oral responses from parents interpreted by district ESOL staff or school staff fluent in Spanish
3	Inadequate recruitment of school volunteers	Utilize school publications, personal contacts and visit area businesses to recruit volunteers	Principal, Volunteer Coordinator	Data on number of hours and volunteers	Climate Survey; End of Year district Volunteer 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

Full Service School Programs	prek-5	Full Service School Representative	all school staff	Sept.,2012	Monitoring of referrals to Full Service Schools	Guidance Counselor
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Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

*End of STEM Goal(s)*

## Additional Goal(s)

### Safety Goal Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Safety Goal Goal Safety Goal Goal #1:			Decrease the number of safety incidents by 1 per month.		
2012 Current level:			2013 Expected level:		
Three per month			One or less per month		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inadequate supervision of students	Increase teacher awareness of effective supervision techniques	Administration; bookkeeper	monitor number of safety incidents per month	safety reports and school 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
<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 Goal(s)

none Goal:

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
<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
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 none Goal(s)





# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide strategic instruction in reading including vocabulary.	Houghton Mifflin Core Reading Series	no funding needed	\$0.00
Attendance	Provide recognition for students with perfect and improved attendance.	Perfect attendance tags; certificates	school budget for awards/incentives	\$300.00
Suspension	Implementation of behavioral rubric that focuses on more positive student behaviors	supplies for teachers	school supply funds	\$100.00
				Subtotal: \$400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide training to teachers in common core reading standards with a focus on text complexity, questioning, response to literature	district workshops; state materials; professional materials on common core and reading	Title I professional development funds	\$20,000.00
Science	Attendance of teachers at district Science Academy	substitutes for teachers	school budget	\$1,000.00
Writing	Gr. 4 ELA teachers attend district FCAT Writes training.	substitutes	school budget	\$200.00
Suspension	Training for Foundations Team	substitutes	school budget for substitutes	\$200.00
				Subtotal: \$21,400.00
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: \$21,800.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
1. To provide professional development materials and resources for teachers to help them improve student performance. 2. To provide instructional materials to help improve student performance in reading, writing, and math. 3. To provide incentives for students to help reduce the absentee and suspension rates.	\$7,000.00

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

1. To review the school's budget.
2. To make recommendations for the expenditure of school improvement funds that will help support improved student performance.
3. To meet quarterly to review the School Improvement Plan and the school's progress in meeting its student performance goals.

# 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 TIMUCUAN ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	74%	60%	23%	220	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	53%	72%			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?	42% (NO)	74% (YES)			116	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					461	
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 TIMUCUAN ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	62%	84%	30%	237	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	56%			115	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?	58% (YES)	67% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					477	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested