

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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

School Name: SAN PABLO ELEMENTARY SCHOOL

District Name: Duval

Principal: J. Kim Bays

SAC Chair: Rick Dake

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/18/2012

## 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)
					<p>Led San Pablo in earning a school grade of A in 2011-2012, including the following:</p> <ul style="list-style-type: none"> <li>• A 40 point gain from 645 to 685 total points</li> <li>• Increasing Lower Quartile Math gains from 83% to 92%</li> <li>• Increasing Lower Quartile Reading gains from 73% to 79%</li> <li>• Increasing Math gains from 75% to 93%</li> <li>• Increasing Reading gains from 70% to 79%</li> <li>• Increasing Science Achievement from 78% to 85%</li> <li>• Increasing Writing Achievement from 86% to 94%</li> </ul> <p>Led San Pablo in earning a school grade of A, including the following:</p> <ul style="list-style-type: none"> <li>• A 23 point gain from 622 to 645 total points</li> <li>• Maintaining AYP</li> <li>• Increasing Lower Quartile Math gains</li> </ul>

Principal	J. Kim Bays	B.S. Engineering Masters Elementary Educ. Education Leadership Certification Principal Certification (All Levels)	2	7	<ul style="list-style-type: none"> <li>from 70% to 83%</li> <li>Increasing Lower Quartile Reading gains from 67% to 73%</li> <li>Increasing Lower Quartile Math Achievement from 67% to 75%</li> <li>Increasing Science Achievement from 73% to 78%</li> <li>Maintaining Math Achievement at 91%</li> <li>The above was earned while the Free/Reduced Lunch population increased from 17% to 32%, and the school population increased by 13%.</li> <li>Led Lake Forest Elementary School from a school grade of "F" to "C." Increased enrollment over 40%, implemented a national (MSAP) grant for the Visual and Performing Arts, and specific 2010 achievement and gains as follows: <ul style="list-style-type: none"> <li>Increase in reading achievement from 51% to 59%</li> <li>Increase in math achievement from 46% to 52%</li> <li>Increase in Writing achievement from 58% to 71%</li> <li>Increase in Science achievement from 16% to 23%</li> <li>Increase in reading gains from 56% to 58%</li> <li>Increase in math gains from 56% to 64%</li> <li>Increase in BQ reading gains from 55% to 57%</li> <li>Maintained BQ math gains at 66%</li> </ul> </li> </ul>
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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)
N/A	N/A	N/A			N/A

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Professional development of best practices is continuous for all faculty and staff members, including grade level book studies on the Common Core and collaborative data analysis, weekly grade level planning and review of student work, monthly team meetings, and daily administrative focus walks.	Kim Bays, Principal	Continuous	
2	2. Shared decision-making is school-wide, with emphasis on 2-way communication throughout the school. Consensus is sought in all decisions, and input of all faculty members is valued.	Kim Bays, Principal	Continuous	
3	3. All faculty and staff members participate on school-wide teams for leadership, RTI, Foundations and more, resulting in school-wide input and involvement for all.	Kim Bays, Principal	Continuous	
4	4. As a magnet school for Health & Fitness, San Pablo is a highly marketable school for recruiting. The added focus on fitness, with a variety of classes available to teachers is an attractive incentive, and we are able to hire highly-qualified candidates only.	Kim Bays, Principal	08/22/12	
5	5. San Pablo follows the district recruiting guidelines and Goals in the DCPS Strategic Plan.	Kim Bays, Principal	08/22/12	

## 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
N/A	

### 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
34	2.9%(1)	14.7%(5)	58.8%(20)	23.5%(8)	20.6%(7)	100.0%(34)	8.8%(3)	0.0%(0)	47.1%(16)

### Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Michelle Dunavant/Sharon Allbritten	Mariah Gilbert (Kindergarten)	Primary Lead Teacher, Veteran ESE Mentor	Weekly meetings, focus walks, and collaboration on student work and data analysis.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

The school's MTSS Leadership Team includes the following members:

- Kim Bays, Principal
- Peter Wight, School Guidance Counselor
- Sharon Allbritten, Foundations Team Chair and ESE Teacher and Liaison
- Heather Henderson, ESE Teacher
- Arielle Johnson, MTSS Facilitator and General Education Teacher
- Allison Wood, General Education Teacher and School Technology Coordinator
- Michelle Scott, General Education Teacher
- Becky Janson, General Education Teacher
- Michelle Dunavant General Education Teacher
- Mariah Gilbert, General Education Teacher
- Stacie Rutkowski, General Education Teacher

Explanation of why positions have been included are as follows:

- Principal: Kim Bays- Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities. Develops, leads, and evaluates school core content standards/programs; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans;
- School Counselor: Peter Wight- Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; conducts direct observation of student behavior; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; 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

intervening services for children to be considered "at risk;" and provides support for assessment and implementation monitoring.

- Foundations Chair and Special Education Teacher & Liaison: Sharon Allbritten: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.
- Heather Henderson - Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- MTSS Facilitator: Arielle Johnson- Participates on Building Leadership Team; acts as liaison for implementation of MTSS at the school level; receives ongoing MTSS training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support MTSS.
- General Education Teachers: Michelle Scott , Becky Janson, Mariah Gilbert, and Stacie Rutkowski - Provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/interventions; collaborate with other staff to implement Tier 2 and/or Tier 3 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities. One each at each grade level.
- Michelle Dunavant - Provides updates and strategies for working with ESOL students; is liaison with district personnel.

Select personnel with technical expertise: Allison Wood- Develops technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

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?

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RtI Leadership Team meetings focus around the following academic and behavioral questions:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our responses to these questions?

The team meets monthly and on an as-needed basis to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the RtI Leadership Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

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

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

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan.

The MTSS Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, works in the development of the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Leadership Team finalizes the plan.

The School Improvement Plan becomes the guiding document for the work of the school. The Leadership Team regularly revises and updates the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MTSS to inform instruction and made mid-course adjustments as data are analyzed.

## MTSS Implementation

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

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments, District Math Assessments, Florida Comprehensive Assessment Test (FCAT)

Midyear: FAIR, DRA-2, District Benchmark Assessments, District Math Assessments

End of year: FAIR, FCAT, DRA-2, District Math Assessments

Ongoing Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), District Progress Monitoring Assessments (PMAs)

Frequency of data review: Twice a month for data analysis through Early Release Days

Describe the plan to train staff on MTSS.

The school's Professional Development Plan supports continuous learning for all educators that results in increased student achievement and includes evidence of scaffold MTSS professional learning that is results-driven, standards-based, school-centered, and sustained over time. The school's Leadership Team establishes protocols for on-going assessment and adjusting of the plan to meet school needs.

MTSS Professional Development includes traditional MTSS training during the summer, pre-planning, early dismissal, and faculty meetings, MTSS learning is also job-embedded and occurs during the following:

- Professional learning communities
- Classroom observations
- Collaborative planning
- Analysis of student work
- Book study
- Lesson study

Describe the plan to support MTSS.

The MTSS Leadership Team will work collaboratively with district personnel to insure that all efforts of the team and the faculty will result in increased student achievement. Monthly meetings with district personnel will include staff development, data review, and student discussion.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

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

The school's Literacy Leadership Team consists of the principal, the intermediate Literacy Lead teacher, Michelle Scott, and the primary Literacy Lead teacher, Michelle Dunavant.

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

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

The Team meets monthly, after Lead Teachers have attended monthly district literacy trainings. The team continuously generates a plan of action to incorporate all new district initiatives, and delivers information to the faculty at bi-weekly Early Release training sessions.

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

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

- Common Core State Standards
- Differentiated instruction
- MTSS
- Data monitoring

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

### \*High Schools Only

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

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

## Postsecondary Transition

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The Reading Goal for 2013 is for 31% (70) of the San Pablo student population to score at proficiency Level 3 on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (60)	31% (70)

#### 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	Decreased funding for instructional coaching support	Coaching and modeling will be delegated to Literacy Lead teachers.	Michelle Scott, Michelle Dunavant, Literacy Leads	On-going analysis of all benchmarks and interim assessments will determine effectiveness of coaching & modeling	Student data
2	Increased number of students requiring remediation and additional levels of support	Differentiation of all reading plans reviewed by principal weekly. Tier II and Tier III MTSS interventions in place and monitored consistently.	Kim Bays, Principal	On-going analysis of all benchmarks and interim assessments will determine effectiveness of differentiation and interventions	Student data
3	1.1 Decreased funding for instructional coaching support	1.1. Coaching and modeling will be delegated to Literacy Lead teachers.	1.1. Michelle Scott, Michelle Dunavant, Literacy Leads	1.1. On-going analysis of all benchmarks and interim assessments will determine effectiveness of coaching & modeling	1.1 Student data
4	1.2 Increased number of students requiring remediation and additional levels of support	1.2. Differentiation of all reading plans reviewed by principal weekly. Tier II and Tier III RtI interventions in place and monitored consistently.	1.2. Kim Bays, Principal	1.2. On-going analysis of all benchmarks and interim assessments will determine effectiveness of differentiation and interventions	1.2. Student data

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

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

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



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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	50% (113) of the San Pablo student population will score at proficiency Level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (101)	50% (113)

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	Decreased funding for instructional coaching support	Coaching and modeling will be delegated to Literacy Lead teachers.	Michelle Scott, Michelle Dunavant, Literacy Leads	On-going analysis of all benchmarks and interim assessments will determine effectiveness of coaching & modeling	Student data
2	Increased number of students requiring remediation and additional levels of support	Differentiation of all reading plans reviewed by principal weekly. Tier II and Tier III MTSS interventions in place and monitored consistently.	Kim Bays, Principal	On-going analysis of all benchmarks and interim assessments will determine effectiveness of differentiation and interventions	Student data
3	2.1 Decreased funding for instructional coaching support	2.1. Coaching and modeling will be delegated to Literacy Lead teachers.	2.1. Michelle Scott, Michelle Dunavant, Literacy Leads	2.1. On-going analysis of all benchmarks and interim assessments will determine effectiveness of coaching & modeling	2.1. Student data
4	2.2 Increased number of students requiring remediation and additional levels of support	2.2. Differentiation of all reading plans reviewed by principal weekly. Tier II and Tier III RtI interventions in place and monitored consistently.	2.2. Kim Bays, Principal	2.2. On-going analysis of all benchmarks and interim assessments will determine effectiveness of differentiation and interventions	2.2. Student data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	80% (181) of the San Pablo student population will make gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (162)	80% (181)

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	Decreased funding for instructional coaching support	Coaching and modeling will be delegated to Literacy Lead teachers.	Michelle Scott, Michelle Dunavant, Literacy Leads	On-going analysis of all benchmarks and interim assessments will determine effectiveness of coaching & modeling	Student data
2	Increased number of students requiring remediation and additional levels of support	Differentiation of all reading plans reviewed by principal weekly. Tier II and Tier III MTSS interventions in place and monitored consistently.	Kim Bays, Principal	On-going analysis of all benchmarks and interim assessments will determine effectiveness of differentiation and interventions	Student data
3	3.1 Decreased funding for instructional coaching support	3.1. Coaching and modeling will be delegated to Literacy Lead teachers.	3.1. Michelle Scott, Michelle Dunavant, Literacy Leads	3.1. On-going analysis of all benchmarks and interim assessments will determine effectiveness of coaching & modeling	3.1. Student data
4	3.2 Increased number of students requiring remediation and additional levels of support	3.2. Differentiation of all reading plans reviewed by principal weekly. Tier II and Tier III RtI interventions in place and monitored consistently.	3.2. Kim Bays, Principal	3.2. On-going analysis of all benchmarks and interim assessments will determine effectiveness of differentiation and interventions	3.2. Student data

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

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:



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:	51% (8) of the San Pablo Black student population will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 44% (7)	Black: 51%(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	High absenteeism rate	Use of Connect Duval phone system to notify parents of absences and tardies  Attendance Intervention Team training parents	Lauren McGee, Allison Wood  Lauren McGee, Sharon Serkin	Weekly tracking of attendance and tardies  Monthly meetings with parents	OnCourse and Genesis tracking data  OnCourse and Genesis tracking data
2	Low level of support outside of school.	Parent outreach through PTA and Kid Power	Melissa Daniel & Susan Welsh	Monitoring of student progress and parent involvement	OnCourse student tracking and tracking of parent conferences and communication

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				

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:	58% (9) of the San Pablo students with disabilities population will make satisfactory progress.
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
53% (8)		59% (9)			
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				

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:	67% (31) of the San Pablo economically disadvantaged student population will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (30)	67% (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	Low level of support outside of school.	Parent outreach through PTA	Melissa Daniel	Monitoring of student progress and parent involvement	OnCourse student tracking and tracking of parent conferences and communication

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	K-5	K. Bays	K-2 by grade level; 3-5 by subject area	Quarterly book study using Pathways to the Common Core – L. Calkins	Weekly focus walks, weekly review of differentiated instruction plans using CCSS	K. Bays

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Book Study for Common Core	Pathways to the Common Core – L. Calkins	Principal's Discretion and PTA	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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*

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# 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 Math Goal for 2013 is for 29% (66) of the San Pablo student population to score at proficiency Level 3 on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (58)	29% (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	Increased number of students requiring remediation and additional levels of support	Differentiation of all reading plans reviewed by principal weekly. Tier II and Tier III MTSS interventions in place and monitored consistently.	Kim Bays, Principal	On-going analysis of all benchmarks and interim assessments will determine effectiveness of differentiation and interventions	Student data
2	Decreased funding for instructional coaching support	Coaching and modeling will be delegated to Math Lead teachers.	Sara Russo, Amy Waters, Math Leads	On-going analysis of all benchmarks and interim assessments will determine effectiveness of coaching & modeling	Student data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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	
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Level 4 in mathematics. Mathematics Goal #2a:	56% (127) of the San Pablo student population will score at proficiency Level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (114)	56% (127)

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	Increased number of students requiring remediation and additional levels of support	Differentiation of all reading plans reviewed by principal weekly. Tier II and Tier III MTSS interventions in place and monitored consistently.	Kim Bays, Principal	On-going analysis of all benchmarks and interim assessments will determine effectiveness of differentiation and interventions	Student data
2	Decreased funding for instructional coaching support	Coaching and modeling will be delegated to Math Lead teachers.	Sara Russo, Amy Waters, Math Leads	On-going analysis of all benchmarks and interim assessments will determine effectiveness of coaching & modeling	Student data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	93% (210) of the San Pablo student population will make gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (191)	93% (210)

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	Increased number of students requiring remediation and additional levels of support	Differentiation of all reading plans reviewed by principal weekly. Tier II and Tier III MTSS interventions in place and monitored consistently.	Kim Bays, Principal	On-going analysis of all benchmarks and interim assessments will determine effectiveness of differentiation and interventions	Student data
2	Decreased funding for instructional coaching support	Coaching and modeling will be delegated to Math Lead teachers.	Sara Russo, Amy Waters, Math Leads	On-going analysis of all benchmarks and interim assessments will determine effectiveness of coaching & modeling	Student data

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

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:	85% (31) of the San Pablo Bottom Quartile student population will make gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (43)	85% (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
	Increased number of	Differentiation of all	Kim Bays, Principal	On-going analysis of all	Student data

1	students requiring remediation and additional levels of support	reading plans reviewed by principal weekly. Tier II and Tier III MTSS interventions in place and monitored consistently		benchmarks and interim assessments will determine effectiveness of differentiation and interventions	
2	Decreased funding for instructional coaching support	Coaching and modeling will be delegated to Math Lead teachers.	Sara Russo, Amy Waters, Math Leads	On-going analysis of all benchmarks and interim assessments will determine effectiveness of coaching & modeling	Student 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 # Within 6 years, 95% of all San Pablo students will score with proficiency.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	67% (11) of the San Pablo Black student population will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 63%(10)	Black: 67%(11)

**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	High absenteeism rate	Use of Connect Duval phone system to notify parents of absences and tardies  Attendance Intervention Team training parents	Lauren McGee, Allison Wood  Lauren McGee, Sharon Serkin	Weekly tracking of attendance and tardies  Monthly meetings with parents	OnCourse and Genesis tracking data  OnCourse and Genesis tracking data
2	Low level of support outside of school.	Parent outreach through PTA and Kid Power	Melissa Daniel & Susan Welsh	Monitoring of student progress and parent involvement	OnCourse student tracking and tracking of parent conferences and communication

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	N/A
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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				

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:	75%% (11) of the San Pablo students with disabilities population will make satisfactory progress.
--	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (11)	75% (11)

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				

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	82% (38) of the San Pablo economically disadvantaged student population will make satisfactory progress.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (38)	82% (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	Low level of support outside of school.	Parent outreach through PTA	Melissa Daniel	Monitoring of student progress and parent involvement	OnCourse student tracking and tracking of parent conferences and communication

## 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	K-5	K. Bays	K-2 by grade level; 3-5 by subject area	Quarterly book study using Pathways to the Common Core – L. Calkins	Weekly focus walks, weekly review of differentiated instruction plans using CCSS	K. Bays

### 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
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 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:	The Science Goal for 2013 is for 50% (32) of the San Pablo student population to score at proficiency Level 3 on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (39)	50% (32)

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	Increased number of students requiring remediation and additional levels of support	Differentiation of all reading plans reviewed by principal weekly. Tier II and Tier III MTSS interventions in place and monitored consistently.	Kim Bays, Principal	On-going analysis of all benchmarks and interim assessments will determine effectiveness of differentiation and interventions	Student data
2	Decreased funding for instructional coaching support	Coaching and modeling will be delegated to Science Lead teachers.	Sara Russo, Amy Waters, Science Leads	On-going analysis of all benchmarks and interim assessments will determine effectiveness of coaching & modeling	Student data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	37% (23) of the San Pablo student population will score at proficiency Level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (27)	37% (23)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Increased number of students requiring	Differentiation of all reading plans reviewed	Kim Bays, Principal	On-going analysis of all benchmarks and	Student data

1	remediation and additional levels of support	by principal weekly. Tier II and Tier III MTSS interventions in place and monitored consistently.		interim assessments will determine effectiveness of differentiation and interventions	
2	Decreased funding for instructional coaching support	Coaching and modeling will be delegated to Science Lead teachers.	Sara Russo, Amy Waters, Science Leads	On-going analysis of all benchmarks and interim assessments will determine effectiveness of coaching & modeling	Student data

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

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in 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
Common Core	K-5	K. Bays	K-2 by grade level; 3-5 by subject area	Quarterly book study using Pathways to the Common Core – L. Calkins	Weekly focus walks, weekly review of differentiated instruction plans using CCSS	K. Bays

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
<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 Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The Writing Goal for 2013 is for 69% (55) of the San Pablo student population to score at proficiency Level 4 on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (35) Level 4 or higher	69% (55) Level 4 or higher

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Decreased funding for instructional coaching support	Coaching and modeling will be delegated to Writing Lead teacher.	Michelle Scott, Writing Lead Teacher	On-going analysis of all benchmarks and interim assessments will determine effectiveness of coaching & modeling	Student data
2	Increased number of students requiring remediation and additional levels of support	Differentiation of all reading plans reviewed by principal weekly. Tier II and Tier III RtI interventions in place and monitored consistently.	Kim Bays, Principal	On-going analysis of all benchmarks and interim assessments will determine effectiveness of differentiation and interventions	Student data

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

1b. Florida Alternate Assessment: Students scoring at 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
Common Core	K-5	K. Bays	K-2 by grade level; 3-5 by subject area	Quarterly book study using Pathways to the Common Core – L. Calkins	Weekly focus walks, weekly review of differentiated instruction plans using CCSS	K. Bays

Writing Budget:

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

## 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:	20% (108) of the student population will have 10 or more absences for the 2012 – 2013 year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
71% had less than 10 absences.	80% will have less than 10 absences.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
29%	20%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
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	Communication with parents	Use of Connect Duval phone system to notify parents of absences and tardies	Lauren McGee, Allison Wood	Weekly tracking of attendance and tardies	OnCourse and Genesis tracking 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
Connect Duval Training	K-5	Allison Wood	School-wide	Pre-planning	Monthly monitoring of absences and tardies	Lauren McGee
Attendance Intervention Team Training	K-5	Peter Wight	School-wide	Pre-planning	Monthly monitoring of AIT meetings	Kim Bays, Peter Wight

Attendance Budget:

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 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:	The Suspension Goal for San Pablo is to maintain 0.6% (3) of the student body receiving suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
3	5
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
8	6
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3	3
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
N/A						

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement

Parent Involvement Goal # 1:

\*Please refer to the percentage of parents who participated in school activities, duplicated or

Parent involvement through PTA & SAC board membership will maintain at the current 100% Board Memberships.

<i>unduplicated.</i>					
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
100%	100%				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Increase in enrollment of new families.	1.1. Offer multiple opportunities for new families to join the PTA and SAC Boards, even to include > 100%.	1.1. Kim Bays, Principal Rick Dake, SAC Chair Melissa Daniel, PTA President	1.1. Membership roles and attendance	1.1. Attendance of regularly scheduled meetings.

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
N/A						

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

## 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)*

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## Additional Goal(s)

### Health & Fitness Magnet Program Goal #1 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. Health & Fitness Magnet Program Goal #1 Goal Health & Fitness Magnet Program Goal #1 Goal #1:		San Pablo will maintain a full-time Physical Education Coach, to insure that all students receive 45 minutes of Physical Fitness each week.			
2012 Current level:		2013 Expected level:			
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				

### 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
Health & Fitness Training for faculty, staff, and students	School-wide	Joe Gilbert, PE Coach	School-wide	Early Release Meetings in October, February, and April, in-class infusion of health & fitness	Use of the new state curriculum, SPARK to infuse health and fitness into academic curriculum; additional after-school magnet activities offered	Joe Gilbert

### 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 Health & Fitness Magnet Program Goal #1 Goal(s)

## Health & Fitness Magnet Program Goal #2 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. Health & Fitness Magnet Program Goal #2 Goal	75% of the student population will participate in the after-school health & fitness magnet activities.				
Health & Fitness Magnet Program Goal #2 Goal #1:					
2012 Current level:	2013 Expected level:				
71% (356)	75% (404)				
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	Family economic restraints	Received a grant for \$1000.00 to provide 25 scholarships per quarter for Economically Disadvantaged students.	Mandy Davis, Magnet Program Director	Monitoring of students receiving scholarships and participating in activities.	Attendance tracking and monitoring, as well as expenditures of grant funds.

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
Health & Fitness Training for faculty, staff, and parents	School-wide	Mandy Davis, Magnet Programs Director	School-wide	Early Release Meetings in October, February, and April, increase in after-school activities offered.	Additional after-school magnet activities offered, as well as 25 scholarships per quarter for Economically Disadvantaged students	Mandy Davis

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase participation in after-school magnet activities	\$1000.00 grant for scholarships	Beaches Resource Center	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Health & Fitness Magnet Program Goal #2 Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Book Study for Common Core	Pathways to the Common Core – L. Calkins	Principal's Discretion and PTA	\$1,000.00
Health & Fitness Magnet Program Goal #2	Increase participation in after-school magnet activities	\$1000.00 grant for scholarships	Beaches Resource Center	\$1,000.00
				Subtotal: \$2,000.00
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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$2,000.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student incentives and rewards for achievement.	\$3,000.00

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

SAC will oversee the development of a Not-For-Profit organization, "Friends of San Pablo," for the raising of funds for specific targeted assistance for the school. Funds will be allocated for technology and part-time employees' salaries.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Duval School District SAN PABLO ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	91%	86%	78%	344	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	70%	75%			145	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?	73% (YES)	83% (YES)			156	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					645	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District SAN PABLO ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	91%	88%	73%	343	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	75%	67%			142	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	70% (YES)			137	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					622	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested