

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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School Name: WOODLAND ACRES ELEMENTARY SCHOOL

District Name: Duval

Principal: Timothy Feagins

SAC Chair: Xaviera White

Superintendent: Ed Pratt Dannals

Date of School Board Approval:

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		Degree(s): Bachelor of Science degree in Education (K-6) Master of Education in Curriculum and Instruction			Woodland Acres Elementary 2011-2012: Principal School Grade: B FCAT: Reading – 45%; Math – 60%; Writing – 86%; Science – 35%; Reading Gains – 61%; Math Gains – 64%; Lowest 25% Reading – 81%; Lowest 25% Math – 68% Carter G. Woodson Elementary 2010-2011: Assistant Principal School Grade: C FCAT: Reading – 55%; Math – 58%; Writing – 58%; Science – 26%; Reading Gains – 55%; Math Gains – 63%; Lowest 25% Reading – 71%; Lowest 25% Math – 63% Carter G. Woodson Elementary 2009-2010: Assistant Principal School Grade: C

Principal	Timothy Feagins	<p>Master of Education in Educational Leadership</p> <p>Certification(s): Educational Leadership (all levels)</p> <p>Elementary Education 1-6</p>	2	4	<p>FCAT: Reading – 48%; Math – 56%; Writing – 81%; Science – 27%; Reading Gains – 46%; Math Gains – 67%; Lowest 25% Reading – 48%; Lowest 25% Math – 87%</p> <p>Rufus E. Payne Elementary 2008-2009: Math Coach School Grade: A FCAT: Reading – 58%; Math – 73%; Writing – 98%; Science – 46%; Reading Gains – 66%; Math Gains – 85%; Lowest 25% Reading – 67%; Lowest 25% Math – 97%</p> <p>Rufus E. Payne Elementary 2007-2008: Standards Coach School Grade: C FCAT: Reading – 58%; Math – 48%; Writing – 97%; Science – 43%; Reading Gains – 54%; Math Gains – 54%; Lowest 25% Reading – 50%; Lowest 25% Math – 70%</p>
Assis Principal	Latrese Fann	<p>Degree(s): Bachelor of Science in Elementary Education</p> <p>Master of Education in Curriculum and Instruction</p> <p>Master of Education in Administration and Supervision</p> <p>Certification(s): Educational Leadership (all levels)</p> <p>Elementary Education 1-6</p> <p>English for Speakers of Other Languages Endorsed</p>	2	2	<p>Woodland Acres Elementary 2011-2012: Assistant Principal School Grade: B FCAT: Reading – 45%; Math – 60%; Writing – 86%; Science – 35%; Reading Gains – 61%; Math Gains – 64%; Lowest 25% Reading – 81%; Lowest 25% Math – 68%</p> <p>Pinedale Elementary 2010-2011: Math Coach School Grade: A FCAT: Reading – 48%; Math – 76%; Writing – 91%; Science – 30%; Reading Gains – 73%; Math Gains – 87%; Lowest 25% Reading – 80%; Lowest 25% Math – 83%</p> <p>Sallye B. Mathis Elementary 2009-2010: Curriculum Integration Specialist/Math Coach School Grade: A FCAT: Reading – 66%; Math – 74%; Writing – 62%; Science – 62%; Reading Gains – 73%; Math Gains – 66%; Lowest 25% Reading – 67%; Lowest 25% Math – 60%</p> <p>Sallye B. Mathis Elementary 2008-2009: Curriculum Integration Specialist/Math Coach School Grade: C FCAT: Reading – 63%; Math – 62%; Writing – 88%; Science – 26%; Reading Gains – 41%; Math Gains – 79%; Lowest 25% Reading – 53%; Lowest 25% Math – 80%</p> <p>Sallye B. Mathis Elementary 2007-2008: Curriculum Integration Specialist/Math Coach School Grade: B FCAT: Reading – 81%; Math – 51%; Writing – 73%; Science – 44%; Reading Gains – 76%; Math Gains – 55%; Lowest 25% Reading – 74%; Lowest 25% Math – 50%</p>

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)
					Enterprise Learning Academy 2011-2012: 5th Grade ELA School Grade: C FCAT: Reading – 72%; Math – 68%; Writing – 62%; Science – 57%; Reading

Standards Coach	Karen Gaylor	<p>Degree(s): Bachelor of Science in English</p> <p>Certification(s): Language Arts-6-12</p> <p>Elementary-K-5</p> <p>National Board Certification</p> <p>Reading Endorsement-6-12</p> <p>Gifted Endorsement-6-12</p> <p>English for Speakers of Other Languages Endorsed</p> <p>Mathematics Certification-5-9</p>	1	1	<p>Gains – 61%; Math Gains – 62%; Lowest 25% Reading – 55%; Lowest 25% Math – 66%</p> <p>Darnell-Cookman Middle High School 2010-2011: 6th Grade ELA/Gifted and Advanced School Grade: A FCAT: Reading – 82%; Math – 88%; Writing – 94%; Science – 77%; Reading Gains – 69% Math Gains – 78%; Lowest 25% Reading – 72; Lowest 25% Math 9%</p> <p>Darnell-Cookman Middle High School 2009-2010: 6th Grade ELA/Gifted and Advanced FCAT: Reading – 84%; Math – 90%; Writing – 95%; Science 81%; Reading Gains – 66%; Math Gains – 83%; Lowest 25% Reading – 65%; Lowest 25% Math – 82%</p> <p>Darnell-Cookman Middle High School 2008-2009: 6th Grade ELA/Gifted FCAT: Reading – 88%; Math - 90%; Writing - 98%; Science – 69%; Reading Gains – 69%; Math Gains – 83%; Lowest 25% Reading - 75%; Lowest 25% Math – 81%</p> <p>Darnell-Cookman Middle High School 2007-2008: 6th Grade ELA/Gifted FCAT: Reading – 89%; Math – 92%; Writing - 99%; Science – 76%; Reading Gains – 68%; Math Gains – 84%; Lowest 25% Reading – 72%; Lowest 25% Math -86%</p>
Reading Coach	Tiffany Fullwood	<p>Degree(s): Bachelor of Science in Sociology (minor in Psychology)</p> <p>Master of Arts in Human Resource Development</p> <p>Master of Arts in Management and Leadership</p> <p>Certification(s): Elementary Education K-6 / Social Sciences 5-9</p>	1	1	<p>Annie R. Morgan Elementary 2011-2012: Teacher School Grade: B FCAT: Reading- 50%; Math - 74%; Writing – 71%; Science – 14%; Reading Gains – 68%; Math Gains – 75%; Lowest 25% Reading – 84%; Lowest 25% Math -87%</p> <p>Annie R. Morgan Elementary 2010-2011: Teacher School Grade: C FCAT: Reading- 40%; Math - 55%; Writing – 86%; Science – 17%; Reading Gains – 52%; Math Gains – 67%; Lowest 25% Reading – 50%; Lowest 25% Math -90%</p> <p>Annie R. Morgan Elementary 2009-2010: Teacher School Grade: B FCAT: Reading- 40%; Math - 57%; Writing – 76%; Science – 44%; Reading Gains – 68%; Math Gains – 75%; Lowest 25% Reading – 73%; Lowest 25% Math -90%</p> <p>Annie R. Morgan 2008-2009: Teacher School Grade: D FCAT: Reading- 47%; Math - 55%; Writing – 54%; Science – 13%; Reading Gains – 53%; Math Gains – 66%; Lowest 25% Reading – 43%; Lowest 25% Math -80%</p> <p>Annie R. Morgan Elementary 2007-2008: Teacher School Grade: D FCAT: Reading- 54%; Math - 39%; Writing – 76%; Science – 7%; Reading Gains – 60%; Math Gains – 57%; Lowest 25% Reading – 60%; Lowest 25% Math -77%</p>
		<p>Degree(s): Associates Degree in Logistics, United States Air Force</p> <p>Bachelor of</p>			<p>Jean Ribault Middle School 2011-2012: 7th Grade Math Teacher School Grade: C FCAT: Reading – 36%; Math – 41%; Writing – 84%; Science – 15%; Reading Gains – 57%; Math Gains – 62%; Lowest 25% Reading – 74%; Lowest 25% Math – 70%</p> <p>Jean Ribault Middle School 2010-2011: 7th Grade Math Teacher School Grade: F FCAT: Reading – 35%; Math – 39%; Writing – 86%; Science – 11%; Reading Gains – 45%; Math Gains – 52%; Lowest 25% Reading – 60%; Lowest 25% Math – 56%</p>

Math Coach	Wendy Neal	<p>Science in Middle Grades Education (5-9)</p> <p>Masters of Education in Educational Leadership</p> <p>Certification(s): Language Arts/Mathematics 5-9</p> <p>Education Leadership (all levels)</p>	1	1	<p>Jean Ribault Middle School 2009-2010: 7th Grade Math Teacher School Grade: B FCAT: Reading – 49%; Math – 50%; Writing – 97%; Science – 13%; Reading Gains – 68%; Math Gains – 73%; Lowest 25% Reading – 79%; Lowest 25% Math – 81%</p> <p>Jean Ribault Middle School 2008-2009: 7th Grade Math Teacher School Grade: C FCAT: Reading – 44%; Math – 51%; Writing – 96%; Science – 13%; Reading Gains – 58%; Math Gains – 76%; Lowest 25% Reading – 65%; Lowest 25% Math – 79%</p> <p>Jean Ribault Middle School 2007-2008: 8Th Grade Teacher School Grade: D FCAT: Reading – 35%; Math – 44%; Writing – 84%; Science – 14%; Reading Gains – 54%; Math Gains – 69%; Lowest 25% Reading – 63%; Lowest 25% Math – 66%</p>
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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. Provide differentiated professional development for teachers based on district teacher evaluation results. Look for trends in needs for improvement and offer sessions to help teachers develop skills necessary to become highly effective.	Timothy Feagins, Principal Latrese Fann, Assistant Principal	September (before observations begin) November (after 1st round of formal observations)	
2	2. Utilize the University of North Florida Resident Clinical Faculty (RCF) to hold monthly meetings with novice teachers to problem-solve common concerns faced by inexperienced teachers.	Christie Stevenson, RCF	Monthly (every 3rd week of the month)	
3	3. Provide a classroom environment rich with technology in each classroom. Tools will include interactive whiteboards, document cameras, and LCD projectors. All classes will have this technology.	David Shaffer, Curriculum Integration Specialist	October 2012	
4	4. Conduct book studies for teachers using professional literature from leading researchers in the field of education. Allow teachers to discuss strategies implemented from the studies and provide feedback to each other.	Timothy Feagins, Principal	December (1st Book Study) March (2nd Book Study) June (3rd Book Study)	

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]).

<p>Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.</p>	<p>Provide the strategies that are being implemented to support the staff in becoming highly effective</p>
<p>28%[12 teachers/0 paraprofessionals]</p>	<ul style="list-style-type: none"> • Provide professional development for inexperienced instructors to allow them to receive points for a Professional Certificate. • Formally observe non-highly effective instructors twice a year and informally observe at least twice a year. • Participation in the MINT program • Novice teacher

workshop sessions on site to help non-highly effective instructors develop competencies to become highly effective.

- Spread more experienced highly effective teachers throughout the grade levels to help mentor non-highly effective instructors.

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
43	18.6%(8)	51.2%(22)	20.9%(9)	9.3%(4)	14.0%(6)	72.1%(31)	4.7%(2)	4.7%(2)	58.1%(25)

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
Emily Coffey	Whitney Wiles	<ul style="list-style-type: none"> • Serves as grade level chairperson. • CET certified • Highly Effective 	Weekly meetings, collaborative lesson planning, observing and modeling demonstration lessons, assisting with record keeping and effectively communicating with parents
Emily Coffey	Shannon Maxey	<ul style="list-style-type: none"> • Serves as grade level chairperson. • CET certified • Highly Effective 	Weekly meetings, collaborative lesson planning, observing and modeling demonstration lessons, assisting with record keeping and effectively communicating with parents
Michelle Kogan	Karen Maynard	<ul style="list-style-type: none"> • 1st Grade Level Chair • Highly Effective 	Weekly meetings, collaborative lesson planning, observing and modeling demonstration lessons, assisting with record keeping and effectively communicating with parents
Andrea Bacon	Ashley Cascais	<ul style="list-style-type: none"> • Excellent classroom management • CET certified • Over 10 years of teaching experience • Highly Effective 	Weekly meetings, collaborative lesson planning, observing and modeling demonstration lessons, assisting with record keeping and effectively communicating with parents
Tiffany Fullwood	Danielle Seefried	<ul style="list-style-type: none"> • Reading Coach • Former 1st grade teacher • CET certified • Educational Leadership Certification • Highly Effective 	Weekly meetings, collaborative lesson planning, observing and modeling demonstration lessons, assisting with record keeping and effectively communicating with parents
		<ul style="list-style-type: none"> • Veteran 2nd grade teacher 	Weekly meetings, collaborative lesson planning, observing and

Whitney MacDonald	Hannah King	<ul style="list-style-type: none"> • Proficient teaching practices • Highly Effective 	modeling demonstration lessons, assisting with record keeping and effectively communicating with parents
Tiffany Fullwood	Nicole Janka	<ul style="list-style-type: none"> • Reading Coach • Former 2nd grade teacher • CET certified • Educational Leadership Certification • Highly Effective 	Weekly meetings, collaborative lesson planning, observing and modeling demonstration lessons, assisting with record keeping and effectively communicating with parents
Karen Gaylor	Ne'Shaun Borden	<ul style="list-style-type: none"> • Nationally Board Certified • Standards Coach • Reading Endorsed • Highly Effective 	Weekly meetings, collaborative lesson planning, observing and modeling demonstration lessons, assisting with record keeping and effectively communicating with parents
Karen Gaylor	Beverly Vergara	<ul style="list-style-type: none"> • Nationally Board Certified • Standards Coach • Reading Endorsed • Highly Effective 	Weekly meetings, collaborative lesson planning, observing and modeling demonstration lessons, assisting with record keeping and effectively communicating with parents
Wendy Neal	Nathan Bagley	<ul style="list-style-type: none"> • Certified in 5-9 Mathematics Instruction • Math Coach • CET certified • Educational Leadership Certification • Highly Effective 	Weekly meetings, collaborative lesson planning, observing and modeling demonstration lessons, assisting with record keeping and effectively communicating with parents
Karen Gaylor	Maria Hixson	<ul style="list-style-type: none"> • Nationally Board Certified • Standards Coach • Reading Endorsed • Highly Effective 	Weekly meetings, collaborative lesson planning, observing and modeling demonstration lessons, assisting with record keeping and effectively communicating with parents

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

Provides a PreK program for neighborhood 4 year old students. Title I funds are used to pay for the PreK teacher and paraprofessional along with supplies, substitutes, Parent Involvement Materials, and the Parent Involvement Resource Staff Member. Title I fully funded the Standards Coach, Math Coach, and Reading Coach and ½ the salary of the Science Coach.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

Arlington Family Resource Center assists families that are homeless.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction funds will be used to pay teachers for Saturday School in the months of February, March, and April. Supplies for Saturday school will also be funded with SAI money.

Violence Prevention Programs

NA

Nutrition Programs

Breakfast in the classroom to insure that our students are prepared nutritionally for the academic school day. We have also been given a \$10,000 grant, known as the Fresh Fruit and Vegetables Grant, to provide fresh fruits and vegetables to our students as a snack 3 times a week.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS Leadership Team
Principal – Tim Feagins
Kindergarten – Lisa Halbert
1st Grade – Michelle Kogan
2nd Grade – Alison Peal
3rd Grade – Dana Klabacka
4th Grade – Kristin Rhodes
ESE – Andrea Boyd
Resource – Deborah Treglio
UOPD – Cathy Gwynes
Leadership – Wendy Neal
Dr. Sue Syverud – UNF Professor

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

The MTSS leadership team functions as a committee at the school. It meets a minimum of once per month to discuss the implementation of the RtI process at the school. The team analyzes the scheduling, materials, and progress monitoring process of RtI for the school. The MTSS leadership team develops and revises the school RtI handbook for teachers to use to better understand the various tiers of instruction as well as the appropriate way to collect data and monitor the progress of the students. The MTSS leadership team works closely with the RtI problem solving team to provide professional development for teachers regarding the fidelity of the implantation of RtI. Progress monitoring forms and frequency charts are develop through the MTSS leadership team as well as RtI implementation plans.

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 school-based MTSS leadership team helps in the development of the strategies used to help minimize the barriers stated in the SIP for each subject area. The RtI problem-solving team meets at minimum once per month to analyze student progress for students with the largest learning deficits. Both teams work hand-in-hand in providing the structure and knowledge to the RtI process at the school.

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.

Teachers will utilize data in the district program Inform. Results from District Benchmark Assessments, DRA2, previous FCAT assessments, FAIR, and Writing Prompts will be used to summarize data in each subject area. Teachers will complete item analyses for each benchmark to determine individual students needs according to the benchmark, skill, or concept seen as a deficit. As teachers place students into either Tier 2 or 3, student achievement will be managed through On-Going Progress Monitoring (OPM) assessments and Florida Continuous Improvement Model (FCIM) assessments. Learning will be differentiated based on the results.

Describe the plan to train staff on MTSS.

Early Dismissal Days that take place two Wednesdays as well as Faculty Meetings which take place once per month will be used to train staff on MTSS as needed. In the professional development, staff will be made aware of any changes to the staff RtI handbook. The RtI problem-solving process will also be reviewed to assure that all teachers understand the necessary steps needed to bring a child before the RtI problem-solving team.

Describe the plan to support MTSS.

All class schedules have 30-minutes blocked out of their daily schedules for RtI implementation. Each grade level works as a team to allow students to "walk to intervention" resulting in students being grouped with similar deficits across the grade level. Teachers will also be giving a substitute in order to meet with the RtI problem-solving team as needed to discuss the progress of our most at-risk students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal – Tim Feagins
Standards Coach – Karen Gaylor
Reading Coach – Tiffany Fullwood
Curriculum Integration Specialist – David Shaffer
Primary Teacher – Alison Peal
Intermediate Teacher – Artrice Johnson
Science Coach – Megan Schaudel

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

The school-based Literacy Leadership Team (LTT) will meeting monthly to review the implementation of reading as well as the integration of reading across all subject areas. Our primary role this year is to roll out the Common Core State Standards

across all grade levels. We will be providing training for the staff on all of the CCSS standards as well as its vertical alignment throughout the school year. We will also analyze FAIR results after each assessment period looking for trends and common deficits. As a result, we will develop intervention strategies with teachers to help them remediate students not meeting the expectation. As a medical arts magnet school, we are also charged with integrating science into the reading block. The LLT will be finding curriculum and resources that will help teachers with this integration.

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

Major Initiatives of the LLT

- 25 book campaign
- Science integration into the reading block through non-fiction text
- Finding paired readings to enhance the non-fiction selections used to teach science
- FAIR analysis and remediation
- Text complexity
- Common Core State Standards implementation

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.

The Pre-K program at Woodland Acres consists of neighborhood children. In order to prepare the Pre-K students for easy transition into Kindergarten classrooms, the Pre-K program follows the reading, writing, and math standards used in Kindergarten and integrate social studies and science throughout the curriculum. The Pre-K classroom teachers also implement the same rituals and routines as the Kindergarten classrooms in order to prepare them for a smooth transition into Kindergarten. Our Kindergarten students are assessed using FAIR, FLKRS, and teacher made assessments.

Within the first 45 days of enrollment, kindergarten students are given two assessments; the FLKRS for kindergarten readiness and the FAIR to obtain a pre-reading benchmark. These results are used to group students for differentiated instruction and provide strategies for immediate intensive intervention.

*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 the 2012 FCAT Reading Assessment, 23% [49] of all 3rd-5th grade students scored a Level 3. WAE has set the goal of 42% [90] scored a Level 3 in the 2013 FCAT Reading Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%[49]	42%[90]

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	<p>1a.1.</p> <p>Need for more teacher training in delivery of higher cognitive demand questioning</p> <p>Need for training in establishing and facilitating student collaborative learning groups</p> <p>Need for training in the Common Core Standards (Anchor Standards and Grade Specifics)</p>	<p>1a.1.</p> <p>Provide professional development such as:</p> <p>Teachers will participate in a Collaborative Learning Cycle musing the texts, Teach Like a Champion and Best Practices, 4th Edition during Professional Development time to enhance higher cognitive demand questioning.</p> <p>Instructional Coach will model lessons that show how to achieve 100 percent engagement among all students during whole/small group instruction.</p> <p>Teachers will participate in training on the Common Core Standards at the School and District Level during professional development time.</p>	<p>1a.1.</p> <p>Administration</p> <p>Standards Coach</p> <p>Classroom Teachers</p>	<p>1a.1.</p> <p>Classroom observations to see if higher level questioning during whole/small group instruction is taking place.</p> <p>Higher level questioning techniques will be evident in teacher's lesson plans</p> <p>Focus Walks</p>	<p>1a.1.</p> <p>School-based Classroom Observation Instrument</p> <p>Progress Monitoring Data</p> <p>CAST Evaluation: Administrators</p>
	<p>1a.2.</p> <p>Need for more focus on incorporating differentiated instruction for higher learning gains of the bottom quartile and bubble students.</p> <p>Need for aligning Common Core Assessments with FCAT 2.0 Specifications.</p>	<p>1a.2.</p> <p>Teachers will prioritize lessons based on students' needs.</p> <p>Rigorous common assessments across grade levels which emphasize Common Core Standards and Webb's D.O.K. level 3 and 4</p>	<p>1a.2.</p> <p>Administration</p> <p>Classroom Teachers</p> <p>School Instructional Coach</p>	<p>1a.2.</p> <p>Teachers will keep documentation of assessments in their Data Analysis Notebook (DAN)</p> <p>Standards Coach will complete an Item Analysis of assessments for FCIM remediation.</p>	<p>1a.2.</p> <p>Differentiated Instruction plans</p> <p>Classroom Observations</p> <p>Progress Monitoring Data</p> <p>FCIM assessment</p>

2	Need for training in Data Analysis using Insight (Inform).	<p>questioning methods</p> <p>Teachers will develop student groups based on learning modalities and commonalities in progress monitoring assessments.</p> <p>Curriculum will be adjusted to meet the needs of all students with an emphasis on medical themes.</p> <p>Teachers will participate in Data Analysis training/item analysis to better assist in FCIM remediation/RTI</p> <p>Teachers will have the opportunity to participate in a school-wide book study on Robert Marzano's book Classroom Instruction that Works.</p>		Differentiated instruction will be evident in teachers' lesson plans.	<p>results</p> <p>Gains in assessments</p>
3	<p>1a.3.</p> <p>Varied opportunities for expanding students' academic vocabulary are needed</p> <p>Need for knowledge of tier 2 academic vocabulary as part of the Common Core Standards</p>	<p>1a.3.</p> <p>Implement a school wide Word of the Week to expand the vocabulary of students</p> <p>Teachers will concentrate on academic vocabulary relevant to students' lives (tier 2 words) using Isabel Beck's book Bringing Words to Life.</p> <p>Teachers will place an emphasis on medical terminology (prefixes/Latin roots).</p>	<p>1a.3.</p> <p>Classroom Teachers</p> <p>School Instructional Coach</p> <p>Administration</p>	<p>1a.3.</p> <p>Students will be able to discuss new tier 2 medical terms they are learning.</p> <p>Students will use vocabulary logs to record new words.</p> <p>Teachers will give students regular opportunities to practice vocabulary through Destination Success, fictional and nonfictional genre, FCAT Explorer and other websites.</p> <p>Word of the Da will be announced on WWAE each morning.</p> <p>Words and Definitions will be posted on main bulletin board.</p>	<p>1a.3.</p> <p>Increase in vocabulary scores on District Benchmark Assessments, teacher made assessments, and FCAT</p> <p>Progress Monitoring Assessments</p>

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:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p> <p>Reading Goal #1b:</p>	<p>In the 2012 FCAT Reading Assessment, 22%[48] of all 3rd through 5th grade students scored at a Level 4 and 5. WAE has set the goal of 28% [60]</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>22%[48]</p>	<p>28%[60]</p>

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:	In the 2012 FCAT Reading Assessment, 22%[48] of all 3rd through 5th grade students scored at a Level 4 and 5. WAE has set the goal of 28% [60]
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%[48]	28%[60]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Need for teacher training in the Common Core Standards that will promote student engagement and rigor Knowledge needed in the areas of: <ul style="list-style-type: none"> • Anchor standards • Text Complexity • Close Reading 	2a.1. Professional Development: Provide teacher training through Professional Development in the Common Core Standards. Instructional Coach will model trajectory of the standards, text complexity, and close reading. Teachers will align Common Core Standards to class instruction. Text-dependent questions	2a.1. Instructional Coach District Coach Administration	2a.1. Classroom Observations Lesson Plans will show documentation of Common Core Standards	2a.1. Informal/formal observations School-based classroom observation instrument District Benchmark Assessments FCAT FAIR
	2a.2. Need for a rigorous and challenging curriculum for students performing at or above grade level Knowledge needed in developing high demand questioning aligned with Common Core Standards	2a.2. Students will be exposed to genre studies (fiction, nonfiction, poetry) that promote text complexity, close reading and text dependent questions. Use of Webb's Depth of Knowledge to incorporate higher complexity questions during whole and small group instruction. Instructional Coach will model read alouds/think alouds to promote higher level questioning.	2a.2. School Instructional Coach Administration	2a.2. Monitoring student achievement data to see if students at or above grade level are scoring 90th percentile or higher on formal and informal assessments (benchmarks, FCIM assessments, exit slips, F.A.I.R., teacher assessments Focus Walks, Classroom Observations, Lesson Plan Review Student Portfolios containing students' best	2a.2. Increase in scores in District Benchmark Assessments, teacher made assessments, F.A.I.R. and FCAT Progress Monitoring observations during small/whole group discussion (questioning) School-based classroom observation

2		<p>Provide opportunities for students to work collaboratively creating their own high level questions.</p> <p>Expose students to interactive lesson activities that promote engagement and collaboration.</p> <p>Provide opportunities for writing based on all material read in class.</p> <p>Expose students to lesson activities that require extended research in other content areas.</p> <p>Provide students with opportunities to create engaging projects that support each reading strand. (theme charts, text feature scrolls, plot roller coasters, creative Venn Diagrams, questions Charts, dramas, etc.)</p> <p>Provide students with opportunities to use technology. (research, reading programs, etc.)</p> <p>Provide students regular opportunities to respond to literature and informational text in writing and citing evidence in the text to support their opinions.</p>		work	instrument CAST Evaluation
3	2a.3 Need for more integration of literacy instruction within the content area in order to maintain and increase engagement	2a.3 Organize literature circles in both fiction and non-fiction texts. Expose students to integrated thematic group projects that require investigative research into other content areas (i.e. social studies, science, and medical). Provide opportunities to enhance speaking/listening skills through oral presentation of projects.	2a.3 Classroom Teacher School Instructional Coach Administration	2a.3 Monitoring student achievement data to see if students at or above grade level are scoring 90th percentile or higher on formal and informal assessments Documentation of engaging learning activities in teachers' lesson plans Student reading portfolios containing samples of best work	2a.3 District Benchmark Assessments, teacher-made assessments, F.A.I.R., and FCAT Lesson Plan Review Checklist Classroom Observations Forms CAST Evaluation

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 the 2012 FCAT Reading, 60%[128] of all 3rd-5th Grade students scored at a level 4 or better. WAE has set the goal of 66%[142] meeting level 4 and 5 in the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%[128]	66%[142]

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	3a.1. Varied opportunities for increasing student achievement in the area of reading application and informational text, research Knowledge of instructional strategies that will increase student engagement in the area of informational text	3a.1. Implement the use of graphic organizers to help in reading comprehension. We will use Marzano's Classroom Instruction That Works during Professional Development. High complexity questions will be implemented daily in all lessons. Provide an experiential approach to learning. Differentiate instruction to meet the learning needs and modalities of all students. Provide websites that support text features and informational text. Expose students to a wide array of non-fiction texts and instructional	3a.1. Classroom Teachers Instructional Coach Administration	3a.1. Teachers will keep documentation of FCIM assessments and progress monitoring assessments in their Data notebook and in students' reading portfolios. Teachers and instructional coach will remediate students during small group instruction.	3a.1. Increase in reading application and informational text scores on District Benchmark Assessments, teacher made assessments, and FCAT School-based Classroom Instrument Progress Monitoring Data CAST Evaluation

		strategies. Model text chunking and text coding (annotating) text during reading			
2	3a.2. Developing common FCIM assessments aligned with FCAT 2.0 specifications	3a.2. Teachers will target specific learning goals during Collaborative Learning Cycles to effectively design assessments. Teachers will utilize Florida Achieves, FCAT Test Maker, Limelight (Test Builder) to assist in assessment planning Instructional Coach will assist in assessment planning Data/Item Analysis Training to prioritize teaching reading strands	3a.2. Classroom teachers Instructional Coach	3a.2. Teachers will keep documentation of informal and formal assessments in their Data notebooks and students' reading portfolios. Instructional Coach will keep documentation of data and complete an item analysis of FCIM assessments Students will graph progress of their assessments in their reading portfolios.	3a.2. Increase in scores on District Benchmark Assessments, teacher-made assessments, and FCAT
3	3a.3. Maintaining an environment conducive to learning and the knowledge of strategies needed to have 100 percent student engagement.	3a.3. Teachers will participate in a Collaborative Learning Cycle using the book, Teach Like a Champion They will apply strategies and techniques from the book to promote effective rituals and routines for all students. Provide strategies in classroom instruction to gain "100 percent" engagement Teachers will incorporate C.H.A.M.P.S ritual and routines within the classroom and school at all times.	3a.3. Classroom teachers Instructional Coach Administration	3a.3. Teacher observations with immediate feedback given to debrief on what did or didn't work in the classroom	3a.3. Class Walk-through Form, C.A.S.T. evaluation tool

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 the 2012 FCAT Reading Assessment 78%[168] of all 3rd-5th Lowest Quartile students had reading learning gains, WAE has set the goal of 82%[175] students making learning gains in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%[168]	82%[175]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. Knowledge of students that make up the Lowest 25% of readers is needed at the beginning of the school year in order to identify specific problem areas in reading early on to create student pullout groups for the lowest 25%	4a.1. Identify each child in the lowest 25% of readers in each classroom. Develop an action plan for each child and monitor it throughout the school year. Provide Multi-tier intervention (RTI) for each child through a targeted data analysis.	4a.1. School Instructional Coach Classroom Teacher Administration	4a.1. In-depth analysis of the Multi-tier process used with the Lowest 25% of readers. Data chats with teachers around their lowest 25% of readers Remediation given based on FCIM assessments	4a.1. School-based Classroom Observation Instrument Multi-Tier(RTI) progress Monitoring FCIM assessments and all Teacher-made assessments District Progress Monitoring Assessments
2	4a.2. Knowledge needed in analyzing and disaggregating data for all students Knowledge needed in preparing digital PMPs	4a.2. Teachers will be given professional development training in Insight (Inform). They will learn how to analyze data and group students according to learning needs. They will use student data to drive instruction that will promote student learning gains.	4a.2. Instructional Coach Data Specialist from District Instructional Coach Classroom Teachers Administration	4a.2. Teachers and instructional coach will keep an in-depth analysis of data to determine student groups and needs of individual students Teachers will keep documentation of data graphs and charts to show student progress in Data notebooks and student portfolios.	4a.2. Multi-Tier (RTI) progress Monitoring FCIM and teacher-made assessments District Progress Monitoring Assessments
	4a.3 Knowledge of intervention resources available to teachers for lowest 25% of readers	4a.3. Develop a menu of RTI reading options for teachers to use as a guide to match the	4a.3. Leadership Team Classroom Teacher	4a.3. In-depth analysis of the RTI process used with the Lowest 25% of readers	4a.3. RTI Progress Monitoring Assessments

3	appropriate interventions with its need. Teachers will use these resource options as they differentiate instruction i.e., small groups, individual conferences	Instructional Coach Administration	Data chats with teachers around their Lowest 25% of readers	District Progress Monitoring Assessments
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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 the school year 2016-2017, all(100%)3rd-5th grade students will be proficient in reading.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45%	55%	65%	75%	85%	

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:	In the 2012 FCAT Reading Assessment, 60% of all 3rd through 5th Grade students in the Black subgroup made AYP. WAE has set the goal of 65% making AYP in the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black: 60% Hispanic: Asian: American Indian:	White: Black: 65% Hispanic: Asian: American Indian:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: Black: Fluency Rate Hispanic: Asian: American Indian: Knowledge of Frayer Model (Synonyms and Antonyms) Knowledge needed in teaching words systematically and directly Knowledge needed in teaching Tier 2 vocabulary words that are relative to students' lives Knowledge of strategies to increase fluency	5B.1. Develop vocabulary building exercises for students to practice recall of unfamiliar words. Use Frayer Model to increase vocabulary. Teach deep word knowledge ensuring students understand the likenesses and differences of similar words Conduct timed readings to students with below expectation fluency rates (DRAs). Professional Development training using the book Teach Like a Champion (pgs. 273-277)	5B.1. Classroom Teacher Multi-tier Leadership Team	5B.1. Graphing fluency rates of students over time Continue monitoring fluency using DRAs/running records Documentation of fluency activities i.e. reader's theater, oral presentations, group discussions Assessment results (FCAT 2.0) indicating an increase in specific strands (pertaining to each subgroup).	5B.1. F.A.I.R WPM Assessment (3 x per year) Progress Monitoring Assessments Adequate Yearly Progress Benchmarks met for the 2012 through 2013'

		Implement reader's theater in lesson activities to build fluency			
2	5B.2. Exposure to more non-fiction reading and strategies to master understanding	5B.2. Introduce text features of non-fiction text through incorporation of the medical arts curriculum in reading. Build the frequency of non-fiction text in the 90-minute reading block. Provide learning activities that are meaningful and require questions that are high complexity. Provide learning activities that promote questions for further research.	5B.2. Teachers Instructional Coach Administration	5B.2. Compare assessment results from fiction passages with non-fiction passages. Progress Monitoring Assessments Documentation of non-fiction lesson activities in lesson plans	5B.2. District Progress Monitoring Assessments FCIM Assessments On-going Progress Reports
3	5B.3. Method for tracking each subgroup in reading	5B.3. Develop a tracking sheet that monitors the progress of each subgroup to see if any are falling behind the expected level of achievement.	5B.3. Instructional Coach Classroom Teacher Administration	5B.3. Conduct Data Chats with teachers to determine if the progress for each subgroup is sufficient. Documented lesson plans that show text feature strategies	5B.3. District Progress Monitoring Assessments FCIM Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:				
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 reading. Reading Goal #5D:	In the 2012 FCAT Reading Assessment 41%[11] of all 3rd-5th grade students in the SWD subgroup made learning gains. WAE has set the goal of 48%[13] making learning gains in the 2013 FCAT Reading Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
41%[11]	48%[13]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Need for students to be identified early on and accommodations fully met with the State of Florida ESE guidelines.	5D.1. Divide the students with IEP's into groups and assign students to available adults in the building to provide intervention throughout the day. Instructional coach works individually with students during class instruction. PMPs, AIP, and IEPs being developed for personalized student learning plans	5D.1. Administration Multi-tier (RTI) Leadership Team Classroom Teachers (VE Teachers) Instructional Coach	5D.1. Discuss assessment results (FCAT 2.0) indicating an increase/growth in specific strands (pertaining to each subgroup)	5D.1. Multi-tier (RTI) Progress Monitoring Assessments District Monitoring Assessments Adequate Yearly Progress Benchmarks met for the 2012-2013, Safe Harbor Proficient Target met, or the Reading growth target was met
2	5D.2. Increase in students with IEPs in FCAT grades with limited ESE personnel	5D.2. Varying Exceptionalities will review all student IEP's to ensure that appropriate accommodations are present to give each child the best opportunity for success on the FCAT.	5D.2. Teachers in Varying Exceptionalities School Instructional Coach Classroom Teachers	5D.2. Monitoring of student achievement data for students with disabilities	5D.2. Progress Monitoring Assessments
3	5D.3. Consistent small group pullouts from the ESE teacher to accommodate the needs of SWD.	5D.3. Continuous ESE teacher pullouts and co-teaching with reading coach and classroom teacher. Specific reading strategies to increase comprehension skills. Teach annotating text to remain focused during reading. Conduct Running Records for continuously to check fluency. Provide enrichment activities to increase students' academic vocabulary	5D.3. Classroom Teacher Varying Exceptionalities Teachers	5D.3. Monitoring of student achievement data for students with disabilities Analyze assessment results (FCAT 2.0) indicating an increase/growth in specific strands (pertaining to each subgroup)	5D.3. Progress Monitoring Assessments Adequate Yearly Progress for Benchmarks met for the 2012-2013, Safe Harbor Proficient Target met, or the Reading Growth Target was met

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.	In the 2012 FCAT Reading Assessment 59%[113] of all 3rd-5th grade students in the Economically Disadvantaged subgroup made learning gains. WAE has set the goal of 65%
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Reading Goal #5E:	[124] making learning gains in the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%[113]	65%[124]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Students are often discouraged about low performance.	5E.1. Implement a mentoring program matching each student scoring in the lowest 25% with a teacher or staff member that volunteers to be a mentor. The mentor will meet with student(s) for encouragement and accountability. Each mentor may have 1-3 students.	5E.1. Instructional Coach Classroom Teachers Administration	5E.1. Students are more confident workers	5E.1. Increase in scores for District Benchmark Assessments, F.A.I.R., teacher made assessments and FCAT
2	5E.2. There is a gap in early literacy exposure for some of the economically disadvantaged students.	5E.2 Implement instructional strategies that are meaningful and engaging. Teach students text coding strategies to promote success. Provide fiction and non-fiction books that promote reading interest and literacy development among students Provide book clubs for students during Team Up After School program – BoysN2Books/GirlsN2 Literacy	5E.2. Teachers Instructional Coach Reading Coach Administration	5E.2. Teachers will keep data on informal and formal assessments in their data notebooks. Monitoring achievement data of students that are economically disadvantaged Attendance in Book Clubs will be consistently documented Track data of students attending book clubs	5E.2. Teachers will keep data of informal and formal assessments in their data notebooks Attendance document will be kept for book clubs Data tracking chart will be kept on all students attending book clubs.
3	5E.3 Parents ability to come to the school to set goals for student performance	5E.3 Establish monthly parent nights that parents could attend after work. Provide incentives to parents for attending. Teacher making home visits developing a two-way communication system, and being willing to wait before or after school to accommodate parent schedules and limitations.	5E.3 Teachers Instructional Coach Reading Coach Administration	5E.3 Monitor number of conferences teachers have with each parent per quarter.	5E.3 Communication/conference log

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
Techniques in higher cognitive questioning Collaborative student groups Teach Like a Champion Doug Lemov/Best Practices	K-5	Standards Coach District Coach Administration	School-wide	Early Release, Weekly Collaborative Training Days On-going throughout the year	Conduct Classroom Walk-throughs, Focus Walks, Classroom Observations, Lesson Plan Reviews, and Data Chats	Instructional Coach, District Coach, Administration, and Classroom Teachers
Rigorous Common Assessments across grade levels which emphasizes Common Core Standards and Webb's D.O.K. level 3 and 4 questioning strands	K-5	School based Coaches District Coach Administration	School-wide	Early Release, Weekly Collaborative Training Days	Conduct Classroom Walk-throughs, Focus Walks, Classroom Observations, Lesson Plan Reviews, and Data Chats	Standards Coach, District Coach, Administration, and Classroom Teachers
Data/Item Analysis Training to prioritize teaching reading strands	K-5	School based Coaches District Coach Administration	School-wide	Early Release, Weekly Collaborative Training Days On-going throughout the year	Conduct Classroom Walk-throughs, Focus Walks, Classroom Observations, Lesson Plan Reviews, and Data Chats	Standards Coach, District Coach, Administration, and Classroom Teachers
FCIM remediation training	K-5	Standards Coach District Coach Administration	School-wide	Early Release, Weekly Collaborative Training Days	Conduct Classroom Walk-throughs, Focus Walks, Classroom Observations, Lesson Plan Reviews, and Data Chats	Standards Coach, District Coach, Administration, and Classroom Teachers
Faculty Book Study Teach Like A Champion	K-5	School Instructional Coach Administration	School-wide	Early Release, Weekly Collaborative Training Days	Conduct Classroom Walk-throughs, Focus Walks, Classroom Observations, Lesson Plan Reviews, and Data Chats	Standards Coach, District Coach, Administration, and Classroom Teachers
Data Digital PMPs	K-5	School based Coach District Coach Administration	School-wide	Early Release, Weekly Collaborative Training Days	Conduct Classroom Walk-throughs, Focus Walks, Classroom Observations, Lesson Plan Reviews, and Data Chats	Standards Coach, District Coach, Administration, and Classroom Teachers
Common Core Standards Anchor Standards; Text Complexity; Close Reading	K-5	Standards Coach District Coach Administration	School-wide	Early Release, Weekly Collaborative Training Days	Conduct Classroom Walk-throughs, Focus Walks, Classroom Observations, Lesson Plan Reviews, and Data Chats	Standards Coach, District Coach, Administration, and Classroom Teachers
RTI remediation	K-5	School based Coach District Coach Administration	School-wide	Early Release, Weekly Collaborative Training Days	Conduct Classroom Walk-throughs, Focus Walks, Classroom Observations, Lesson Plan Reviews, and Data Chats	Standards Coach, District Coach, Administration, and Classroom Teachers

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy Circles to promote Common Core Standards	Novels – Grades 3-5 (six sets for each grade level)	48390	\$500.00
Incentives for Mentors	(Pencils, Cards, Gift Cards, Stickers, etc.)	48390	\$200.00
Florida Ready Workbooks	FCAT 2.0 Practice Workbooks for 3rd-5th grade students for homework and after-school tutoring	48390	\$3,500.00
			Subtotal: \$4,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Book Study to assist teachers with Common Core Standards	Best Practices, Fourth Edition	48390	\$400.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Books for BoysN2Books/GirlsN2Literacy	Fiction and Non-fiction grade level books to be used during after school book clubsh	48390	\$300.00
			Subtotal: \$300.00
			Grand Total: \$4,900.00

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:		In 2012, 30%[7] of ELL students that took the CELLA Listening and Speaking Assessment scored proficiently. In 2013, it is Woodland Acres goal for 35%[8] students to score proficiently.			
2012 Current Percent of Students Proficient in listening/speaking:					
30%[7]					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of teaching strategies to help ELL students that do not speak proficient English	1.1. Provide professional development for teachers to help them use hands-on activities and movement to help ELL students	1.1. Administration Instructional Coaches Classroom	1.1. Monitoring the progress of all ELL students on district assessments	1.1. District Benchmark Assessments FAIR assessments

	understand content.	Teachers		FCAT
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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:

In 2012, 9%[2] of ELL students that took the CELLA Reading Assessment scored proficiently. In 2013, it is Woodland Acres goal for 20%[4] students to score proficiently.

2012 Current Percent of Students Proficient in reading:

9%[2]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Low reading levels due to non-proficiency in the English language. Low vocabulary acquisition.	2.1. Use Dolch word lists to help ELL students learn the sight words with automaticity.	2.1. Classroom Teachers	2.1. Monitor the progress of the recitation of Dolch Word lists.	2.1. FAIR assessment (Vocabulary percentile rank)
2	2.2. Low fluency level due to low vocabulary of the English language.	2.2. Use Fluency probes daily to increase practice with reading that uses Dolch words.	2.2. Classroom Teachers Instructional Coaches	2.2. Monitor the progress made on the words per minute read by ELL students after each fluency probe.	2.2. FAIR assessments DRA2 assessment

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

3. Students scoring proficient in writing.

CELLA Goal #3:

In 2012, 5%[1] of ELL students that took the CELLA Reading Assessment scored proficiently. In 2013, it is Woodland Acres goal for 15%[3] students to score proficiently.

2012 Current Percent of Students Proficient in writing:

5%[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
1	2.1. Lack of sentence structure due to low English proficiency	2.1. Daily oral language lessons for ELL students to help them learn grammar and syntax.	2.1. Classroom Teacher Instructional Coaches	2.1. Weekly progress of grammar used in written sentences.	2.1. Monthly District Writing Prompts

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Vocabulary/Picture Cards	One-to-one correspondence with vocabulary and pictures to help students acquire vocabulary	48390	\$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
CRISS strategies (TDE Substitutes)	Strategies to help teachers use motion, movement, and manipulatives to bring understanding to content.	48390	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,000.00

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:	In grades 3-5, 45% [96] of students will score an FCAT 2.0 level 3 or higher on the 2013 administration of the FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% [69]	45% [96]

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	<p>1A.1.</p> <p>Lack of focus on incorporating differentiated instruction for higher learning gains of the bottom quartile and bubble students</p> <p>Limited or inadequate time for professional development training</p> <p>Limited experience with disaggregating math data and prioritizing teaching</p>	<p>1A.1.</p> <p>Provide professional development such as:</p> <ul style="list-style-type: none"> • Rigorous Common Assessments across grade levels which emphasizes Common Core Standards and Webb's D.O.K. level 3 and 4 questioning methods • Data/Item Analysis (Insight) Training to prioritize teaching math strands • FCIM remediation training • Data Digital PMPs • Differentiated Instruction • Problem-Solving Process and Strategies • Core Math Program Content Training <p>Assist Teachers in grades 3-5 in developing personalized student learning plans which are an AIP, IEP, and PMP</p>	<p>1A.1.</p> <p>Administration</p> <p>Math Coach</p> <p>Classroom Teachers</p>	<p>1A.1.</p> <p>Data Chats on formative and summative assessment to determine students' academic strengths and weaknesses concerning specific math strands.</p> <p>Monitor FCIM remediation data</p> <p>Focus Walks, Classroom Observations. Lesson Plan Review</p> <p>Synched lesson plans</p>	<p>1A.1.</p> <p>School-based Classroom Observation Instrument</p> <p>Progress Monitoring Data</p> <p>DA Instructional Review Indicators Rubric</p> <p>Cast Evaluation Instrument</p>
2	<p>1A.2.</p> <p>(Large number of novice teachers)</p> <p>A learning curve needed to implement the Common Core Math Standards. Limited use of Common Core</p>	<p>1A.2.</p> <p>Model Effective Teaching (math coach)</p> <p>Implement with fidelity math workshop model</p> <p>Effective Configuration Boards</p> <p>Implementing Math Core Program</p>	<p>1A.2.</p> <p>Administration</p> <p>Math Coach</p> <p>Classroom Teachers</p>	<p>1A.2.</p> <p>Monitor the use of the Rigor Rubric which will help teachers to determine the overall effectiveness of their lessons and lesson delivery.</p>	<p>1A.2.</p> <p>School-based Classroom Observation Instrument</p> <p>Progress Monitoring Data</p> <p>DA Instructional Review Indicators Rubric</p> <p>Cast Evaluation Instrument</p>
	1A.3.	1A.3.	1A.3.	1A.3.	1A.3.

3	Lack of effective math homework activities which mirrors standards.	80/20 rule: Math Coach assisting teachers with Bottom Quartile students, bubble students, etc. 80% of math coaches time spent in classrooms; one grade level per day. Effective math enrichment activities for students Math homework which mirrors standards	Administration Math Coach Classroom Teachers	After an assessment is given, looking at the overall growth (in a weak math strand) from one testing period to the next. The growth systems we will utilize are common rigorous assessments, Benchmark Exams, and data from implementing early-released FCAT grade level exams	School-based Classroom Observation Instrument Progress Monitoring Data DA Instructional Review Indicators Rubric Cast Evaluation Instrument
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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:	In grades 3-5, 35% [75] of students will score an FCAT 2.0 level 4 or higher on the 2013 administration of the FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% [58]	35% [75]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2A.1. Lack of knowledge of how to effectively create assignments in Insight, knowing to focus on one data piece at a time	2A.1. All enrichment based lessons, activities, projects, and independent student study will be based on	2A.1. Administration Math Coach Classroom	2A.1. Multiple lens approach (looking at different data sets) after an enrichment project or tasks are giving, we will look at the	2A.1. School-based Classroom Observation Instrument

1	(create a plan of action from it) and how to minimize the time it takes to compile the data by using Insight.	data (specific strands that require remediation)	Teachers	overall growth (in a weak math strand) from one testing period to the next.	Progress Monitoring Data DA Instructional Review Indicators Rubric Cast Evaluation Instrument
2	<p>2A.2.</p> <p>Focusing on too many math learning strategies at a time. Understanding "when" to use certain ones.</p> <p>Staying on task and focused planning to create math enrichment pieces based upon higher order questioning.</p>	<p>2A.2.</p> <p>Teach/ Model how to formulate math lessons that will promote critical thinking skills (math strategies), higher order and rigorous questioning for the students across the grade levels.</p> <p>(Strategies to Promote Equity in Mathematics Education by Beatriz S. Ambrosio and Signe E. Kastberg)</p> <p>Strategies such as:</p> <ul style="list-style-type: none"> • Encouraging exploration and investigation • Use students' prior knowledge • Use multiple representations to illustrate mathematical ideas • Use real-world problem-solving activities • Integrate mathematics with other content areas • Use culturally relevant materials as a springboard for mathematics instruction. • Provide students with opportunities to use technology. • Encourage oral and written discourse in the classroom • Encourage collaborative problem solving • Use student thinking to enhance learning • Offer an enriched curriculum and challenging activities • Use a variety of problem-solving experiences 	<p>2A.2.</p> <p>Administration Math Coach Classroom Teachers</p>	<p>2A.2.</p> <p>Student mastery of a weak math strand by using specific learning strategies. Growth in data from one period to the next assessment period.</p> <p>Focus Walks, Classroom Observations. Lesson Plan Review</p>	<p>2A.2.</p> <p>School-based Classroom Observation Instrument</p> <p>Progress Monitoring Data</p> <p>DA Instructional Review Indicators Rubric</p> <p>Cast Evaluation Instrument</p>
3	<p>2A.3.</p> <p>Inconsistency in the daily implementation of higher-order questioning strategies during the delivery of instruction.</p>	<p>2A.3.</p> <p>Teachers will incorporate higher-order questions and rigorous task in the their lesson plans and implement during the daily delivery of instruction.</p> <p>Use enrichment activities in EnVisions curriculum.</p>	<p>2A.3.</p> <p>Administration Math Coach Classroom Teachers</p>	<p>2A.3.</p> <p>Focus Walks, Classroom Observations. Lesson Plan Review</p> <p>The Rigor Rubric will help teachers to determine the overall effectiveness of their lessons and lesson delivery.</p>	<p>2A.3.</p> <p>School-based Classroom Observation Instrument</p> <p>Progress Monitoring Data</p> <p>DA Instructional Review Indicators Rubric</p> <p>Cast Evaluation Instrument</p>

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:	Student achievement of 70% [150] making learning gains on the 2013 FCAT 2.0 Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% [135]	70% [150]

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	3A.1. Failure to identify "what worked" and "what did not work" in reference to implementing strategies and making learning gains across grade levels.	3A.1. Identify students (who are current students at W.A.E.) at the beginning of the school year who made learning gains according to previous year Analyze (2012) FCAT 2.0 data to determine what specific strategies or Differentiated Instruction was used to assist students with making learning gains and implement specific strategies into daily instruction across grade levels.	3A.1. Administration Math Coach Classroom Teachers	3A.1. Data chats (FCAT 2012 data) and data notebook review across grade levels 3-5 to identify students who have made learning gains Focus Walks, Classroom Observations, Lesson Plan Review	3A.1. School-based Classroom Observation Instrument Progress Monitoring Data DA Instructional Review Indicators Rubric Cast Evaluation Instrument
	3A.2.	3A.2.	3A.2.	3A.2.	3A.2.

2	Adjustment to focusing on all proficiency levels across grade levels and acquiring more growth from the lower 25%	Continue to not only focus on those students that are proficient, but have a deeper in depth focus on our lower 25% and bubble students in reference to making learning gains in math	Administration Math Coach Classroom Teachers	Data chats (FCAT 2012 data) and data notebook review across grade levels 3-5 to identify students who have made learning gains Focus Walks, Classroom Observations. Lesson Plan Review	School-based Classroom Observation Instrument Progress Monitoring Data DA Instructional Review Indicators Rubric Cast Evaluation Instrument
3	3A.3. Inconsistently monitoring data or not having a data focus, "data overload".	3A.3. Consistently monitoring data "prioritizing the math data" and making effective adjustments throughout the school year Utilize "error analysis" strategy to allow students to analyze and respond in writing to describe why errors in math work were made and what thinking will lead students to correct their mistakes (write about thinking).	3A.3. Administration Math Coach Classroom Teachers	3A.3. Data chats (FCAT 2012 data) and data notebook review across grade levels 3-5 to identify students who have made learning gains Focus Walks, Classroom Observations. Lesson Plan Review	3A.3. School-based Classroom Observation Instrument Progress Monitoring Data DA Instructional Review Indicators Rubric Cast Evaluation Instrument

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:		Student achievement of 75% [161] making learning gains by utilizing small groups and rigorous critical thinking questions to build mental stamina within our Lower 25% students. Student achievement improves when teachers incorporate specific instruction for problem-solving activities		
2012 Current Level of Performance:		2013 Expected Level of Performance:		

66% [141]			75% [161]		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Not identifying a consistent lowest 25% at the beginning of the school year due to mobility in order to pinpoint problem areas in math early on to create student pullout groups for lowest 25%.	4A.1. Student Pullouts (RTI Strategy) and/or small groups to differentiate instruction and remediate specific math strands.	4A.1. Administration Math Coach Classroom Teachers	4A.1. Data chats (FCAT 2012 data) across grade levels 3-5 to identify our lowest 25%, In individual teacher classrooms and school-wide. Focus Walks, Classroom Observations. Lesson Plan Review	4A.1. School-based Classroom Observation Instrument Progress Monitoring Data DA Instructional Review Indicators Rubric Cast Evaluation Instrument
2	4A.2. Unaware of the lowest 25% in other math classrooms/grade levels. Not receptive to trying new methods, receiving constructive feedback, and working in isolation.	4A.2. Grade level meetings to determine all of the lowest 25% and bubble students for the math department and individual classes	4A.2. Administration Math Coach Classroom Teachers	4A.2. Data chats (FCAT 2012 data) across grade levels 3-5 to determine academic growth and areas still in need for remediation of the lowest 25%, . Focus Walks, Classroom Observations. Lesson Plan Review	4A.2. School-based Classroom Observation Instrument Progress Monitoring Data DA Instructional Review Indicators Rubric Cast Evaluation Instrument

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 the school year 2016-2017, all(100%)3rd-5th grade students will be proficient in math. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	70%	80%	90%	100%	

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:	On the 2012 FCAT Mathematics Assessment, 59% [60] of Black students scored a level 3 or higher. In 2013, Woodland Acres Elementary has the goal of 64% [65] of Black students making a 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black: 59% [60] Hispanic:	White: Black: 64% [65] Hispanic:

Asian: American Indian:	Asian: American Indian:
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Little focus on moving non-proficient subgroups based upon 2012 FCAT 2.0 learning gains of non-proficient students.	5B.1. Monitor subgroups and determine if 10% reduction in non-proficient students were met through FCIM and Benchmark Testing.	5B.1. Administration Math Coach Classroom Teachers	5B.1. Monitor and analyze all formative assessment.	5B.1. Adequate Yearly Progress Benchmarks met for the 2012-2013. Safe Harbor Proficient Target met or the Mathematics Growth Target was met. FCAT
2	5B.2. Lack of awareness of the Safe Harbor Proficiency Target Note: Professional Development Training needed for AYP requirements.	5B.2. Determine the Safe Harbor Proficiency Target	5B.2. Administration Math Coach Classroom Teachers	5B.2. Analyze assessment results (FCAT 2.0) indicating an increase/growth in specific strands (pertaining to each subgroup).	5B.2. Adequate Yearly Progress Benchmarks met for the 2012-2013, Safe Harbor Proficient Target met, or the Mathematics Growth Target was met.

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:	
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:	In 2012, 39%[11] of SWD at Woodland Acres scored a level 3 or higher on the FCAT Mathematics Assessment. In 2013, Woodland Acres has set the goal of 50%[14] of SWD achieving a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:

39%[11]			50%[14]		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Students not identified early on and accommodations not being fully met with the State of Florida ESE guidelines.	5D.1. Small groups for personalized attention with math coach. PMPs, AIP, and IEPs being developed for personalized student learning plans	5D.1. Administration Math Coach Classroom Teachers (ESE Teacher)	5D.1. Analyze assessment results (FCAT 2.0) indicating an increase/growth in specific strands (pertaining to each subgroup).	5D.1. Adequate Yearly Progress Benchmarks met for the 2012-2013, Safe Harbor Proficient Target met, or the Mathematics Growth Target was met.
2	5D.2. Consistent small group pullouts from the ESE teacher to accommodate the needs of SWD.	5D.2. Continuous ESE teacher pullouts and co-teaching with math coach and primary teacher making sure the students are exposed to the level of engagement needed for proficiency on the FCAT.	5D.2. Administration Math Coach Classroom Teachers (ESE Teacher)	5D.2. Analyze assessment results (FCAT 2.0) indicating an increase/growth in specific strands (pertaining to each subgroup).	5D.2. Adequate Yearly Progress Benchmarks met for the 2012-2013, Safe Harbor Proficient Target met, or the Mathematics Growth Target was met.

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:	In the 2012 FCAT Mathematics Assessment 55%[106] of all 3rd-5th grade students in the Economically Disadvantaged subgroup scored Level 3 or higher. WAE has set the goal of 65%[126] making Level 3 or higher in the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%[106]	65%[126]

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Students not attending school due to lack of transportation.	5E.1. Small groups for personalized attention with math coach. PMPs, AIP, and IEPs being developed for personalized student learning plans	5E.1. Administration Math Coach Classroom Teachers	5E.1. Analyze assessment results (FCAT 2.0) indicating an increase/growth in specific strands (pertaining to each subgroup).	5E.1. Adequate Yearly Progress Benchmarks met for the 2012-2013, Safe Harbor Proficient Target met, or the Mathematics Growth Target was met.
	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.

2	Parents reluctant to participate due to time constraints, issues in the past concerning math or a negative school experience, or the perception of not being a part of the school climate.	Monthly Parent Math Nights Teaching families fun strategies and different ways to help their learner increase their proficiency in math.	Monthly Parent Math Nights Teaching families fun strategies and different ways to help their learner increase their proficiency in math. 5E.2. Administration Math Coach Classroom Teachers (ESE Teacher)	Analyze assessment results (FCAT 2.0) indicating an increase/growth in specific strands (pertaining to each subgroup).	Adequate Yearly Progress Benchmarks met for the 2012-2013, Safe Harbor Proficient Target met, or the Mathematics Growth Target was met.
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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
FCIM remediation training	K-5	Math Coach, District Coach, Administration	School-wide	Early Release, Weekly Collaborative Training Days On-going throughout the year	Conduct Classroom Walkthroughs, Focus Walks, Classroom Observations, Lesson Plan Reviews, and Data Chats	Math Coach, District Coach, Administration, and Classroom Teachers
Data Digital PMPs	K-5	School-based Coach, District Coach, Administration	School-wide	Early Release, Weekly Collaborative Training Days On-going throughout the year	Conduct Classroom Walkthroughs, Focus Walks, Classroom Observations, Lesson Plan Reviews, and Data Chats	Math Coach, District Coach, Administration, and Classroom Teachers
Problem-Solving Process and Strategies	K-5	Math Coach, District Coach, Administration	School-wide	Early Release, Weekly Collaborative Training Days On-going throughout the year	Conduct Classroom Walkthroughs, Focus Walks, Classroom Observations, Lesson Plan Reviews, and Data Chats	Math Coach, District Coach, Administration, and Classroom Teachers
Rigorous Common Assessments across grade levels which emphasizes Common Core Standards and Webb's D.O.K. level 3 and 4 questioning methods	K-5	Math Coach, District Coach, Administration	School-wide	Early Release, Weekly Collaborative Training Days On-going throughout the year	Conduct Classroom Walkthroughs, Focus Walks, Classroom Observations, Lesson Plan Reviews, and Data Chats	Math Coach, District Coach, Administration, and Classroom Teachers
Data/Item Analysis Training to prioritize teaching math strands	K-5	School-based Coach, District Coach, Administration	School-wide	Early Release, Weekly Collaborative Training Days On-going throughout the year	Conduct Classroom Walkthroughs, Focus Walks, Classroom Observations, Lesson Plan Reviews, and Data Chats	Math Coach, District Coach, Administration, and Classroom Teachers
				Early Release,		

Common Training/Core Math Program Content Training	K-5	Math Coach, District Coach, Administration	School-wide	Weekly Collaborative Training Days On-going throughout the year	Conduct Classroom Walkthroughs, Focus Walks, Classroom Observations, Lesson Plan Reviews, and Data Chats	Math Coach, District Coach, Administration, and Classroom Teachers
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Ready Workbooks	FCAT 2.0 Practice Workbooks for 3rd-5th grade students for homework and after-school tutoring	48390	\$3,500.00
			Subtotal: \$3,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,500.00

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:		WAE will increase the number of students who score at least a Level 3 to 27% [20] on the 2013 Grade 5 FCAT 2.0.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
23% [17]		27% [20]			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1a.1. Students lack	1a.1. Schedule dedicated	1a.1. Administration	1a.1. Focus walks to ensure	1a.1. Teacher Lessons

1	foundational science skills when entering 5th grade due to limited science instruction in grades K-4.	time for science instruction in the teachers' daily schedules for hands-on science instruction to provide the basic skills and knowledge necessary for students to be successful in 5th grade. Utilize Gizmos as a way to engage students in a technology program that covers the 5E's.	Science Coach Curriculum Integration Specialist	fidelity of implementation for science instruction in grades K-5. Monitoring and tracking Grades 3-5 Formative Assessments and Grade 5 Benchmark Test. Results from 2013 Grade 5 Science FCAT 2.0	Plans and Daily Schedules FOCUS Walk forms Teacher Observations Science Assessments 2013 Grade 5 Science FCAT 2.0 Results Teacher Observations Science Assessments 2013 Grade 5 Science FCAT 2.0 Results
2	1a.2. Teachers lack sufficient time to be able to teach science to the depth of understanding necessary for student to retain information and be successful in 5th grade.	1a.2. Begin to incorporate science instruction into other content areas (reading, math, and writing) to increase content being taught, leaving scheduled science time for hands-on activities.	1a.2. Administration Science Coach Curriculum Integration Specialist Math Coach Instructional Coach Reading Coach	1a.2. Focus walks to ensure fidelity of implementation for science instruction in grades K-5 and monitor and note integration into other core subjects.	1a.2. Teacher Lessons Plans and Daily Schedules FOCUS Walk forms Teacher Observations
3	1a.3. Teacher's lack the knowledge and skills to be able to provide hands-on, inquiry based science instruction to students.	1a.3. Send teachers to district-level professional development workshops and the NSTA conference to learn research-based instructional strategies for science instruction.	1a.3. Administration Science Coach Curriculum Integration Specialist	1a.3. Monitoring and tracking Grades 3-5 Formative Assessments and Grade 5 Benchmark Test. Results from 2013 Grade 5 Science FCAT 2.0	1a.3. Teacher Observations Science Assessments 2013 Grade 5 Science FCAT 2.0 Results

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:	WAE will increase the number of students who score at least a Level 4 or 5 to 12% [10] on the 2013 Grade 5 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% [8]	12% [10]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Teachers lack sufficient time to be able to teach science to the depth of understanding necessary for student to retain information and be successful in 5th grade.	2a.1. Begin to incorporate science instruction into other content areas (reading, math, and writing) to increase content being taught, leaving scheduled science time for hands-on activities. Required participation of all 4th and 5th grade students in the Science Fair with projects reflecting the medical arts theme.	2a.1. Administration Science Coach Curriculum Integration Specialist Math Coach Instructional Coach Reading Coach	2a.1. Focus walks to ensure fidelity of implementation for science instruction in grades K-5 and monitor and note integration into other core subjects.	2a.1. Teacher Lessons Plans and Daily Schedules FOCUS Walk forms Teacher Observations
2	2a.2. Teacher lack the knowledge and skills to be able to provide hands-on, inquiry based science instruction to students.	2a.2. Send teachers to district-level professional development workshops and the NSTA conference to learn research-based instructional strategies for science instruction. Utilize Gizmos as a way to engage students in a technology program that covers the 5E's.	2a.2. Administration Science Coach Curriculum Integration Specialist	2a.2. Monitoring and tracking Grades 3-5 Formative Assessments and Grade 5 Benchmark Test. Results from 2013 Grade 5 Science FCAT 2.0	2a.2. Teacher Observations Science Assessments 2013 Grade 5 Science FCAT 2.0 Results

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:	
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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
Inquiry Learning	K-5	Jamey Burns, Lastinger Center for Education	School-Wide	Early Release Days CLC with Subs	Integrate Inquiry into lesson plans and Magnet Unit plans. Teacher Observations	Tim Feagins, Principal Latrese Fann, Asst. Principal School Coaches David Shaffer, Curr. Int. Specialist
Science Academy	K-5	Diane Landschoot, DCPS Science Coach	One Primary Teacher and One Intermediate Teacher	September 26, 2012 November 14, 2012 January 30, 2012 May 8, 2012	Teacher Observations Teachers sharing during Professional Development opportunities.	Tim Feagins, Principal Latrese Fann, Asst. Principal David Shaffer, Curr. Int. Specialist
Integrated Science/Magnet Curriculum Writing	K-5	David Shaffer	School-Wide	One day monthly per grade level, on school calendar.	Focus Walks and Teacher Observations for fidelity of magnet implementation	Tim Feagins, Principal Latrese Fann, Asst. Principal School Coaches David Shaffer, Curr. Int. Specialist

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FOSS Inquiry-Based Science Units	Science Unit plans that incorporate NSTA science standards and research-based practices.	Magnet Schools Assistance Programs Grant	\$3,000.00

			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporating technology into science lessons	Class cart of iPads with a Built-in Wireless Router	Magnet Schools Assistance Programs Grant	\$7,500.00
			Subtotal: \$7,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Academy of Science	Substitute Teachers	Magnet Schools Assistance Programs Grant	\$856.24
National Science Teachers Association 2012 National Conference	Travel and Conference Registration Fee	Magnet Schools Assistance Programs Grant	\$5,000.00
Inquiry	Fee and/or Substitutes	Magnet Schools Assistance Programs Grant	\$2,000.00
			Subtotal: \$7,856.24
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$18,356.24

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.		On the 2012 FCAT Writing Assessment, 56% [46] of all 4th grade scored either a 3 or 4. WAE has set the goal of 60% [49] scoring a level 3 or 4 on the 2013 FCAT Writing Assessment			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
56% [46]		60% [49]			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Students enter grade 4 with a lack of knowledge of conventions.	1a.1. Teachers will receive professional development in teaching and implementing the use of conventions as part of the writing process. Use explicit modeling of the use of the proper use of conventions during writer's workshop.	1a.1 Administration School Instructional Coach School Reading Coach Classroom Teachers	1a.1. Analysis of : Lesson Planning Student Work Observation of: Lesson Delivery Students Work Time	1a.1. District Writing Prompts FCAT Writes Writing in Writer's Workshop Conference Logs Class Focus Walks Writing 6 point rubric Weekly skills test

		Students will be given the opportunities to display these skills as a part of their daily writing exercises.			
2	1a.2. Students lack opportunities to write in various genres	1a.2. Students will be provided the opportunities to: Write based on the different genres in daily classroom instruction (i.e.), writing using the same piece of literature from the reading block. Use America's Choice genre studies.	1a.2 Administration School Instructional Coach School Reading Coach Classroom Teachers	1a.2. Analysis of : Lesson Planning Student Work Observation of: Lesson Delivery	1a.2. District Writing Prompts FCAT Writes Writing in Writer's Workshop Class Focus Walks Writing 6 point rubric
3	1a.3. Students lack the use of vocabulary and formal language	1a.3. Teachers will: Explicitly model the use of formal language using mentor text. Explicitly reinforce/distinguish between "home language" and appropriate "school language."	1a.3. Administration School Instructional Coach School Reading Coach Classroom Teachers	1a.3. Analysis of : Lesson Planning Student Work Observation of: Lesson Delivery	1a.3. District Writing Prompts FCAT Writes Writing in Writer's Workshop Conference Logs Class Focus Walks Writing 6 point rubric

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

1b. Florida Alternate Assessment: Students scoring at 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.

			Target Dates	
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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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writer's Workshop: Effective Grammar Instruction	K-5	School Instructional Coach Reading Coach	K-5 ELA Teachers		Classroom Observations and Focus Walks, Analysis of Student Writing Journals	Administration, School Instructional Coach, Reading Coach, Classroom Teachers
Writer's Workshop: How to conduct student teacher writing conferences	K-5	School Instructional Coach Reading Coach	K-5 ELA Teachers		Classroom Observations and Focus Walks, Analysis of Student Writing Journals	Administration, School Instructional Coach, Reading Coach, Classroom Teachers
Writing across the curriculum	K-5	School Instructional Coach Reading Coach Math Coach	K-5 Teachers		Classroom Observations and Focus Walks, Analysis of Student Writing Journals	Administration, School Instructional Coach, Reading Coach, Math Coach, Classroom Teachers

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	In the 2010-2011 school year, WAE had 542 students enrolled. Out of the 254 students, 52% came to school on a regular basis. 48% had ten or more absences and 23% had ten or more tardies. In the 2011-2012 school year, WAE has 611 students enrolled. We have set the follow attendance and tardy goals: 62% come to school on a regular basis, 38% with ten or more absences, and 13% with ten or more tardies.
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2012 Current Attendance Rate:	2013 Expected Attendance Rate:
52% (284)	62% (379)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
48% (258)	38% (233)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
23% (124)	13% (80)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Student Illness Communicable Diseases	1.1. Teach students healthy habits • Hand Washing • Procedures for coughing and sneezing Meet with parents concerning absences and tardiness to development an intervention contract Quarterly recognition of students with perfect attendance Monthly recognition of students with no tardies	1.1. Classroom teacher School Nurse Guidance Counselor Truancy Officer Assistant Principal School leadership Team	1.1. Monthly Analysis of attendance /tardy data Observation of classroom lessons	1.1. Monthly attendance and tardy reports
2	1.2. Family Displacement	1.2. Connect Parents with resources that can help find placement (DCPS Family Displacement Office)	1.2. Guidance Counselor	1.2. Analysis of monthly attendance/tardy data	1.2. Monthly attendance and tardy reports
3	1.3. Transportation	1.3. Meet with parents to discuss options for transporting students to school	1.3. Guidance Counselor Truancy Officer Assistant Principal	1.3. Evaluation of monthly attendance/ tardiness data	1.3. Monthly attendance and tardy reports

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent contact for students who are absent 3 consecutive days or more	K-5	Assistant Principal and Attendance Clerk	All Classroom Teachers		Monitor teacher parent contact logs and classroom logs	Assistant Principal Attendance Clerk
Parent contact for students who are tardy 3 out of 5 days a week	K-5	Assistant Principal and Attendance Clerk	All Classroom Teachers		Monitor teacher parent contact logs and classroom logs	Assistant Principal Attendance Clerk

Attendance Budget:

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

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:	During the 2011-2012 school year the suspension rate was 11% (66/620). This year the goal is to reduce the number of suspensions by 6%. The suspension rate for the 2012-2013 school year will be 5% (31/634).
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

There were 29 In-School Suspensions during the 2011-2012 school year	This year the goal is to have no more than 14 In-School Suspensions which is a decrease of 48% (14/29)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
4% (25/620) of the students attended In-School Suspension during the 2011-2012 school year.	This year the goal is to have no more than 2% (13/634) of the students attend In-School Suspension
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 37 Out-of-School Suspensions during the 2011-2012 school year	This year the goal is to reduce the number of Out-of-School Suspensions to 17 which is a decrease of 46% (17/37)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3% (24/620) of the students received Out-of-School Suspensions during the 2011-2012 school year.	This year the goal is to reduce the number of students suspended out-of-school to 2% (13/634).

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. High number of novice teachers (less than 3 years experience)	1.1. Attend (required for all novice teachers) CHAMPS professional development at the Schultz Center Provide opportunities for classroom observations of effective CHAMPS implementation in practice Provide professional development on effective classroom management techniques and strategies Provide professional development on effective engagement strategies to capture and maintain the attention of the learners Participate in the Teach Like a Champion book study during Early Release Day Trainings Introduce teachers to Encyclopedia of Behavior Management Strategies by Randy Sprick	1.1. Administration Novice Teachers Teacher Mentors PDF	1.1. Conduct Classroom Walkthroughs Conduct and Debrief Classroom Observations Review Discipline Data (per teacher)	1.1. School Discipline Log Genesis Discipline Report MINT Observation Instrument and Portfolio CAST Evaluation Instrument
	1.2. Inconsistent	1.2. Review and update	1.2. Administration	1.2. Review Documentation	1.2. School-based

2	implementation of the school-wide discipline plan (CHAMPS) and policies (Interventions)	<p>school-wide discipline plan and procedures as needed through the Foundations Committee</p> <p>Review and update CHAMPS lessons through the Foundations Committee when necessary</p> <p>Utilize and implement effective behavior interventions to improve student behavior</p> <p>Utilize the school-based discipline folders to document appropriate intervention strategies</p> <p>Utilize the RtI Problem-Solving team to create effective behavior plans for high risk students</p>	<p>Classroom Teachers</p> <p>Guidance Counselor</p> <p>Foundations Committee</p> <p>RtI Problem-Solving Team</p>	<p>in the School-based Discipline Folder</p> <p>Consistently provide immediate feedback to teachers about CHAMPS implementation</p> <p>Review and Debrief Classroom Observations</p>	<p>Discipline Folder</p> <p>CHAMPS Lesson Plans</p> <p>RtI Behavior Plans</p> <p>Genesis Discipline Report</p> <p>School Discipline Log</p> <p>CAST Evaluation Instrument</p>
3	<p>1.3.</p> <p>Lack of Parental Support</p>	<p>1.3.</p> <p>Host parent workshops about the Student Code of Conduct and how it is used in schools</p> <p>Refer parents to the Full Service School Program to receive behavior support for high risk students</p> <p>Provide opportunities for parents to participate in events or classroom observations during the school day to support high risk students</p> <p>Work collaboratively with parents to create behavior plans and interventions that can be reinforced at home</p>	<p>1.3.</p> <p>Administration</p> <p>Classroom Teachers</p> <p>Guidance Counselor</p> <p>Title I Parent Liaison</p> <p>Parents</p>	<p>1.3.</p> <p>Review Workshop Reflection Forms</p> <p>Review and Modify Student Behavior Plans</p> <p>Follow-up on Full Service School Referrals</p>	<p>1.3.</p> <p>Title I Parent Workshop Reflection Form</p> <p>RtI Problem-Solving Behavior Plans</p> <p>Full Service School Intake Report</p>

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
<p>1.3.</p> <p>Title I Parent Workshop Reflection Form</p>						

RtI Problem-Solving Behavior Plans Full Service School Intake Report	K-5	Schultz Center PD Facilitator	Novice Teachers	August 2012 – May 2013	Conduct Classroom Observations	Administration
Book Study – Teach Like a Champion	K-5	School-based Instruction Coach and Administration	School-wide	September 2012-January 2013 (Early Release Days)	Conduct and Debrief Classroom Observations	Administration
RtI Behavior Training	PreK-5th Grade	District Facilitator (Multiple Pathways)	Foundations Committee	September 2012 – May 2013	Review and Revise School-wide Discipline Plan and Polices	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide incentives for various programs included in our school-wide discipline plan (Wildcat Surprise – A in citizenship on randomly selected day, Paw Parties – class award for earning 25 paws, Student of the Month – student reception for those chosen based on the character trait for the month)	Fruit Snacks Snow Cone Supplies Cookies and Punch	Awards Trust	\$600.00
			Subtotal: \$600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$600.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	On average, 18% (112/620) of the parents attended monthly parent events hosted by the school or Title I Parental Involvement Center. This is a 10% increase from the previous school year; however, research suggests that student achievement increases when actively parents participate in the education of their children.

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
On average, 18% (112/620) of the parents attended monthly parental involvement activities during the 2011-2012 school year.	On average, 30% (190/634) of the parents will attend the monthly parental involvement activities during the 2012-2013 school year.

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. Language barriers of the ELL population (12 spoken languages in addition to English)	1.1. Utilize the fund allocated in the Parental Involvement Plan budget to provide translators for our ELL families at school events and workshops Utilize TransAct to translate school flyers and documents into the primary languages of the students Utilize the ESOL office and the site-based paraprofessional to assist school employees with communicating with our ELL families	1.1. Administration Title I Parent Liaison Site-based ELL Paraprofessional	1.1. Review of Climate Survey Results	1.1. District Climate Survey
2	1.2. Lack of educational resources at home to support the students academically	1.2. Utilize the Parent Liaison in the Title I Parent Involvement Center to provide workshops that will teach parents ways to support their children's learning at home Provide parents academic resources that reinforce the learning at home (parent center materials, FCRR activities, district web-based activities – Compass Odyssey, Destination Success, and teacher recommended activities)	1.2. Title I Parent Liaison Classroom Teachers Academic Coaches	1.2. Review of the Parent Workshop Reflection Forms Review of Student Achievement Data (FAIR, District Benchmarks, and Report Card Grades)	Problem-solving Process to Parent Involvement Evaluation Tool 1.1. District Climate Survey 1.2. Title I Parent Workshop Reflection Form State, District, School-based Student Achievement Data Report Card Grades
3	1.3. Lack of communication between the home and school (disconnected or inaccurate phone numbers on file, parents' work schedules)	1.3. Utilize a variety of media sources to communicate with families (Connect Duval, Title I Parental Involvement Center Monthly Calendars, School Website, School Marque, and School Flyers) Provide flexibility in scheduling to	1.3. Administration Title I Parent Liaison Classroom Teachers Academic Coaches	1.3. Review of Climate Survey Results Review of Parent Event Reflection Forms	1.3. District Climate Survey Parent Event Reflection Form

		accommodate working parents (includes: workshops, conferences, school events)		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book Study - Dealing with Difficult Parents by Todd Whitaker and Douglas Fiore	K-5	Principal and Assistant Principal	School-wide	October 2012- December 2012	Review Book Study Reflections Participation in the on-going conversation through Blackboard Discussion Blog	Administration Classroom Teachers
Connect Duval	K-5	District Webinar	Administration and STC	August 2012	Print weekly parent messages and store in the Title I Audit Box	Administration STC
Differentiated Instruction Strategies to Support the ELL Population	K-5	Assistant Principal and District ESOL	School-wide	October 2012 (Teamwork Tuesday - Collaborative Planning Time)	Review and revise ELL plans Lesson plan review for ELL strategies and differentiation	Administration Classroom Teachers

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide academic resources to support learning at home	Leap Frog Resources (Reading and Math) FCRR Center Activities (Reading) FCAT Prep Books (Reading, Math, Science, Writing)	Title I Parent Involvement Budget	\$1,206.07
			Subtotal: \$1,206.07
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide the means for the Title I Parent Liaison to copy, print, scan, and fax in the center	Copy/Print/Scan/Fax - All in One Machine	Title I Parent Involvement Budget	\$350.00
			Subtotal: \$350.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide materials and supplies for parent workshops and academic resources	Paper, markers, card stock, laminating film, printer paper	Title I Parent Involvement Budget	\$373.65
Provide light refreshments for parent workshops and events	Catering Services (cookies, punch, etc...)	Title I Parent Involvement Budget	\$804.05
			Subtotal: \$1,177.70
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide transportation to parent workshops and school events	Transportation (taxi or bus fare)	Title I Parent Involvement Budget	\$241.21

Provide childcare services for parents attending workshops or events	Childcare	Title I Parent Involvement Budget	\$241.21
Provide translators for workshops, conferences, or events and translation or school notices	Translators/Translations	Title I Parent Involvement Budget	\$201.01
Provide incentives for attendance at workshops or events	Incentives (gas cards, etc...)	Title I Parent Involvement Budget	\$603.04
			Subtotal: \$1,286.47
			Grand Total: \$4,020.24

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)

Magnet Goal #1 - MSAP 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. Magnet Goal #1 - MSAP Goal Magnet Goal #1 - MSAP Goal #1:			All students will receive instruction that includes inquiry-based learning in the integrated medical units		
2012 Current level:			2013 Expected level:		
25% (136)			100% (611)		
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. Teachers do not have sufficient professional development to implement inquiry-based lessons successfully in their classrooms.	1.1. At least one representative from each grade level will attend a district-based Inquiry workshop	1.1. David Shaffer, Curriculum Integration Specialist, Woodland Acres Elementary School	1.1. Medically Integrated Unit Plans will have inquiry-based lessons.	1.1 Medically Integrated Unit Plans.

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

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

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

Budget:

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

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

End of Magnet Goal #1 - MSAP Goal(s)

Magnet 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. Magnet Goal #2 Goal Magnet Goal #2 Goal #1:	All students will receive 8 hours of medically integrated instruction each week.
2012 Current level:	2013 Expected level:
55% (4.4 h avg./ wk)	100% (8h avg./ wk)

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. Teachers do not possess the necessary medical knowledge to integrate effectively into their curriculum.	1.1. Through Early Release Professional Development, Darnell-Cookman's medical teachers will conduct labs with our faculty to increase their medical knowledge.	1.1. David Shaffer, Curriculum Integration Specialist, Woodland Acres Elementary School	1.1. Unit Plan Implementation Summary Sheets (AES Documentation)	1.1. Unit Plan Implementation Summary Sheets (AES Documentation)
2	1.2. Teacher lack the necessary tools for medical integration	1.2. Install interactive technology in all classrooms (i.e. interactive white board, ceiling-mounted projector, wired sound, etc.)	1.2. David Shaffer, Curriculum Integration Specialist, Woodland Acres Elementary School	1.2. Technology integration in lessons and medically integrated unit plans	1.2. Teacher's Lesson plans and medically integrated unit plans

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

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

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

Budget:

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

End of Magnet Goal #2 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		In 2011-2012 school year, of the students had one or more accident reports on file. In the 2012-2013 school year, Woodland Acres Elementary has the goal of having only of the students with an accident report on file.			
Safety Goal Goal #1:					
2012 Current level:		2013 Expected level:			
10%[60]		8%[51]			
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.	1.1.	1.1.	1.1.	1.1.

1	Playground area too small to safely allow children to play freely.	Have teachers provide group activities for students when on the playground resulting in a more structured environment	Classroom Teachers	Observe the amount of accident reports written throughout the school year.	Compare the amount of accident reports written last year versus this coming school year.
2	1.2. Incidental contact between students when monitor is outside of proximity	1.2. Provide zones for grade level teachers to monitor as they have their students on the playground	Classroom Teachers Administration	1.2. Observe playground procedures and periodically check to see if procedures are being followed.	1.2. Compare the amount of accident reports written last year versus this coming school year.
3	1.3. CHAMPs not being used with fidelity in the classroom.	1.3. Make frequent walkthroughs to check for the implementation of CHAMPs in each classroom.	1.3. Administration Instructional Coaches	1.3. Make periodic spot-checks in classrooms to see if CHAMPs are posted and being followed.	1.3. Classroom Walkthrough forms CAST evaluation tool

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
CHAMPs	All Levels	District Facilitator	All novice teachers or those that haven't had CHAMPs training	October 2012	Classroom Walkthroughs and CAST observations	Administration

Budget:

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

Grand Total: \$0.00

End of Safety Goal Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Literacy Circles to promote Common Core Standards	Novels – Grades 3-5 (six sets for each grade level)	48390	\$500.00
Reading	Incentives for Mentors	(Pencils, Cards, Gift Cards, Stickers, etc.)	48390	\$200.00
Reading	Florida Ready Workbooks	FCAT 2.0 Practice Workbooks for 3rd-5th grade students for homework and after-school tutoring	48390	\$3,500.00
CELLA	Vocabulary/Picture Cards	One-to-one correspondence with vocabulary and pictures to help students acquire vocabulary	48390	\$1,000.00
Mathematics	Florida Ready Workbooks	FCAT 2.0 Practice Workbooks for 3rd-5th grade students for homework and after-school tutoring	48390	\$3,500.00
Science	FOSS Inquiry-Based Science Units	Science Unit plans that incorporate NSTA science standards and research-based practices.	Magnet Schools Assistance Programs Grant	\$3,000.00
Suspension	Provide incentives for various programs included in our school-wide discipline plan (Wildcat Surprise – A in citizenship on randomly selected day, Paw Parties – class award for earning 25 paws, Student of the Month – student reception for those chosen based on the character trait for the month)	Fruit Snacks Snow Cone Supplies Cookies and Punch	Awards Trust	\$600.00
Parent Involvement	Provide academic resources to support learning at home	Leap Frog Resources (Reading and Math) FCRR Center Activities (Reading) FCAT Prep Books (Reading, Math, Science, Writing)	Title I Parent Involvement Budget	\$1,206.07
				Subtotal: \$13,506.07
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Incorporating technology into science lessons	Class cart of iPads with a Built-in Wireless Router	Magnet Schools Assistance Programs Grant	\$7,500.00
Parent Involvement	Provide the means for the Title I Parent Liaison to copy, print, scan, and fax in the center	Copy/Print/Scan/Fax - All in One Machine	Title I Parent Involvement Budget	\$350.00
				Subtotal: \$7,850.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Book Study to assist teachers with Common Core Standards	Best Practices, Fourth Edition	48390	\$400.00
CELLA	CRISS strategies (TDE Substitutes)	Strategies to help teachers use motion, movement, and manipulatives to bring understanding to content.	48390	\$5,000.00
Science	Academy of Science	Substitute Teachers	Magnet Schools Assistance Programs Grant	\$856.24

Science	National Science Teachers Association 2012 National Conference	Travel and Conference Registration Fee	Magnet Schools Assistance Programs Grant	\$5,000.00
Science	Inquiry	Fee and/or Substitutes	Magnet Schools Assistance Programs Grant	\$2,000.00
Parent Involvement	Provide materials and supplies for parent workshops and academic resources	Paper, markers, card stock, laminating film, printer paper	Title I Parent Involvement Budget	\$373.65
Parent Involvement	Provide light refreshments for parent workshops and events	Catering Services (cookies, punch, etc...)	Title I Parent Involvement Budget	\$804.05
Subtotal:				\$14,433.94
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Books for BoysN2Books/GirlsN2Literacy	Fiction and Non-fiction grade level books to be used during after school book clubsh	48390	\$300.00
Parent Involvement	Provide transportation to parent workshops and school events	Transportation (taxi or bus fare)	Title I Parent Involvement Budget	\$241.21
Parent Involvement	Provide childcare services for parents attending workshops or events	Childcare	Title I Parent Involvement Budget	\$241.21
Parent Involvement	Provide translators for workshops, conferences, or events and translation or school notices	Translators/Translations	Title I Parent Involvement Budget	\$201.01
Parent Involvement	Provide incentives for attendance at workshops or events	Incentives (gas cards, etc...)	Title I Parent Involvement Budget	\$603.04
Subtotal:				\$1,586.47
Grand Total:				\$37,376.48

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
School planners	\$2,500.00

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

Review and monitor the School Improvement Plan.
Review school budget and make recommendations.
Assist with the implementation of the new Medical Arts Magnet program.
Assist with Neighborhood Asset Map with Florida Institute for Education.

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 WOODLAND ACRES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	77%	69%	34%	239	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	81%			141	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?	64% (YES)	91% (YES)			155	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					535	
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 WOODLAND ACRES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	64%	74%	23%	214	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	51%	64%			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?	40% (NO)	77% (YES)			117	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					446	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested