

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: FORT CAROLINE ELEMENTARY SCHOOL

District Name: Duval

Principal: David R. Pinter

SAC Chair: Michelle Mann

Superintendent: Nikolai Vitti

Date of School Board Approval: November 5, 2012

Last Modified on: 3/28/2013

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

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)
Assis Principal	Maryanne McDonough	BA-Architectural Design; Masters Degree in Elementary Education; Certification Grades 1-6 Elementary Education; Certification Educational Leadership (All Levels); Certification School Principal (All Levels)	2	2	<p>2011-2012: Fort Caroline Elementary Grade: C Reading Mastery: 56% Math Mastery: 43% Science Mastery: 46% Writing Mastery: 85% Reading Learning Gains: 72% Math Learning Gains: 51% Reading Lowest 25%: 75% Math Lowest 25%: 42% AYP: Not Met</p> <p>2010-2011: Fort Caroline Elementary Grade: B Reading Mastery: 72% Math Mastery: 72% Science Mastery: 47% Reading Learning Gains: 65% Math Learning Gains: 74% Reading Lowest 25%: 48% Math Lowest 25%: 83% AYP: 100%</p>
					Joseph Finegan Elementary ('05-06) from a "C" to an "A" rating. AYP – Provisional

Principal	David R. Pinter	B.M.A Music Ed Masters of Ed. Leadership Principal Academy (2010)	1	15	Joseph Finegan Elementary ('06-'07) "A." AYP – Met Joseph Finegan Elementary ('07-'08) "A." AYP – Not Met (Writing) Joseph Finegan Elementary ('08-'09) "B." AYP – Not Met (M-ED) Joseph Finegan Elementary ('09-'10) "A." AYP – Not Met (R-ED; M-B) Joseph Finegan Elementary ('10-'11) "A." AYP – Not Met (R/M-ED,B). Fort Caroline Elementary ('11-'12) "C." AYP - Not Met
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Elementary K-5	Pilar Barreto	K-6 Elementary Education; ESOL Endorsed	10	5	<p>2011-2012: Fort Caroline Elementary Grade: C Reading Mastery: 56% Math Mastery: 43% Science Mastery: 46% Writing Mastery: 85% Reading Learning Gains: 72% Math Learning Gains: 51% Reading Lowest 25%: 75% Math Lowest 25%: 42% AYP: Not Met</p> <p>2010-2011: Fort Caroline Elementary Grade: B Reading Mastery: 72% Math Mastery: 72% Science Mastery: 47% Reading Learning Gains: 65% Math Learning Gains: 74% Reading Lowest 25%: 48% Math Lowest 25%: 83% AYP: 100%</p> <p>2009-2010: Fort Caroline Elementary Grade: C Reading Mastery: 63%, Math Mastery: 62%, Science Mastery: 37% Reading Learning Gains: 55% Math Learning Gains: 57% Reading Lowest 25%: 52% Math Lowest 25%: 65% AYP: 79%, SWD did not make AYP in Reading, B, ED and SWD, B, ED did not make AYP in Math.</p> <p>2008-2009: Fort Caroline Elementary Grade: A Reading Mastery: 67%, Math Mastery: 73%, Science Mastery: 28%, Reading Learning Gains: 67% Math Learning Gains: 70% Reading Lowest 25%: 65% Math Lowest 25%: 77% AYP: 82% B, ED, and SWD did not make AYP in Reading and Math.</p> <p>2007-2008: Fort Caroline Elementary Grade: C Reading Mastery: 74%, Math Mastery: 74%, Science Mastery: 41% Reading Learning Gains: 61% Math Learning Gains: 55% Reading Lowest 25%: 54% Math Lowest 25%: 63% AYP: 87% SWD did not make AYP in Reading, B, ED and SWD did not make AYP in Math.</p>
Elementary K-5	Kelly Davidson	K-6 Elementary Education			2012-2013: Fort Caroline Elementary (First Year Reading Coach)

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. Regular meetings of new teachers with Principal 2. Summer and On-Going training to provide support 3. Partnering new teachers with veteran staff 4. Soliciting referrals from current employees	Principal, Assistant Principal, Reading and Math Coaches, and Guidance Counselor	On-going August 2012 On-going On-going N/A	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
40	15.0%(6)	7.5%(3)	30.0%(12)	42.5%(17)	22.5%(9)	100.0%(40)	10.0%(4)	5.0%(2)	52.5%(21)

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
Kathy Georges Frank McCurtis for additional support	Nicole Addie	First Year Teacher with High-performing Experienced Teacher within the same teaching discipline	Meetings, Observations, Debriefs, Planning Sessions
Laurie Gainey Melissa Coates for additional support	Beverly Sprunt	First Year Teacher with High-performing Experienced Teacher within the same teaching discipline	Meetings, Observations, Debriefs, Planning Sessions

Kelly Davidson Melissa Coates for additional support	Nicole Neeley	First Year Teacher with High-performing Experienced Teacher within the same teaching discipline	Meetings, Observations, Debriefs, Planning Sessions
Dawn Baker Laurie Gainey for additional support	Rebekah Cicero	First Year Teacher with High-performing Experienced Teacher within the same teaching discipline	Meetings, Observations, Debriefs, Planning Sessions
Pilar Barretto Dea Weertz for additional support	Christina Corrie	First Year Teacher with High-performing Experienced Teacher within the same teaching discipline	Meetings, Observations, Debriefs, Planning Sessions
Deanna Emery Jodi Luciano for additional support	James Watts	First Year Teacher with High-performing Experienced Teacher within the same teaching discipline	Meetings, Observations, Debriefs, Planning Sessions
Kelly Frederick Sue Davis and Steve Windley for additional support	Kelly Stapleton	First Year Teacher with High-performing Experienced Teacher within the same teaching discipline	Meetings, Observations, Debriefs, Planning Sessions

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

District receives supplemental funds for improving basic education programs and purchased Math Navigator and Literacy

Navigator to enhance literacy and math skills of struggling students. New GIZMO technology was purchased to increase the instructional strategies during science and math instruction.

Title X- Homeless

Supplemental Academic Instruction (SAI)

Funds will be used for tutoring to support 4th and 5th grade Level 1 and 2 students on the FCAT and at risk students in 3rd grade.

Violence Prevention Programs

Second Step Bullying Kit (District program), Foundations, and CHAMPS

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Building Leadership Team includes these key positions:

- Principal: David Pinter
- Assistant Principal: Maryanne McDonough
- School Instructional Coach: Pilar Barreto
- Reading Coach: Kelly Davidson
- Math Coach: Steve Windley
- Reading Interventionist: Ann Marie Giesen
- Math Interventionist: Deanna Emery
- School Counselor: A. Negron
- General Education Teachers: As needed
- Special Education Teachers: K. Georges, F. McCurtis, N. Addie
- Foundations Team Chair: S. Maymi

Explanation of why positions have been included are as follows:

- Principal/Assistant Principal: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.
- School Instructional Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to

be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

- RTI Facilitators: Participates on Building Leadership Team; acts as liaison for implementation of RTI at the school level; receives ongoing RTI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support RTI.
- School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
- Select General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.
- Select Special Education Teachers: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- Foundations Team Chair: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

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 RTI Leadership Team should focus meetings around the following academic and behavioral questions:

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

Two types of collaborative teams will function at the school level: the RTI Leadership Team and multiple Collaborative Problem-Solving Teams (CPSTs) that guide instructional/intervention for a specific group of students.

Decision-making at the school level should be guided by the school-based RTI Leadership Team. This team has four primary functions:

1. Regularly attend all district RTI training
2. Provide presentations and professional development to faculty and staff on RTI practices
3. Review school wide student performance data, identifying a large scale needs and problems at particular grade levels; and
4. Monitor the implementation of the three-tiered Response to Intervention model

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

Describe the role of the school-based 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?

- Principal/Assistant Principal(s) : Provides a common vision for the use of data-based decision -making; ensures that the school is implementing RTI; supports the school-based RTI Leadership Team; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional learning to support RTI implementation; and communicates with parents regarding school-based RTI plans and activities.
- Academic Coach(es) Develops, leads, and evaluates school core content standards and programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with the whole school screening programs to provide early intervention service for children determined to be "at risk"; assists in the design and implementation for progress-monitoring data collection, and data analysis; participates in the design and delivery of professional development ; supports the implementation of tier 1, tier 2, and tier 3 instruction/intervention plans; and provides support for assessment and implementation monitoring.
- School Counselor : Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies to schools and families to support the child's academic, emotional , behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and may conduct direct observations of student behavior.
- Select General Education Teachers : Provides information about core instruction; participates in student data collection; identifies problems and needs; delivers tier 1 instruction/interventions; collaborates with other staff to implement tier 2 and/or tier 3 interventions ; works with parents; assesses and collects data and integrates tier 1 materials/instruction with tier 2 and 3 activities

- Select Special Education Teachers : Participates in student data collection and analysis; assist in and/or tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching , facilitation, and consultation.
- Select ELL Teachers : Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.
- Foundations Team Chair : Provides information about school wide and classroom behavior curriculum and instruction ; participates in behavioral data collection; provides professional learning on principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions for groups and individual students.

MTSS Implementation

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

- Baseline data : Pearson Inform, Progress-Monitoring and Reporting Network(PMRN), Florida Assessment for Instruction in Reading(FAIR), Diagnostic-Reading Assessment-2 (DRA-2), District Benchmark Assessments as appropriate, Florida Comprehensive Test (FCAT)
- Midyear : Fair, DRA-2, District Benchmark Assessments as appropriate, Attendance and Referral data.
- End of Year : FAIR, FCAT
- Ongoing Progress-monitoring : PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), Pearson Inform
- Frequency of data review : A school wide effort is recommended. Designated teams meet twice a month for the data analysis through Data Days, Data Study Teams, etc..

Describe the plan to train staff on MTSS.

Describe the plan to train staff on RtI.

The school's Professional Development Plan must support continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded RtI professional learning that is results-driven, standards-based, school-centered, and sustained over time. School Instructional Leadership Teams must establish protocols for on-going assessment and adjusting of the plan to meet school needs.

RtI Professional Development should include more than scheduled workshops. In addition to traditional RtI training during the summer, pre-planning, early dismissal, and faculty meetings, RtI learning is job-embedded and occurs during the following:

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

Describe the plan to support MTSS.

Support consists of:
 Classroom observations
 Collaborative planning
 Analysis of student work
 Book/Article studies
 Lesson Study

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team include these key positions:

- School Instructional Coach: Pilar Barreto
- Reading Coach: Kelly Davidson
- School Counselor and RtI Coordinator: A. Negron
- Select General Education Teachers: Grade Level Representative
- Select Special Education Teachers: F. McCurtis, N. Addie

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

- Academic Coaches: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development
- RTI Facilitator: Participates on Building Leadership Team; acts as liaison for implementation of reading at the school level; receives ongoing training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support reading instruction.
- School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
- Select General Education Teachers: Provides information about core instruction; participates in student data collection; delivers core instruction/interventions; collaborates with other staff to implement interventions; and integrates core materials/instruction with intervention activities.
- Select Special Education Teachers: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

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

- 25-Book Goal
- Literacy strategy correlated with the learning schedule
- Intervention, strategy ideas/Safety Net
- Reading Celebration
- Writing Prompts
- Monitoring Learning Schedule
- Review School Improvement Plan
- Parent Literacy Night
- Student Author Night

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

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

The LLT major initiative this year is implementation of explicit vocabulary instruction, small group interventions, and monitoring independent reading. The team will conduct focus walks, observations; meet to discuss student work, mini-assessments, and researched based instructional strategies monthly.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/2/2012)

*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.

Fort Caroline Elementary uses a variety of programs and assessments that assist preschool children in transitioning from early childhood to elementary:

- The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System™ (ECHOS™) and the first two measures of the Florida Assessment Instruction of Reading (FAIR) for kindergarten (Letter Naming Fluency and Initial Sound Fluency) to gather information on a child's development in emergent literacy

- Language Diagnostic-letters (upper and lower case), sounds, sight words
- Math Diagnostic- number counting, numeral matching, number order and shapes

Parents are invited to a Pre-Open House during the month of May to introduce them to our school, expectations for kindergarten, and answer any questions. A second Open House is offered during pre-planning to allow new parents and students to visit and meet their teachers before the first day of school.

*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.

N/A

*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?

N/A

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?

N/A

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](#)

N/A

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 3rd-5th grade, 33% of students will achieve Level 3 on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd: 26% (22 out of 86 Students) 4th: 25% (25 out of 100 Students) 5th: 28% (27 out of 95 Student) Total: 26% (74 out of 281 Students)	3rd: 33% (33 out of 100 Students) 4th: 31% (22 out of 70 Students) 5th: 35% (35 out of 101 Students) Total: 33% (90 out of 271 Students)

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. Implementation with fidelity of identified best practices.	1.1. Best practice strategies include: *Workshop Delivery Model *Higher Order Questioning *Identification of Struggling Students to engage in small group instruction. *FCIM (Focus Lessons) to address the strands needing improvement. *Development and Implementation to include differentiation and student engagement.	1.1. D. Pinter, M. McDonough, P. Barreto, K. Davidson	1.1. Monitoring of Student work, and classroom walkthroughs to review lesson plans and observe implementation of lessons and small groups	1.1. Classroom walkthrough log, student work, lesson plans, FCIM calendar
2	1.2 Management of classroom while meeting with small group instruction.	1.2 Plan and Implement authentic Literature centers and activities using an organized schedule for teacher and students.	1.2. D. Pinter, M. McDonough, P. Barreto, K. Davidson	1.2. Monitoring of Student work, and classroom walkthroughs to review lesson plans and observe implementation of lessons and small groups	1.2. Classroom walkthrough log , student work, lesson plans, and annotated evidence of guided reading.
3	1.3 Ongoing data analysis of student growth and performance.	1.3 Embed continual (daily, weekly, biweekly) data analysis of student performance.	1.3. D. Pinter, M. McDonough, P. Barreto, K. Davidson Classroom Teachers, and A. Giesen	1.3. Student work, anecdotal notes, classroom walkthroughs to observe instruction and review lesson plans as well as data monitoring forms.	1.3. Classroom walkthrough log, observation notes, assessment results and classroom monitoring forms.

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In 3rd-5th grade, 33% of students will achieve Level 4 and 5 on the 2012 administration of the FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd: 24% (21 out of 86 Students) 4th: 36% (36 out of 100 Students) 5th: 23% (22 out of 95 Students) Total: 28% (79 out of 281 Students)	3rd: 31% (31 out of 100 Students) 4th: 42% (29 out of 70 Students) 5th: 30% (30 out of 101 Students) Total: 33% (90 out of 271 Students)

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. Availability of a variety of Non-Fiction literature to be used in the classroom environment.	2.1. Research and purchase Non-Fiction Text at multiple complexity levels to increase student exposure to Non-Fiction reading.	2.1. D. Pinter, M. McDonough, P. Barreto, K. Davidson	2.1. An increase in Non-Fiction text for classroom libraries and instruction.	2.1. Classroom walkthrough log with observation notes, student work and reading logs, and lesson plans
2	2.2. Knowledge and implementation of differentiation and student led goal logs.	2.2 Professional development on goal setting for each student by conferencing one on one to develop a plan of action that will be monitored.	2.2.D. Pinter, M. McDonough, P. Barreto, K. Davidson, and Classroom Teacher	2.2 Student Goal logs, student work, and classroom walkthroughs and observations	2.2 Classroom walkthroughs with observation notes and individual student logs.
3	2.3 Knowledge of planning and implementing Webb's higher order questioning.	2.3 Continued professional development within the school week to plan and implement Webb's higher order questioning.	2.3 D. Pinter, M. McDonough, P. Barreto, K. Davidson and Classroom Teacher	2.3 Lesson plans will be reviewed and lesson observed during classroom walk throughs	2.3 Classroom walkthrough log with observation log and lesson plans
4	2.4 Knowledge, planning, and implementation of FCIM to address the strands needed for improvement.	2.4 Support in creating a Focus calendar (FCIM) and lessons to address the strands needed for improvement.	2.4 Pinter, M. McDonough, P. Barreto, K. Davidson and Classroom Teacher	2.4 FCIM lesson plans, student work, class walk throughs and observations	2.4 Lesson plans, FCIM calendar, student work, data

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

2b. Florida Alternate Assessment:	
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Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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 4th & 5th grade, 80% of students will achieve learning gains on the 2012 administration of the FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (180 out of 198 Students)	80% (136 out of 171 Students)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Knowledge with planning and implementation of differentiated instructional strategies.	3.1. Professional development of differentiated instruction.	3.1. D. Pinter, M. McDonough, P. Barreto, K. Davidson	3.1. Lesson plans will be reviewed and lessons observed during classroom walkthroughs, and student work	3.1. Classroom walkthrough log, observation notes, and annotate evidence of guided reading, conferencing, and small group instruction.
2	3.2. Continual data analysis of student performance.	3.2. Ongoing analysis of student data and work (daily, weekly, biweekly)	3.2. D. Pinter, M. McDonough, P. Barreto, K. Davidson, A. Giesen, and Classroom Teacher	3.2. Lesson plans will be reviewed and lessons observed during classroom walkthroughs, and student work	3.2. Classroom walkthrough log with observation notes and student work/mini-assessments
3	3.3. Time constraints with implementation and monitoring student growth.	3.3. Provide time during Early Dismissal, professional development days, committee meetings, grade level meetings, and conferences with administration.	3.3. D. Pinter, M. McDonough, P. Barreto, K. Davidson	3.3. Lesson plans will be reviewed and lessons observed during classroom walkthroughs, and will be submitted data bi-weekly to Principal quarterly.	3.3. Classroom walkthrough log, observation notes, and annotate evidence of small group instruction with data sheet.
	3.4 Knowledge, planning, and implementation of	3.4 Support in creating a Focus calendar (FCIM)	3.4 Pinter, M. McDonough, P.	3.4 FCIM lesson plans, student work, class walk	3.4 Lesson plans, FCIM

4	FCIM to address the strands needed for improvement.	and lessons to address the strands needed for improvement.	Barreto, K. Davidson and Classroom Teacher	thoughts and observations	calendar, student work, data
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In 3rd-5th grade, 80% of students will achieve learning gains on the 2012 administration of the FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (50 out of 66 Students)	80% (54 out of 68 Students)

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	4.1. Time constraints outside of the core instruction to provide additional support for struggling students.	4.1. Embed an efficient and effective schedule for additional time during the day to support struggling students.	4.1. D. Pinter, M. McDonough, P. Barreto, K. Davidson, A. Giesen and Classroom Teacher	4.1. Lesson plans, student work and progress as well as data.	4.1. Classroom walkthrough log, observation notes, and annotate evidence of small group instruction with data sheet.
2	4.2 Communication between the Teacher and Intervention Team in regards to student needs and progress.	4.2. Provide weekly meetings with the Reading Interventionist to collaborate with Teachers and by-weekly meetings with the RtI Team.	4.2. D. Pinter, M. McDonough, P. Barreto, K. Davidson, A. Giesen, RtI Team, and Teacher	4.2. Data analysis through student work and assessments.	4.2. Classroom walkthrough log, observation notes, and annotate evidence of small group instruction with data sheet.
	4.3 Accurate diagnosis if student needs and effective instructional	4.3. Scheduled professional development and planning to	4.3. D. Pinter, M. McDonough, P. Barreto, K.	4.3. Student progress observed through ongoing assessments.	4.3. Lesson plans, annotated evidence of small

3	strategies.	accurately diagnose reading difficulty and application of effective strategies.	Davidson,A. Giesen, RTI Team, and Classroom Teacher		group instruction with data sheets.
4	4.4 Knowledge, planning, and implementation of FCIM to address the strands needed for improvement.	4.4 Support in creating a Focus calendar (FCIM) and lessons to address the strands needed for improvement.	4.4 Pinter, M. McDonough, P. Barreto, K. Davidson and Classroom Teacher	4.4 FCIM lesson plans, student work, class walk throughs and observations	4.4 Lesson plans,FCIM calendar, student work, data

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # During the 2012-2013 school year, Fort Caroline Elementary will raise the percentage of students proficient in Reading from 56% to 60%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56%	60%	64%	68%	72%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 3rd-5th grade, 61% of the Hispanic student subgroup will achieve a Level 3 or higher on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 58% (11 out of 23 Students Level 3 or higher)	Hispanic: 66% (12 out of 18 Students Level 3 or higher)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1 Time constraints outside of the core instruction to provide additional support for struggling students.	5B.1 Embed an efficient and effective schedule for additional time during the day to support struggling students.	5B.1 D. Pinter, M. McDonough, P. Barreto, K. Davidson, A. Giesen, and Classroom Teacher	5B.1 Lesson plans, student work and progress as well as data.	5B.1 Classroom walkthrough log, observation notes, and annotate evidence of small group instruction with data sheet.
2	5B.2 Knowledge of the varied use of instructional tools and strategies.	5B.2 Professional development on thinking tools e.g. graphic organizers.	5B.2 D. Pinter, M. McDonough, P. Barreto, K. Davidson, A. Giesen, and Classroom Teacher	5B.2 Lesson plans will be reviewed and lessons observed during classroom walkthroughs, and student work	5B.2 Classroom walkthrough log, observation notes, and annotate evidence of small group instruction with data sheet.
3	5B.3 Accurate diagnosis of student needs and effective instructional strategies.	5B.3 Scheduled professional development and planning to accurately diagnose reading difficulty and application of effective strategies.	5B.3 D. Pinter, M. McDonough, P. Barreto, K. Davidson, A. Giesen, and Classroom Teacher	5B.3 Lesson plans will be reviewed and lessons observed during classroom walkthroughs, and student work	5B.3 Classroom walkthrough log, observation notes, and annotate evidence of small group instruction with data sheet.

4	5B.4 Knowledge, planning, and implementation of FCIM to address the strands needed for improvement.	5B.4 Support in creating a Focus calendar (FCIM) and lessons to address the strands needed for improvement.	5B.4 Pinter, M. McDonough, P. Barreto, K. Davidson and Classroom Teacher	5B.4 FCIM lesson plans, student work, class walk throughs and observations	5B.4 Lesson plans, FCIM calendar, student work, data
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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 subgroup:

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 3rd-5th grade, 43% of the students with disabilities will achieve a Level 3 or higher on the 2012 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (14 out of 40 Students Level 3 or higher)	43% (16 out of 37 Students Level 3 or higher)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Time constraints outside of the core instruction to provide additional support for struggling students.	5D.1. Embed an efficient and effective schedule for additional time during the day to support struggling students.	5D.1. D. Pinter, M. McDonough, P. Barreto, K. Davidson, A. Giesen, and Classroom Teacher	5D.1. Lesson plans, student work and progress as well as data.	5D.1. Classroom walkthrough log, observation notes, and annotate evidence of small group instruction with data sheet.
2	5D.2. Communication between the Teacher and Intervention Team in regards to student needs and progress.	5D.2. Provide weekly meetings with the Reading Interventionist to collaborate with Teachers and by-weekly meetings with the RtI Team.	5D.2. D. Pinter, M. McDonough, P. Barreto, K. Davidson, A. Giesen, and Classroom Teacher	5D.2. Data analysis through student work and assessments.	5D.2. Classroom walkthrough log, observation notes, and annotate evidence of small group instruction with data sheet.

3	5D.3. Accurate diagnosis if student needs and effective instructional strategies.	5D.3. Scheduled professional development and planning to accurately diagnose reading difficulty and application of effective strategies.	5D.3.D. Pinter, M. McDonough, P. Barreto, K. Davidson, A. Giesen, and Classroom Teacher	5D.3. Student progress observed through ongoing assessments.	5D.3. Classroom walkthrough log, observation notes, and annotate evidence of small group instruction with data sheet.
4	5D.4 Knowledge, planning, and implementation of FCIM to address the strands needed for improvement.	5D.4 Support in creating a Focus calendar (FCIM) and lessons to address the strands needed for improvement.	5D.4 Pinter, M. McDonough, P. Barreto, K. Davidson and Classroom Teacher	5D.4 FCIM lesson plans, student work, class walk throughs and observations	5D.4 Lesson plans, FCIM calendar, student work, data

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis and Strategy Studies	All Grade Levels	Leadership Team	School-Wide	Early Dismissal Days, Wednesday Grade Level PD days (Non EDD's), Grade Level Meetings and PLC's	Classroom walk through, lesson plans, PLC discussions, and disaggregated data	Leadership Team
Graphic Organizers	All Grade Levels	Leadership Team	School-Wide	Early Dismissal Days, Wednesday Grade Level PD days (Non EDD's), Grade Level Meetings and PLC's	Classroom walk through, lesson plans, PLC discussions, and disaggregated data	Leadership Team
Using Non-Fiction Text	All Grade Levels	Leadership Team	School-Wide	Early Dismissal Days, Wednesday Grade Level PD days (Non EDD's), Grade Level Meetings and PLC's	Classroom walk through, lesson plans, PLC discussions, and disaggregated data	Leadership Team

Webb's High Order questioning	All Grade Levels	Leadership Team	School-Wide	Early Dismissal Days, Wednesday Grade Level PD days (Non EDD's), Grade Level Meetings and PLC's	Classroom walk through, lesson plans, PLC discussions, and disaggregated data	Leadership Team
Close Reading	All Grade Levels	Leadership Team	School-Wide	Early Dismissal Days, Wednesday Grade Level PD days (Non EDD's), Grade Level Meetings and PLC's	Classroom walk through, lesson plans, PLC discussions, and disaggregated data	Leadership Team

Reading 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 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.		N/A		
CELLA Goal # 1:				
2012 Current Percent of Students Proficient in listening/speaking:				
N/A				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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:

N/A

2012 Current Percent of Students Proficient in reading:

N/A

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

N/A

2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In 3rd-5th grade, 30% of students achieved a Level 3 on the 2013 administration of the FCAT Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd: 18% (16 out of 87 Students) 4th: 25% (26 out of 102 Students) 5th: 27% (26 out of 96 Students) Total: 24% (68 out of 285 Students)	3rd: 25% (25 out of 100 Students) 4th: 31% (22 out of 70 Students) 5th: 35% (35 out of 101 Students) Total: 30% (82 out of 271 Students)

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 Continued professional development and support with planning for small group instruction based on student need due the demands of time and curriculum.	1.1 Implement small group instruction based on results of ongoing mini-assessments	1.1 David Pinter, Maryanne McDonough, Steve Windley, Deanna Emery, Teacher	1.1 Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment	1.1 Student data, lesson plans, classroom walkthroughs logs, and observation notes
2	1.2 Continued professional development and support in planning and using Webb's high order questions relating to FCAT Specifications.	1.2 Weekly journal writing using Webb's higher order questions and FCAT Specifications	1.2 David Pinter, Maryanne McDonough, Steve Windley, Deanna Emery, Teacher	1.2 Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment	1.2 Student data, lesson plans, classroom walkthroughs logs, and observation notes
3	1.3 Monitoring student growth and planning time.	1.3 Implementation of Calendar Math (K – 2), FCIM, Skills Block, RtI, Problem of the Day (POD)	1.3 David Pinter, Maryanne McDonough, Steve Windley, Deanna Emery, Teacher	1.3 Exit tickets, review lesson plans, and observe lessons	1.3 Exit tickets, lesson plans, walkthrough logs, and observation notes

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In 3rd-5th grade,30% of students achieved a Level 4 or 5 on the 2013 administration of the FCAT Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd: 22% (19 out of 87 Students) 4th: 10% (10 out of 102 Students) 5th: 25% (24 out of 96 Students) Total: 19% (53 out of 285 Students)	3rd: 30% (30 out of 100 Students) 4th: 25% (17 out of 70 Students) 5th: 33% (33 out of 101 Students) Total: 30% (80 out of 271 Students)

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 Time to incorporate conferencing during core.	2.1 Goal setting for each student by conferencing one on one to develop a plan of action in student goal journals that will be monitored.	2.1 David Pinter, Maryanne McDonough, Steve Windley, Deanna Emery, Teacher	2.1 Student Goal sheet, student work, and classroom walkthroughs	2.1 Student work, conferencing notes with students and classroom walkthroughs
2	2.2 Incorporating frequent journal writing to reflect student knowledge, thinking and communication in the content area.	2.2 Plan and implement frequent journal writing to include higher order questioning and appropriate content vocabulary with coach support.	2.2 David Pinter, Maryanne McDonough, Steve Windley, Deanna Emery, Teacher	2.2 Review and analyze student journals, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment	2.2 Student data, lesson plans, classroom walkthroughs logs, student journals, and observation notes
3	2.3 Fidelity of implementing guided math groups daily.	2.3 Differentiated small group activities during work period according to ongoing mini-assessments, quick checks, exit tickets, and performance tasks.	2.3 David Pinter, Maryanne McDonough, Steve Windley, Deanna Emery, Teacher	2.3 Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment	2.3 Student data, lesson plans, classroom walkthroughs logs, and observation notes
4	2.4 Knowledge, planning, and implementation of FCIM to address the strands needed for improvement.	2.4 Support in creating a Focus calendar (FCIM) and lessons to address the strands needed for improvement.	2.4 David Pinter, Maryanne McDonough, Steve Windley, Deanna Emery, Teacher	2.4 FCIM lesson plans, student work, class walkthroughs and observations	2.4 Lesson plans, FCIM calendar, student work, data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In 4th & 5th grade, 70% of students will achieve learning gains on the 2013 administration of the FCAT Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (101 out of 198 students)	70% (120 out of 171 Students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 Knowledge for planning rigorous questions and problems required by FCAT 2.0.	3.1 Explicit math instruction daily using Problem of the Day and FCIM (Focus lessons) from district approved curriculum based on areas of weakness according to the benchmark results.	3.1 David Pinter, Maryanne McDonough, Steve Windley, Teacher	3.1 Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment	3.1 Student data, lesson plans, classroom walkthroughs logs, and observation notes
2	3.2 Planning and incorporating the use of manipulatives in the core instruction daily.	3.2 Provide ample opportunity to use a variety of manipulatives to differentiate instruction.	3.2 David Pinter, Maryanne McDonough, Steve Windley, Teacher	3.2 Student work and classroom walkthroughs, class schedule	3.2 Classroom walkthroughs with notes and student work
3	3.3 Continued support in professional development and planning for small group differentiation according to students needs.	3.3 Differentiated small group and peer to peer activities during work period according to ongoing mini-assessments.	3.3 David Pinter, Maryanne McDonough, Steve Windley, Teacher	3.3 Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment	3.3 Student data, lesson plans, classroom walkthroughs logs, and observation notes

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In 3rd-5th grade, 70% of students will achieve learning gains on the 2013 administration of the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (28 out of 67 Students)	70% (33 out of 47 Students)

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	4.1 Scheduling intensive small group instruction and interventions outside of the core instruction.	4.1 Intensive small group instruction to be delivered by Teacher, Math Interventionist, and Coach.	4.1 David Pinter, Maryanne McDonough, Steve Windley, Deanna Emery, and Teacher	4.1 Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment	4.1 Student data, lesson plans, classroom walkthroughs logs, and observation notes
2	4.2 Implementation and monitoring student growth and data as related to the NGSSS standards, FCAT specifications, and mini assessments to include exit tickets.	4.2 Explicit and systematic instruction (FCIM) using NGSSS standards and FCAT Specification based on ongoing assessments and exit tickets.	4.2 David Pinter, Maryanne McDonough, Steve Windley, Deanna Emery, and Teacher	4.2 Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment	4.2 Student data, lesson plans, classroom walkthroughs logs, and observation notes
3	4.3 Incorporating frequent journal writing to reflect student knowledge, thinking and communication in the content area.	4.3 Plan and implement frequent journal writing to include higher order questioning and appropriate content vocabulary with coach support.	4.3 David Pinter, Maryanne McDonough, Steve Windley, Deanna Emery, and Teacher	4.3 Review and analyze student journals, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment	4.3 Student data, lesson plans, classroom walkthroughs logs, student journals, and observation notes

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 #					
	During the 2012-2013 school year, Fort Caroline Elementary will raise the percentage of students proficient in Math from 43% to 58%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54%	58%	63%	67%	71%	

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:	In 3rd-5th grade, the following student subgroups will achieve a Level 3 or higher on the 2013 administration of the FCAT Math Test: •White -- 64% (36 out of 57) to 73% (38 out of 52) •Black -- 35% (64 out of 182) to 52% (99 out of 191) •Hispanic -- 33% (8 out of 23) to 51% (9 out of 18)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 64% (36 out of 57 Students Level 3 or higher) Black: 35% (64 out of 182 Students Level 3 or higher) Hispanic: 33% (8 out of 23 Students Level 3 or higher)	White: 73% (38 out of 52 Students Level 3 or higher) Black: 52% (99 out of 191 Students Level 3 or higher) Hispanic: 51% (9 out of 18 Students Level 3 or higher)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5A.1 Continued professional development and support in monitoring student growth through data sessions using POD, FCIM, Skills Block, and RtI assessments.	5A.1 Explicit math instruction daily using Problem of the Day (POD), FCIM, Skills Block, and RtI from district approved curriculum based on ongoing assessments.	5A.1 David Pinter, Maryanne McDonough, Steve Windley, Deanna Emery, Teacher	5A.1 Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment	5A.1 Student data, lesson plans, classroom walkthroughs logs, and observation notes
2	5A.2 Scheduling intensive small group instruction and interventions outside of the core instruction.	5A.2 Intensive small group instruction to be delivered by Teacher, Math Interventionist, and Coach.	5A.2 David Pinter, Maryanne McDonough, Steve Windley, Deanna Emery, Teacher	5A.2 Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment	5A.2 Student data, lesson plans, classroom walkthroughs logs, and observation notes
3	5A.3 Incorporating frequent journal writing to reflect student knowledge, thinking and communication in the content area.	5A.3 Plan and implement frequent journal writing to include higher order questioning and appropriate content vocabulary with coach support.	5A.3 David Pinter, Maryanne McDonough, Steve Windley, Deanna Emery, Teacher	5A.3 Review and analyze student journals, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment	5A.3 Student data, lesson plans, classroom walkthroughs logs, student journals, and observation notes

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

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

Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 3rd-5th grade, 35% of the Students with Disabilities subgroups will achieve a Level 3 or higher on the 2013 administration of the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(8 out of 40 Students Level 3 or higher)	35% (13 Students out of 37 Level 3 or higher)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1 Continued support in professional development and planning using effective manipulative to differentiate instruction.	5D.1 Provide multiple opportunities to use a wide variety of manipulatives to differentiate instruction during the work period.	5D.1 David Pinter, Maryanne McDonough, Steve Windley, Teacher	5D.1 Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment	5D.1 Student data, lesson plans, classroom walkthroughs logs, and observation notes
2	5D.2 Continued support in professional development and planning for individual educational goals and differentiation.	5D.2 Explicit daily small group instruction based on individual educational goals using district approved curriculum.	5D.2 David Pinter, Maryanne McDonough, Steve Windley, Teacher	5D.2 Review and analyze student work, observe lessons, and review lesson plans based on student needs and assessment	5D.2 Student data, lesson plans, classroom walkthroughs logs, and observation notes
3	5D.3 Incorporating frequent journal writing to reflect student knowledge, thinking and communication in the content area.	5D.3 Plan and implement frequent journal writing to include higher order questioning and appropriate content vocabulary with coach support.	5D.3 David Pinter, Maryanne McDonough, Steve Windley, Teacher	5D.3 Review and analyze student journals, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment	5D.3 Student data, lesson plans, classroom walkthroughs logs, student journals, and observation notes

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	In 3rd-5th grade, 53% of the Economically Disadvantaged subgroups will achieve a Level 3 or higher on the 2013 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(85 out of 230 Students Level 3 or higher)	53%(118 out of 222 Students Level 3 or higher)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1 Implementation and monitoring student growth and data as related to the NGSSS standards, FCAT specifications, and mini assessments to include exit tickets.	5E.1 Explicit and systematic instruction (FCIM) using NGSSS standards and FCAT Specification based on ongoing assessments and exit tickets.	5E.1 David Pinter, Maryanne McDonough, Steve Windley, Teacher	5E.1 Review and analyze student work, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment	5E.1 Student data, lesson plans, classroom walkthroughs logs, and observation notes
	5E.2 Continued support	5E.2 A variety of	5D.2 David Pinter,	5E.2 Observe lessons,	5E.2 Student data,

2	and professional development to plan and implement the use of effective manipulatives.	manipulatives used to differentiate instruction	Maryanne McDonough, Steve Windley, Teacher	and review lesson plans	lesson plans, classroom visits, and observation notes
3	5E.3 Incorporating frequent journal writing to reflect student knowledge, thinking and communication in the content area.	5E.3 Plan and implement frequent journal writing to include higher order questioning and appropriate content vocabulary with coach support.	5E.3 David Pinter, Maryanne McDonough, Steve Windley, Teacher	5E.3 Review and analyze student journals, observe lessons, and review lesson plans to ensure teachers are instructing based on student needs and assessment	5E.3 Student data, lesson plans, classroom walkthroughs logs, student journals, and observation notes

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
Components of Webb's high order questioning usind FCAT 2.0 specifications through book studies, observation, and implementation of engaging activities	All	Leadership Team	School-wide	Early Dismissal days, Professional development days	Use of disaggregated data, lesson plans, classroom walk through, student work	Leadership Team
Journal writing to demonstrate problem solving, critical thinking, reflecting, and writing in the content are.	All	Leadership Team	School-wide	Early Dismissal days, Professional development days	Use of disaggregated data, lesson plans, classroom walk through, student work	Leadership Team
Data Analysis and Strategy Studies	All	Leadership Team	School-wide	Early Dismissal days, Professional development days	Use of disaggregated data, lesson plans, classroom walk through, student work	Leadership Team

Mathematics Budget:

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		39% of the students will achieve a level 3 on the 2013 FCAT Science Assessment.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
33% (32 out of 96 5th Graders)		39% (37 out of 101 5th Graders)			
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. Utilize hands-on laboratory experiments and lessons designed in the 5 E's model, explicit and systematic instruction.	1.1. Continued professional development and support with a Science lab and coach to provide additional support with hand-on experiments within the 5 E's model.	1.1. David Pinter, Maryanne McDonough, Kay Harmeling, Coaching Team, and Teacher	1.1. The created lab schedule will be implemented with fidelity and monitored. Lesson Plans and student work will be reviewed.	1.1. Improvement on the Science formative assessments and journal entries
2	1.2 Utilize GIZMO to enhance instruction and provide engaging activities.	1.2. Continued professional development and support in the computer lab with the use of GIZMO.	1.2. David Pinter, Maryanne McDonough, Kay Harmeling and Coaching Team	1.2. Teachers will require students to use the GIZMO once a week. Lesson plans will reflect Gizmo lesson.	1.2. Classroom walkthrough log, lesson plans, student work, and GIZMO time log.
3	1. Consistent use with fidelity of vocabulary, word walls, and graphic organizers.	1.3 Continued professional development and collaboration with coaches to incorporate these weekly.	1.3. David Pinter, Maryanne McDonough, Kay Harmeling and Coaching Team	1.3 Observations, Student Work, Class walkthroughs, Testing Data	1.3 Student Work, Lesson Plans, Walkthroughs

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	15% of the students will achieve a level 4 or above on the 2013 FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (8 out of 96 5th Graders)	15% (15 out of 101 5th Graders)

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.Continued use (daily)Webb's high order questions during whole group and small group instruction.	2.1. Continued support and professional development to plan instruction using Webb's high order questioning.	2.1.David Pinter,Maryanne McDonough,Kay Harmeling, Coaching Team, and Teacher	2.1. Lesson plans will reflect planned high order questions and student work	2.1. Student work, lesson plans, classroom walkthrough, assessments, and data
2	2.2. Implementation, with fidelity, of weekly journal writing addressing guiding questions and student thinking to connect writing in the content area.	2.2. Continued support and professional development to support weekly journal writing to foster deeper understandings and address guiding questions.	2.2.David Pinter, Maryanne McDonough,Kay Harmeling, Coaching Team, and Teacher	2.2.Teachers will require students to write weekly addressing the essential question. Lesson plans will reflect lesson	2.2.Student work, lesson plans, classroom walkthrough, assesments, and data
3	2.3 Implementation and practice of differentiation strategies to challenge every student.	2.3 Continued support and professional development to implement and practice with fidelity differentiation strategies to challenge every student.	2.3 David Pinter, Maryanne McDonough, Kay Harmeling, Coaching Team, and Teacher	2.3 Lessons plans will reflect planned differentiation strategies that support all students, as well as student work.	2.3 Student work, lesson plans, classroom walkthrough, assessments, and data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Vocabulary instruction to build background knowledge prior to and during core instruction implementing various strategies i.e. criss strategies, word walls, etc.	All	Principal, Assistant Principal, and Coaching Team	School-wide	Early Dismissal Days, Professional Development days, Individual meetings with Coaching Team	Classroom walk through, lesson plans, journal writing, assessments	Leadership Team and Teacher
Journal writing to reflect problem solving, critical thinking, and writing in the content area.	All	Principal, Assistant Principal, and Coaching Team	School-wide	Early Dismissal Days, Professional Development days, Individual meetings with Coaching Team	Classroom walk through, lesson plans, journal writing, assessments	Leadership Team and Teacher
Development of lesson plans following the 5 E's and incorporating Gizmo's.	All	Principal, Assistant Principal, and Coaching Team	School-wide	Early Dismissal Days, Professional Development days, Individual meetings with Coaching Team	Classroom walk through, lesson plans, journal writing, assessments	Leadership Team and Teacher

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
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 Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In 4th grade, 92% of 4th Graders will achieve Level 3.0 on the 2013 administration of the FCAT Writes. 30% of 4th Graders will achieve Level 4.0 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (90 out of 105 4th Graders Level 3) 17% (18 out of 105 4th Graders Level 4 or higher)	92% (63 out of 70 4th Graders Level 3) 30% (21 out of 70 4th Graders Level 4 or higher)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Knowledge and implementation of State expectations for FCAT writes	1.1. Provide professional development on Florida Writes expectations and ongoing assessment of student work using calibration papers and rubric	1.1.David Pinter, Maryanne McDonough, Pilar Barreto, Kelly Davidson, and Classroom Teacher	1.1. Student writing over time will be clearly identified and accessible for leadership team during walkthrough to monitor.	1.1. Scoring writing samples will be used to determine progress between district prompts
2	1.2. Implementation of the revision and editing process with fidelity and in a timely manner	1.2. The revision and editing process will be explicitly taught and seen in student writing drafts daily	1.2.David Pinter, Maryanne McDonough, Pilar Barreto, Kelly Davidson, and Classroom Teacher	1.2.Leadership team will monitor revision and editing process by reviewing student drafts through PLC, Early Release, and walkthroughs.	1.2. Scoring writing samples will be used to determine progress between district prompts.
3	1.3. Ongoing assessment of student work with imbedded individual or small group conferencing	1.3.Based on student needs, teachers and coaches will conference daily with individual students or small groups to promote student growth	1.3.David Pinter, Maryanne McDonough, Pilar Barreto, Kelly Davidson, and Classroom Teacher	1.3. Teachers, Instructional Coach, and Reading Coach will score student writing, assess for re-teaching, and prepare guided writing lessons during PLC and Early Release.	1.3.Scoring student writing samples will be used to determine progress

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
State Expectations for FCAT Writes calibration papers, looking at student work, and the rubric	School-wide	Leadership Team	School-wide	Early Dismissal Days, Data Days, PLC's, and Grade Level Meetings	Use of disaggregated data, classroom walkthroughs, student work, and district prompts	Leadership Team and Classroom Teachers
Explicit teaching using the revision and editing process	School-wide	Leadership Team	School-wide	Early Dismissal Days, Data Days, PLC's, and Grade Level Meetings	Use of disaggregated data, classroom walkthroughs, student work, and district prompts	Leadership Team and Classroom Teachers
Ongoing assessment of student work with imbedded individual or small group daily conferencing	School-wide	Leadership Team	School-wide	Early Dismissal Days, Data Days, PLC's, and Grade Level Meetings	Use of disaggregated data, classroom walkthroughs, student work, and district prompts	Leadership Team and 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 2012-2013, the absentee rate will decrease by 3% for overall attendance for K-5th grade.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95%(542) Total: 571		98% (540) Total: 552			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
32%(184) Total: 571		26% (143) Total: 552			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
37%(214) Total: 571		20% (110) Total: 552			
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. Parent involvement and support with the process	1.1.AIT (Attendance Intervention Team) Process – Using Monitoring Forms	1.1. David Pinter, Maryanne McDonough, Cheryl Yungkerth, and Truancy Officer	1.1. Review and analyze data weekly and monthly, monitor	1.1.Attendance Records, School Produced Monitoring Forms and Letters
	1.1. Parent attendance	1.2.Attendance	1.2. David Pinter,	1.2. Review and	1.2. Attendance

2	and updated information	Conferences with Students to include Goal Setting	Maryanne McDonough, Cheryl Yungkerth and Truancy Officer	analyze data weekly and monthly, monitor	Records, School Produced Monitoring Forms and Letters
3	1.3. Materials	1.3. Perfect Attendance Award	1.3. David Pinter, Maryanne McDonough, Cheryl Yungkerth, and Truancy Officer	1.3. Review and analyze data weekly and monthly, monitor	1.3. Attendance Records, School Produced Monitoring Forms and Letters

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
Attendance Policy and Procedures	All Grade Levels	David Pinter, Maryanne McDonough, and Cheryl Yungkerth	School-wide	Pre-planning	Daily attendance records and weekly review of Oncourse computer attendance program	David Pinter, Maryanne McDonough, Cheryl Yungkerth

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:	In 2012-2013, total student suspensions will decrease from 13% to 8% of our total population of 552 students K-5th grade.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
2%(14) Total: 592	2% (11) Total: 552
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2%(13) Total: 592	2% (11) Total: 552
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
11%(65) Total: 592	5% (27) Total: 552
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6%(36) Total: 592	2% (11) Total: 552

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 Implementation with fidelity with all stakeholders.	1.1 CHAMPS implemented school wide, guidelines for success, Parent/Teacher/Student Compact, and daily discipline promise	1.1 Foundations Team, David Pinter, Maryanne McDonough, Coaching Team, and Teacher	1.1 Review and analyze data weekly and monthly, monitor rituals and routines, and post expectations	1.1 Observe lessons and lesson plans of the implementation of CHAMPS, R&R, observation log and notes
2	1.2 Implementation and support with fidelity with all stakeholders.	1.2 School wide discipline plan with positive referrals, discipline assemblies, student of the month character traits, positive incentives and Student Goal Setting	1.2 Foundations Team, David Pinter, Maryanne McDonough, Coaching Team, and Teacher	1.2 Each class will teach, post, and monitor student discipline using positive interventions	1.2 Classroom walkthroughs logs, observation notes, and discipline plans
3	1.3 Continued support in professional development and support in the implementation of the Second Step-Violence Prevention/Anti-Bullying Curriculum and Character Education Program.	1.3 Professional development and support in implementation of the Second Step-Violence Prevention/Anti-Bullying Curriculum and Character Education Program	1.3 Foundations Team, David Pinter, Maryanne McDonough, Coaching Team, and Teacher	1.3 Review lesson plans and observe lessons during classroom walkthroughs, and discussions during weekly PLC meetings	1.2 Classroom walkthroughs logs, observation notes, and discipline plans

(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
Positive Discipline, CHAMP's, RtI behavior, and Second Step-Violence Anti-Bullying curriculum	All	Foundations Team, David Pinter, Maryanne McDonough, RtI Team	School-wide	Early Dismissal Days and as needed	Weekly Early Dismissal Days	Foundations Team, Teachers

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Increase the number of volunteers to support our programs and activities by 20% from 20% to 40%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
40 Volunteers	56 Volunteers

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. Sharing information with parents to ensure they are aware of the school events	1.1. Personal invitations will be given to the parents and community members for all Parent Nights to include: Reading night, Writing night, Author's night, Math night, Science night.	1.1. David Pinter, MaryanneMcDonough,Coaching Team, and Laura Ogin	1.1. Increase Number of Volunteers	1.1. .Golden School Award and Five Star Award
1.2. Correct numbers to ensure the message reaches the parents	1.2. Parent link will be utilized to invite/welcome volunteers to the school	1.2. David Pinter, Maryanne , McDonough, Coaching Team, and Laura Ogin	1.2. Increase Number of Volunteers	1.2. .Golden School Award and Five Star Award
1.3. Attendance from parents	1.3.Parent/Teacher/Student Compact are shared during individual conference with each student and their parent	1.2.David Pinter, Maryanne , McDonough, Coaching Team, Laura Ogin, and Teachers	1.3.Conferencing notes from parent meetings and signed compacts.	1.3. Golden School Award and Five Star Award

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
Increase the number of Parent Nights hosted by the school from 4 to 5, which will increase the connections and relationship between home and school	All	Committee Teams, Coaches, Leadership	School-wide	Monthly Verticle Committee Meetings before or after school according to each team	Minutes, Parent sign in sheets	David Pinter, Maryanne McDonough, Laura Ogin

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

Safety Goal:

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

1. Safety Goal Safety Goal #1:	The number of students involved in disputes will be reduced by 2% in the 2012-2013 school year.
2012 Current level:	2013 Expected level:
4% 22 Students	2% 11 Students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students without the skills, knowledge, or strategies to protect themselves from emotional, psychological, and/or physical harm.	Professional development and support in implementation of the Second Step-Violence Prevention/Anti-Bullying Curriculum and Character Education Program	Guidance Counselor and Foundations Team	Review of student discipline referrals and parent/student surveys	Genesis discipline data and survey reports
2	Student disputes in school wide common areas to include the cafeteria, playground, hallways, community bathrooms, and dismissal.	Professional development to support CHAMP's, positive reinforcement, and detailed monitoring plans of all student common areas.	Guidance Counselor and Foundations Team	Review of student discipline referrals and areas of occurrence	Genesis discipline data and survey reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Foundations Training	School-wide	Foundations Team	School-wide	Early Dismissal Days, Faculty Meetings and Foundations Monthly Meetings	Review meeting minutes, school surveys, and Genesis discipline data and survey reports	Guidance Counselor and Foundations Team

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Safety Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Safety	N/A			\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Safety	N/A			\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Safety	N/A			\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Safety	N/A			\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 4/24/2013)

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 wide student planners	\$300.50

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

Assist in the development and monitoring of the School Improvement Plan
 Review and provide input on the School Budget
 Expand Community and Business Partnerships

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 FORT CAROLINE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	72%	58%	47%	249	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	74%			139	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?	48% (NO)	83% (YES)			131	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					519	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Duval School District FORT CAROLINE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	62%	78%	37%	240	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	55%	57%			112	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?	52% (YES)	65% (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					469	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested