# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
## 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ALIMACANI ELEMENTARY SCHOOL

District Name: Duval

Principal: Katherine Stalls

SAC Chair: Kenyatta Register

Superintendent: Dr. William Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/18/2012

# PART I: CURRENT SCHOOL STATUS

## STUDENT ACHIEVEMENT DATA

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

| 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) |
| --- | --- | --- | --- | --- | --- |
| | | | | | 2012: Alimacani Elementary School Grade A<br>77% High Reading Standards Met<br>69% High Math Standards Met<br>92% High Writing Standards Met<br>72% High Science Standards Met<br>76% Making Learning Gains in Reading<br>79% Making Learning Gains in Math<br>72% Lowest 25% Making Learning Gains in Reading<br>70% Lowest 25% Making Learing Gains in Math<br><br>2011: Alimacani Elementary School Grade A<br>89% High Reading Standards Met<br>92% High Math Standards Met<br>87% High Writing Standards Met<br>84% High Science Standards Met<br>74% Making Learning Gains in Reading<br>75% Making Learning Gains in Math<br>62% Lowest 25% Making Learning Gains in Reading |

| Role | Name | Certifications | Years at Current School | Years as Admin | Performance Record |
|---|---|---|---|---|---|
| | | | | | 70% Lowest 25% Making Learing Gains in Math<br>AYP-No for SWD in Reading<br>AYP-No for SWD in Math |
| Principal | Ms. Katherine Stalls | BAE Elem Ed<br>MEd Administration Supervision<br>Elem. Ed. 1-6<br>Nursery-Kindergarten<br>School Principal K-12 | 7 | 17 | 2010: Alimacani Elementary School Grade A<br>87% High Reading Standards Met<br>89% High Math Standards Met<br>86% High Writing Standards Met<br>71% High Science Standards Met<br>AYP-No for SWD Reading<br><br>2009: Alimacani Elementary School Grade A<br>90% High Reading Standards Met<br>90% High Math Standards Met<br>90% High Writing Standards Met<br>62% High Science Standards Met<br>AYP-No for SWD Math<br><br>2008: Alimacani Elementary School Grade A<br>90% High Math Standards Met<br>88% High Reading Standards Met<br>80% High Writing Standards Met<br>54% High Science Standards Met<br>AYP-No for SWD Math<br><br>2007: Alimacani Elementary School Grade A<br>87 % High Math Standards Met<br>81% High Reading Standards Met<br>86% High Writing Standards Met<br>52% High Science Standards Met<br>AYP-Yes |
| Assis Principal | Ms. Alandrea Turner | School Principal K-12<br>Educational Leadership<br>ESOL Endorsement<br>English 5-9 | 4 | 9 | 2012: Alimacani Elementary School Grade A<br>77% High Reading Standards Met<br>69% High Math Standards Met<br>92% High Writing Standards Met<br>72% High Science Standards Met<br>76% Making Learning Gains in Reading<br>79% Making Learning Gains in Math<br>72% Lowest 25% Making Learning Gains in Reading<br>70% Lowest 25% Making Learing Gains in Math<br><br>2011: Alimacani Elementary School Grade A<br>89% High Reading Standards Met<br>92% High Math Standards Met<br>87% High Writing Standards Met<br>84% High Science Standards Met<br>74% Making Learning Gains in Reading<br>75% Making Learning Gains in Math<br>62% Lowest 25% Making Learning Gains in Reading<br>70% Lowest 25% Making Learing Gains in Math<br>AYP-No for SWD in Reading<br>AYP-No for SWD in Math<br><br>2010<br>Assistant Principal at Alimacani Elementary School<br>87% High Reading Standards Met<br>89% High Math Standards Met<br>86% High Writing Standards Met<br>71% High Science Standards Met<br>AYP-No for SWD Reading<br><br>2009: Alimacani Elementary School Grade A<br>90% High Reading Standards Met<br>90% High Math Standards Met<br>90% High Writing Standards Met<br>62% High Science Standards Met<br>AYP-No for SWD Math |

## 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) |
|---|---|---|---|---|---|
| NA | NA | NA | | | NA |

## 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. Alimacani follows the district recruiting guidelines | Principal Assistant Principal | June 2013 | |
| 2 | 2. Alimacani's expectation is for all teachers to add to their bank of professional development by attending targeted workshops conducted at the Schultz Center coupled with site-based workshops and professional book studies. | Principal Assistant Principal (PDF) Professional Development Facilitator School | June 2013 | |
| 3 | 3. Administration in conjunction with the Professional Development Facilitor assigns mentors to work extensively in an effort to support new to Alimacani teachers, both in informal and formal manners. Grade/team mentors provide support for new teachers through their professional learning communities. | Principal Assistant Principal PDF Classroom Teachers | June 2013 | |
| 4 | 4. Teachers in need of assistance are identified through performance evaluation and data indicating low student performance. Teachers are required to submit quarterly student data that promotes the current status of their instructional program. | Principal Assistant Principal Lead teachers | June 2013 | |
| 5 | 5. Bi-weekly professional development with on-site lead teachers and/or community advisors communicate strategies & skills for diverse learners. | Principal Assistant Principal Content Area Lead Teachers (CA) Community Advisors | June 2013 | |
| 6 | 6. Beginning teachers fulfill the requirements of (MINT) Mentoring and Induction for Novice Teachers Program. Alimacani provides ongoing support to make certain each teacher feels a part of the learning community | Principal Assistant Principal Mentor and Lead Teachers PDF | June 2013 | |

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

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

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| 55 | 1.8%(1) | 7.3%(4) | 49.1%(27) | 41.8%(23) | 38.2%(21) | 83.6%(46) | 1.8%(1) | 16.4%(9) | 56.4%(31) |

## 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 |
|---|---|---|---|
| NA | NA | NA | NA |

# ADDITIONAL REQUIREMENTS

## Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

* MTSS/RtI Leadership Team:
Participants act as liaisons for the implementation of the MTSS/RtI Problem Solving Model at the school level and receive ongoing MTSS/RtI training which they impart to the school, provide intervention services/identify programs available within the school, conduct Problem-solving in an effort to make decisions based on a continuum of student needs, track student progress, and collaborate in using data to make decisions about interventions and strategies that support student needs through the MTSS/RtI probelm solving process.
* Foundations Team:
Provides information pertaining to school wide and class wide curriculum and instruction, participates in behavioral data collection, provides professional development principles of Foundations to staff, and collaborates with community advisors to target behavioral interventions utlizing the MTSS/RtI problem solving process.
Ms. Stalls, Principal & Mrs. Turner, Assistant Principal
* Provide a common vision for the use of data-based decision-making, monitors the implementation of MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation requirements, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities using the Problem-solving Model
*Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment with implementation monitoring.
* Mrs. Linda Sloan/Mrs. Susan Rewis, Community Advisors
Identifies systematic patterns of student need while working with classroom teachers and district personnel to identify appropriate, evidence-based intervention strategies, implementation of the Problem-solving Model, provide assistance in determining appropriate MTSS/RtI Program(s),and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for assessment with implementation monitoring.
* Ms. Haff, Guidance 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. Establishes agendas and directs MTSS/RtI Problem Solving school-based leadership team meetings in an effort to remain focused on targeted student needs and accountability. Updates and Maintains the School-Based MTSS/RtI Grade Level Tracking Spreadsheets.
* Mr. Chong Yang, School Psychologist
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.
* Ms. Koren Tolentino, Speech and Language Therapist (Consultative Support)
* Ms. Cartlidge, Primary Collaborative Problem Solving Team Lead (CPST)
Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. She will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.
* Mrs. Bell, Intermediate CPST Lead
Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention,

collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. She will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

* Ms. Allen, (CPST) Collaborative Problem Solving Team
Participates in student data collection, integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction, and collaborates with core education teachers through such activities as co-teaching facilitation and consultation.
* Grade Level CPST Representatives
ELA Representatives Math Representatives
K Tracy Beck Chris Brown
1st Jenna Pugh Layla Croley
2nd Beth Cartlidge Malinda Spurling
3rd Julie Bolena Melissa Remley
4th Jenny Greer Kerry McAlister
5th DeLayna Simpson Christina Bell
Grade Level CPST Representatives will disseminate MTSS/RtI information to teachers on their grade level and update grade level MTSS/RtI tracking spreadhseets once monthly.

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?

Each session's process will infuse the roles/functions of the MTSS/RtI Leadership Team's area(s) of expertise coupled with input from staff as we review on a monthly basis screening, assessments for/of learning data and link to instructional decisions; review progress monitoring data at grade and classroom level to identify student(s) who are meeting/exceeding benchmarks, and well as students who are at moderate or high risk for not meeting benchmarks. The team will identify professional development needs and resources. The team will problem solve, share effective practices, evaluate implementation and make decisions about implementation based on the strengths and weaknesses of intensive programs
How do we develop and maintain a problem-solving system that will provide professional growth for each staff member and impact academic achievement for our students?
Additional Guiding Questions include:
* What do we expect students to learn?
* What will be used to determine if students have or have not met learning goals?
* What steps will be taken when evidence indicates students have not met goals?
* The Guiding Questions above will review current and past data trends, diagnostic data, and progress monitoring data. Using this information, the team will identify and adjust the professional development sessions in an effort to create and facilitate effective learning environments where students may maximize their learning opportunities.
* The MTSS/RtI facilitators will attend district RtI training followed by professional development for staff to keep them current on MTSS/RtI practices. School-based professional development needs and resources will be monitored
* Once Core Instruction/Tier I is in place, the team will identify students who are not meeting identified academic targets. These students will be reviewed by the school-based MTSS/RtI leadership Team
* The team will use the Problem Solving Model to conduct all meetings. Based on conversations revolving around the data, the team will identify/focus on students who are in need of additional academic and/or behavioral support.
* The Problem Solving Model consist of four steps:
* Problem Identification
* Problem Analysis
* Intervention Design and Implementation
* Evaluating
* The Problem Solving Method promotes self assessment, self-correction, and when necessary, recycles in an effort to achieve the best outcomes for identified students. This process is supported by both IDEA and NCLB. Legislative actions support all students achieving benchmarks regardless of their status in general or special education.
* Intervention/Progress Monitoring Plans will be developed that identify targeted student needs.
* Strategies/Skills as well as resources will be implemented as a means to increase the opportunity for identified student achievement.
* Monitoring will be in place to review the implementation of the three-tiered MTSS/RtI model and data will be linked to instructional practices
* Grade level progress-monitoring will occur in an effort to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks

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

The MTSS/RtI leadership Team will utilize training materials provided by the District MTSS/RtI Team as available on Insight, RtI Blackboard and the District's Learning Village sites in an effort to provide professional development for our staff.
Community Advisors will continue to work with CPST Representatives, the School Psychologist, District Staffing Representative,and Guidance Counselor to provide a comprehensive understanding of the MTSS/RtI Problem-solving Process at the school level.
Teachers are encouraged to reference our school-wide book study: What Really Matters in Response to Intervention

Members of the MTSS/RtI Leadership Team will review the data, and with collaborative input from staff instructional professional learning communities, develop initial goals of the SIP using the template provided by the Florida Department of Education. The School Advisory Council with the SIP draft will see recommendations from members prior to procuring a final draft. MTSS/RtI facilitators will provide professional development for the SAC/Alimacani Council and staff.
The SIP guides the work of the school and thus is a living document that will be revised and updated periodically.

## 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:
* (FCAT) Florida Comprehensive Assessment Test
* Baseline Data
* (F.A.I.R) Florida Assessment for Instruction in Reading/(PMRN) Progress Monitoring and Reporting Network
* (DRA-2) Diagnostic Reading Assessment and (RR) Running Records
* Ongoing Progress Monitoring
* Duval County Benchmarks in Math and Science
* Duval County/District Writing Assessments
* Duval County Math/Science Formatives/Summatives
* Grade Level Meetings, Team meetings, Administrative Review, Classroom Instruction, Curriculum Requirements, and Learner Outcomes
* Discipline Referrals, Attendance Data, and other Environmental Information
Midyear Data:
* F.A.I.R.
* DRA 2/RR
* (PMRN) Progress Monitoring and Reporting Network
* Ongoing Progress Monitoring
* Duval County Benchmarks in Reading, Math and Science
* Duval County/District Writing Assessments
* Duval County Math/Science Formatives/Summatives
* Grade Level Meetings, team meetings, Administrative Review, Classroom Instruction, Curriculum Requirements, and Learner Outcomes


MTSS/RtI Implementation End of the Year Data:
Baseline Data:
* (FCAT) Florida Comprehensive Assessment Test
* Baseline Data
* (F.A.I.R) Florida Assessment for Instruction in Reading/(PMRN) Progress Monitoring and Reporting Network
* (DRA-2) Diagnostic Reading Assessment and (RR) Running Records
* Ongoing Progress Monitoring
* Duval County Benchmarks in Math and Science
* Duval County/District Writing Assessments
* Duval County Math/Science Formatives/Summatives
* Grade Level Meetings, Team meetings, Administrative Review, Classroom Instruction, Curriculum Requirements, and Learner Outcomes
* Discipline Referrals, Attendance Data, and other Environmental Information
MTSS/RtI Implementation
Midyear Data:
* F.A.I.R.
* DRA 2/RR
* (PMRN) Progress Monitoring and Reporting Network
* Ongoing Progress Monitoring
* Duval County Benchmarks in Math and Science
* Duval County/District Writing Assessments
* Duval County Math/Science Formatives/Summatives
* Grade Level Meetings, team meetings, Administrative Review, Classroom Instruction, Curriculum Requirements, and Learner Outcomes
End of the Year Data:
* F.A.I.R.
* Florida Comprehensive Assessment Test (FCAT)
* FCAT Writes
* DRA 2/RR
* Grade Level Meetings, team meetings, Administrative Review, Classroom Instruction, Curriculum Requirements, and Learner Outcomes
* Data Analysis with Instructional Implications will occur both during and at the end of each learning cycle. Every effort will be

made to adhere as closely as possible to the district learning schedule..
* Florida Comprehensive Assessment Test (FCAT)
* FCAT Writes
* DRA 2/RR
* Grade Level Meetings, team meetings, Administrative Review, Classroom Instruction, Curriculum Requirements, and Learner Outcomes
Data Analysis with Instructional Implications will occur both during and at the end of each learning cycle. Every effort will be made to adhere as closely as possible to the district learning schedule.
Foundations/CHAMPs
* Components from the Safe and Civil School in conjunction with CHAMPs will be utilized throughout the school as well as implemented during the rituals and routines of instructional practices

MTSS/RtI Leadership Team will meet to review and analyze academic data from assessment tools listed above. Frequency of data review is based on individual student need.

MTSS/RtI Academic and Behavioral Documentation Forms are completed based on the RtI Tiered Intervention Program(s). Tier II Documentation will be review/analyzed and graphed bi-weekly while Tier III Interventions are reviewed/analyzed and graphed on a weekly basis

Inclusive data for students addressed as part of the MTSS/RtI Process is housed and reviewed using spreadsheets. These documents track student progress and level of tiered interventions of individual students within each grade level.

Describe the plan to train staff on MTSS.

MTSS/RtI Representatives and designated Community Advisors will attend the district workshops and debrief the Leadership Team followed by school-based review of the MTSS/RtI components addressed during the workshop sessions during pre-planning, early dismissal, faculty meetings, and planning days and/or TDE Professional Development Learning Communities.

Community Advisors in conjunction with the Primary and Intermediate CPST Leads will provide MTSS/RtI learning opportunities for grade level CPST Representatives. MTSS/RtI learning may occur during: early dismissal, faculty meetings, possible TDE, planning days, Analysis of student work, Book Study, Lesson Study, etc. These in-service opportunities will include, but are not limited to the following:
Problem Solving Model – Consensus building – Positive Behavioral Interventions and Support – Data-based decision making to drive instruction – progress monitoring – selection and availability of research-based program interventions – graphing data – types of required data coupled with instructional programs/results

The MTSS/RtI Leadership Team and Grade Level CPST Representatives will monitor the implementation of the school-wide MTSS/RtI time block.

Describe the plan to support MTSS.

MTSS Support Personnel along with the school-based guidance counselor will participate in district level professional development, MTSS/RTI support personnel coupled with the school-based guidance counselor will train Grade Level MTSS/RtI Representatives. CPST grade level representatives will meet with each grade level to disseminate MTSS/RTI information during teacher meetings. Support personnel and the guidance counselor will continue to provide updated/current professional development for grade level CPST Representatives to disseminate to teachers on their grade level. CPST Representatives will disseminate MTSS/RtI information to their team teachers on early dismissal days as well as during Professional Learning Community Team Meetings as needed. MTSS/RtI information will also include venues for teachers to Look At Student Work (LASW), Analysis of Student Work, Lesson Studies, Collaborative Planning, Book Study, and may include Classroom Observations. All information shared will focus on research of MTSS/RTI best practices. Support personnel and the guidance counselor may also meet with individual teachers on an as needed basis. Support personnel and the guidance counselor will provide and/or explore venues for teachers to reach a comprehensive understanding of program analysis in an effort to match the intervention/program to the targeted goal area for each identified student. Support personnel and the guidance counselor will assist teachers with a deeper and more fluid understanding of unpacking the MTSS/RtI Problem Solving Model at the classroom level with fidelity.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT).
Ms. Stalls-Principal; Ms. Turner, Assistant Principal; Ms. Holly Willis, School-* Kindergarten: Ms. Brown/Ms. Beck-Literacy Leads

* K: Ms. Beck/Ms. Brown-Literacy Leads
* 1st: Rogers: Literacy Lead
* 2nd: Ms. Tuten: Literacy Lead
* 3rd Ms. Willis School-Wide Literacy Coordinator and 3rd Grade ELA Lead
* 4th: Ms Greer ELA Literacy Lead
* 5th: Ms. Philipp-Edmonds-School DRA2 Lead Ms. Beaty: Gr. Level Literacy Lead
* ESE: Mr. Allen

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

Literacy Lead teachers will have the opportunity to attend all district training with the expectation of bringing the training to staff members within a ten day window period.
It is expected that the Literacy Leadership Team will meet monthly as part of a professional learning community. They will identify strengths and needs on specified grade levels evidenced by collaborative review of student work/data coupled with (CPST) Collaborative Problem Solving Team Minutes housed within the MTSS/RtI Problem Solving Model. They will assist with the planning and implementation of professional development and monitoring of student work/data in an effort to meet the needs of our students.

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

Professional Development Opportunities Focus: Reading/Lesson Study with emphasis on Vocabulary Development, Developing Rigor and Stamina in Independent Reading, coupled with an indepth focus on the Readers Workshop component of Guided Reading Groups
Action Steps to improve performance is inclusive of but not limited to analysis of data, Reading Mastery for grades K-3 to provide support for at risk students in an effort to strengthen decoding, word recognition, phonemic awareness, sound-letter correspondence, and comprehension through daily explicit, systematic lessons that include teacher modeling, carefully selected examples, guided practice, repetition and elaboration., professional learning community collaboration, full implementation of Reader's and Writer's Workshop, Read it Forward Jax that focuses on the metacognitive strategies, mentoring for new teachers to a grade level, Unpacking RtI at the school level grade level by grade level/classroom by classroom, Unpacking the benchmarks, implementation of the (CCS) Common Core Standards as outlined as part of our district policy, and a deeper understanding of FCAT specifications.

## Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

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

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

## *Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

## *High Schools Only

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

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

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

## Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

# 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.<br><br>Reading Goal #1a: | To demonstrate an increase in the number of students reading at proficiency (FCAT Level 3) in reading.<br>In 2013, 28%(117) of 3rd, 4th, and 5th graders will achieve proficiency (FCAT Level 3) in Reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 25% (104) | 28% (117) |

| 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<br><br>1.1.<br>Learner's limited ability to process higher level question stems | 1.1.<br>Increase the moderate & high complexity questions and activities for students in daily workshop expectations and on assessments<br>Provide students with opportunities to practice answering moderate to high level questions with feedback<br>Use of teacher read aloud/guided reading groups with pauses for teacher questions/statements/responses for think alouds using moderate to higher level questioning | 1.1.<br>Principal<br>Assistant Principal<br>Lead Teachers<br>Classroom teachers | 1.1.<br>Observations<br>Instructional Focus Calendars<br>Lesson Plans<br>Analyzing school and teacher based assessments and performance tasks<br>Webb's Depth of Knowledge | 1.1.<br>Benchmarks<br>PMAs<br>DRA2<br>FCAT Results |
| 2<br><br>1.2.<br>Implementation of Guided Reading Groups with emphasis on purposeful differentiated grouping based on targeted metacognitive strategies and a Multi-tiered Support System ensuring that each student leaves with a specified goal for reinforcement and/or enrichment | 1.2.<br>Provide teachers with guided reading techniques and strategies<br>Provide teachers with an opportunity to model teacher/student guided reading groups.<br>Plan and review professional materials relevant to guided reading groups<br>Collaborative planning time<br>Learner's needs are anticipated by teacher | 1.2.<br>Principal<br>Assistant Principal<br>Classroom teachers<br>Lead Teachers | 1.2.<br>Classroom observations<br>Grade level and/or team collaborative planning<br>Teacher Resource Materials<br>Additional Resources such as DVD's/Professional Books that address Guided Reading Groups: Fountas/Pinnell/Calkins/Taberski | 1.2.<br>Guided Reading Documents<br>Benchmarks<br>PMAs<br>Assessments for/of learning<br>FCAT Results |
| 3<br><br>1.3.<br>The implementation of Reader's Workshop with fidelity | 1.3.<br>Daily implementation of Reader's Workshop Components | 1.3.<br>Principal<br>Assistant Principal<br>Classroom Teachers<br>Lead Teachers | 1.3.<br>Observations<br>Lesson Plans<br>Use of Teacher Resource Room<br>Use of Classroom Libraries<br>Focus Walks<br>Look Fors<br>Learning Schedule | 1.3.<br>Student responses<br>Reading Portfolios<br>Benchmarks<br>PMA's<br>End of Unit Assessments<br>Mini-Assessments |

| | | | | Focus Calendars/Lessons/ Assessments FCAT Results |
|---|---|---|---|---|
| 4 | Na | Na | Na | Na | NA |
| 5 | 1.4 Implementation of the Common Core Standards in compliance with state/district policy | 1.4 Unpack the Common Core Standards with emphasis on instructing students in understanding how to meet the expectations of each standard in the Common Core | 1.4 Principal Assistant Principal Classroom Teachers Lead Teachers | 1.4 Alignment of identified grade level(s) curriculum and assessment to standards | 1.4 Formative/Summative assessment F.A.I.R. Results FCAT Results Benchmarks PMA's |

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|
| <div align="center">No Data Submitted</div> | | | | |

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: | To demonstrate an increase in the number of students reading above proficiency (FCAT Levels 4 and 5) in reading. In 2013, 54%(226) of 3rd, 4th, and 5th graders will achieve above proficiency (FCAT Level 4 & 5) in Reading. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 51% (207) | 54% (226) |

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| | 2.1. Limited implementation by teachers of cognitive complexity levels coupled with changes to FCAT 2.0 Item Complexities | 2.1. Increase the moderate & high complexity questions and activities for student in daily workhop expectations such as Conferences, | 2.1. Classroom teacher Principal Assistant Principal | 2.1. Focus Walks Look Fors Lesson Plans reflective of quality instruction Webb's Depth of Knowledge | 2.1. FCAT Results District/School/Teacher Developed Assessmens Observations |

| | | | | | |
|---|---|---|---|---|---|
| 1 | | Literature Circles, Guided Reading Groups, and/or Book Clubs as well as on assessments Provide students with opportunities to practice answering moderate to high level questions with feedback | | Analyzing school based assessments coupled with performance tasks | |
| 2 | 2.2. Limited application of targeted differentiated instruction | 2.2. Monitor and track student progress in each bechmark to create whole group, small group, and indvidualized instruction in an effort to meet the needs of diverse learners through a Multi-Tiered Support System that facilitates rigorous instruction in concepts, skills, and poblem solving | 2.2. Principal Assistant Principal Classroom teachers | 2.2. Observations Lesson Plans Focus Walks Look Fors Classroom Visitations | 2.2. Benchmarks PMA's Focus Calendars/Lessons/ Assessments Classroom Observation FCAT Resuls |
| 3 | 2.3 Authentic use of Test/Benchmark data to address instruction | 2.3 Review the Strand data from the district Reading Benchmark Assessment as well as prior FCAT data to plan for instruction Insight/Inform tutorial reviews | 2.3 Principal Assistant Principal Classroom Teachers Data Leads | 2.3 Review data and compare with prior benchmarks Determine student needs and appropriate core instructional delivery. Move students within RtI Interventions when appropriate through (CPST) Collaborative Problem Solving Team/Problem Solving Model Inform/Insight | 2.3 Reading Benchmark Assessment Data FCAT Results RtI Documentaion and Graphs |

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| 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. | To increase the number of students making learning gains in reading. In 2012, 79%(205) of 4th and 5th graders will make |

| Reading Goal #3a: | Learning GAins in Reading |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 76% (207) | 79% (205) |

| | 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. Some learners appear to experience difficulty in ability to attend or focus | 3.1. Unpack CHAMPs during instructional practices with established rituals and routines in an environment where distracters are kept to a minimum coupled with clear/concise communication | 3.1. Principal Assistant Principal Classroom Teachers | 3.1. Observations Alimacani Planners Instructional Focus Calendars Classroom Meetings | 3.1. Benchmarks PMAs FCAT |
| 2 | 3.2. Student reading stamina during independent reading as it relates to varied genre passages and teacher/student goal setting | 3.2. Consistent and comprehensive implementation of Reader's Workshop Increase student reading stamina by providing concentrated independent reading that incorporates a specified target/purpose | 3.2. Principal Assistant Principal Classroom Teachers | 3.2. Classroom observations Analyze reading assessments as they correlate to grade level expectaions regarding length of texts Increase reading stamina using the Workshop Model | 3.2. Benchmarks PMAs Assessments for/of learning RtI Graphs FCAT Esults DRA2 Results F.A.I.R. Results |
| 3 | 3.3. Teacher understanding of appropriate instructional levels as derived from DRA2 | 3.3. Provide opportunities during collaborative planning to analyze DRA2 results and how to move the results into instructional practices such as Guided Reading Groups | 3.3. Principal Assistant Principal Classroom Teachers School-wide DRA2 Lead Teachers | 3.3. Observations DRA2 Use of Teacher Resource Room Use of Classroom Libraries Documentation of student growth | 3.3. Reading Benchmarks PMA's Lessons Assessments FCAT Results Guided Reading Groups Charts Anecdotal Logs DRA2 Results |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

| No Data Submitted | | | | |
|---|---|---|---|---|

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.<br><br>Reading Goal #4: | To increase the number of students in the Lowest 25% making learning gains in reading. In 2013, 75%(195) of 4th and 5th graders in the bottom quartile will make learning gains in Reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 72% (197) | 75% (195) |

| 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.<br>Teacher selection of appropriate materials for full implementation of Reader's Workshop | 4.1.<br>Train teachers on use of materials available for use through the Learning Schedule, classroom libraries,literacy resource room, as well as MTSS/RtI Intervention Programs<br>Strengthen instructional practices of the Core Reading Instruction through the CCRP, and district learning schedule in conjunction with implementation of Reader's Workshop.<br>Present the BOM/PBOM program to encourage students to develop a love of reading | 4.1.<br>Principal<br>Assistant Principal<br>Classroom<br>Teachers Literacy<br>Leadership Team | 4.1.<br>Monitor student book logs<br>Classroom artifacts<br>Reading journals<br>Focus Walks<br>Observation<br>Classroom Assessment Notebooks<br>Classroom Artifacts | 4.1.<br>FCAT Results<br>Assessment<br>Results<br>DRA2<br>F.A.I.R.<br>Benchmark<br>Materials<br>CPST/RtI<br>Leadership Team<br>Meetings |
| 2 | 4.2.<br>Increase opportunities for teacher professional development of instructional materials, adaptations, and accommodations | 4.2.<br>Provide training for teachers on the use/delivery of developmentally appropriate materials.<br>Differentiate instruction based on student level/need | 4.2.<br>Principal<br>Assistant Principal<br>Literacy Lead<br>Representatives<br>Classroom<br>Teachers | 4.2.<br>Literacy/Reading DRA2<br>Continuum<br>DRA2 Focus on Instruction<br>Monitor<br>Differentiated<br>Instructional Groupings<br>Monitor movement from RtI Tiered Programs | 4.2.<br>Observations<br>Focus Walks<br>Lesson Plans<br>DRA2/RR<br>CPST/RtI minutes and/or graphs |
| 3 | 4.3<br>Rigor of instructional practices for vocabulary development independent reading practices, and guided reading groups | 4.3<br>Provide opportunities for professional development<br><br>Scaffold the instructional process for indepth understanding and application of vocabulary development in context.<br>(Moves from oral to written with attention to | 4.3<br>Principal<br>Assistant Principal<br>Classroom<br>Teachers | 4.3<br>Classroom Observation<br>Daily instructional activities<br>Additional Resources are inclusive of but not limited to:<br>Bringing Words to Life<br>Words Their Way<br>Lucy Caulkins | 4.3<br>Formative and Summaive Assessments<br>Common Team Developed Assessments<br>FCAT Results |

| | | Tier 1, 2, 3 words) coupled with strategies and practices that develop independent reading and guided reading group strategies/skills | | | |
|---|---|---|---|---|---|

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 # <br><br> 5A : |
|---|---|

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | | | | | | |

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

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. <br><br> Reading Goal #5B: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| 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:

| 5C. English Language Learners (ELL) not making satisfactory progress in reading. <br><br> Reading Goal #5C: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| 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.<br><br>Reading Goal #5D: | To decrease the student subgroup (SWD) Students with Disabilities not making satisfactory progress in reading. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| TBA (Pending distribution of data from state/district) | TBA (Pending distribution of data from state/district) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | 5C.1.<br>Student Motivation with reference to learning styles and intelligences | 5C.1.<br>Provide teachers with time to meet as a professional Learning Community during early dismissal<br>Provide identified students with supplemental instruction<br>Differentiate instruction based on student needs/learning styles | 5C.1.<br>Principal<br>Assistant Principal<br>Classroom Teachers<br>Literacy/CPST/RtI<br>Leadership Team<br>ESE Liaisons | 5C.1<br>Classroom observations<br>Grade level and/or team collaborative planning<br>Use of brief Focus Lessons | 5C.1<br>Instructional Focus Calendars<br>Benchmarks<br>PMAs<br>Assessments for/of learning<br>FCAT Results<br>CPST/RtI minutes |
| 2 | 5C.2.<br>Teachers need access and training on Tier 2 and Tier 3 interventions, materials, and programs through the Problem Solving Model of a Multi-Tiered Support System as part of unpacking RtI at the school and on grade level teams | 5C.2.<br>Identify materials/programs that are available at the school-site for use with Tier 2 & Tier 3 programs meet the needs of the targeted content focus.<br>Identify students within this subgroup and monitor their progress on available data such as the F.A.I.R. Assessment and Benchmarks. | 5C.2.<br>Pricipal<br>Assistant Principal<br>Inclusion Staff<br>CPST Collaborative Problem Solving Team | 5C.2.<br>Establish a current list of school-based materials and programs<br>Provide TDE training to ensure that II teachers understand and implement the MTSS/RtI Problem Solving Model with fidelity | 5C.2.<br>CPST Minutes<br>Differentiated Logs<br><br>Student data nd progress<br>RtI Graphs |
| 3 | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. |
| 4 | 5C.4. | 5C.4. | 5C.4. | 5C.4. | 5C.4. |

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

| 5E. Economically Disadvantaged students not making satisfactory progress in reading.<br><br>Reading Goal #5E: | |
|---|---|

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

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

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| MTSS/RtI training for teachers | K-5 | MTSS/RtI Leadership TEam | School-Wide | Early Dismissal Professional Learning Communities TDE TBA 9/12-6/13 | Administrators will observe MTSS/RtI sessions in classrooms and monitor grade level/class spreadsheets, documentation, and graphs | Principal Assistant Principal |
| Unpacking and aligning the standards | K-5 | School & Literacy Lead Teams | School-Wide | Professional Learning Communities 9/12-6/13 | FCAT Results Lessons Plans FCIM | Principal Assistant Principal |
| Teachers will participate in professional learning communities with emphasis on Guided Reading Group strategies/skills in an effort to ensure that Readers Workshop is implemented with fidelity. | PreK-5 | School & Literacy Leadership Teams | School-Wide | Professional Learning September 2012-2013 | Classroom teachers will observe Guided Reading Groups lessons/activities Administrators will observe Guided Reading Groups during Reader's Workshop. They will monitor lesson plans and Guided Reading Group documentation to determine whether follow up is required for specified teachers/grade levels | Principal Assistant Principal Classroom ELA teachers |

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. CELLA Goal #1: | |
| 2012 Current Percent of Students Proficient in listening/speaking: | |
| | |

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

| Students read in English at grade level text in a manner similar to non-ELL students. | |
|---|---|
| 2. Students scoring proficient in reading. CELLA Goal #2: | |
| 2012 Current Percent of Students Proficient in reading: | |
| | |

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

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

| | |
|---|---|
| Students write in English at grade level in a manner similar to non-ELL students. | |
| 3. Students scoring proficient in writing.<br><br>CELLA Goal #3: | |
| 2012 Current Percent of Students Proficient in writing: | |
| | |
| Problem-Solving Process to Increase Student Achievement | |

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

CELLA Budget:

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

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.<br><br>Mathematics Goal #1a: | To increase students achieving proficiency (FCAT Level 3) in mathematics. In 2013, 35% (146) of 3rd, 4th, and 5th graders will achieve proficiency (FCAT Level 3) in Mathematics. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 30% (122) | 35% (146) |

| 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.<br>Balanced use of Math Investigations and Envisions for instructional practices | 1.1.<br>Implementation of Math Workshop with fidelity and consistency.<br>Use leveled activities/materials available in enVisions to differentiate instruction/homework | 1.1.<br>Principal<br>Assistant Principal<br>Math Lead Representatives<br>Classroom Teachers | 1.1.<br>Teacher Observations and Focus Walks with feedback<br>Classroom Artifacts | 1.1.<br>FCAT Results<br>Math Portfolios<br>Diagnostics<br>Quick Checks<br>Conference Logs<br>Focus Walks<br>Data Review and feedback with Quarterly Curriculum Review checks<br>Student Work Products |
| 2 | 1.2.<br>Implementation and transition to Common Core Standards | 1.2.<br>Instruct students in understanding how to meet benchmark expectations for each of the Math Common Core Standards<br>Utilize Skills Block lessons in an effort to bridge intent and language of standards | 1.2.<br>Principal<br>Assistant Principal<br>Math Leads<br>Classroom Teachers | 1.2.<br>Teacher Observations and Focus Walks with feedback that is aligned with Common Core Elements,and denote that teachers are planning backwards to ensure that all benchmarks are addressed prior to the FCAT<br>Alignment of curriculum and instruction to cover each Math Standard | 1.2.<br>Look Fos<br>Focus Walks<br>Classroom Observations<br>Lesson Plans<br>Formative and Summative Assessments<br>FCAT Resuts |
| 3 | 1.3.<br>Limited teacher collaboration | 1.3.<br>Conduct collaborative professional learning communities<br>Regularly collect and analyze student work and assessments as a means of evaluating and targeting student instructional needs<br><br>Analyze student work during grade level and/or team meetings to identify trends and student needs in an effort to effectively differentiate instruction | 1.3.<br>Principal<br>Assistant Principal<br>Math Lead Representatives<br>Classroom Teachers | 1.3.<br>Review of Data Notebooks and Lesson Plans<br>Team/Grade Level Notes | 1.3.<br>FCAT Results<br>Focus Walks<br>Grade Level and/or department minutes<br>Student Work<br>Lesson Plans<br>Assessments |

| | | Analyze 2011 FCAT data, PMA', Benchmarks, Math Assessments | | | |
|---|---|---|---|---|---|

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.<br><br>Mathematics Goal #2a: | To increase students achieving above proficiency (FCAT Levels 4 and 5) in mathematics. In 2013, 42%(176) of 3rd, 4th, and 5th graders will achieve above proficiency (FCAT Level 4 & 5) in Mathematics. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 38% (156) | 42% (176) |

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | 2.1.<br>Limited implementation by teachers of cognitive complexity levels. | 2.1.<br>Increase the moderate & high complexity questions and activities for students in daily workhop expectations and on assessments Provide students with opportunities to practice answering moderate to high level questions with feedback | 2.1.<br>Principal Assistant Principal Classroom Teachers Math Lead Teachers | 2.1.<br>Student-teacher conferences within framework of Math Workshop Focus Walks Look Fors Lesson Plans reflective of quality instruction Webb's Depth of Knowledge | 2.1.<br>FCAT Results Assessments Lesson Plans Focus Calendars Focus Walks Observations Student Work Products |
| 2 | 2.2.<br>Teacher implementation of Math Conferences during Math Workhop | 2.2.<br>Provide review of Norman Webb's Depth of Knowledge and have teachers infuse higher order questioning within Math Workshop as math | 2.2.<br>Principal Assistant Principal Classroom Teachers | 2.2.<br>Class observations Administrative review of lesson plans Collaborative planning | 2.2.<br>FCAT Results Lesson Plans Student Work and Products Math Quick Snapshots |

| | | | | Anecdotal Conference Notes |
|---|---|---|---|---|
| | conferences are held within groups | | | |
| 3 | 2.3 Differentiated Accountabilty grouping | 2.3 Professional development that focuses on analysis of data for strategy grouping Increase rigor of math tasks for above proficiency students based on assessments Monitor and track student progress in each benchmark to create whole, small, and individual groups based on the diverse needs of students | 2.3 Principal Assistant Principal Math Leads Staff | 2.3 Continuous review of student work/product FCIM Math Investigations Observations Review assessment notebooks and differentiated groupings to ensure movement of students | 2.3 Classroom Observations Student Profile documents Data Assessment Notebooks Oral/Written Responses |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a: | To increase the number of students making Learning Gains in mathematics. In 2013, 84% (218) of 3rd, 4th, 5th graders will make Learning Gains in Mathematics. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 79% (216) | 84% (218) |

| 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 |
| | 3.1. Ability to attend or focus | 3.1. Well planned explicit instruction and student | 3.1. Principal Assistant Principal | 3.1. Recognition of students during closing coupled | 3.1. CHAMPs Conference Logs |

| 1 | | activities coupled with collaborative planning and lesson study that utilizes increased hands on activities and the use of technology. Incorporate student learning styles in lesson plan | Math Lead Representatives Staff | with teachers actively engaging students during work period as part of the teacher/student dialogue to increase focus and opportunities to help students become active thinkers | Observations |
| 2 | 3.2. Differentiated Accountability Grouping | 3.2. Monitor and track student progress in each benchmark to create whole, small, and individualized instructional groups while providing rigorous instruction in concepts, skills, and problem solving | 3.2. Principal Assistant Principal Math Leads Classroom Teachers | 3.2. Observations Review Differentiated Accountability Groups to ensure movement of students based on progress Review of zone of proximal learning CPST/RtI Minutes | 3.2. FCAT Results Profile Sheets and Data Notebooks Focus Lesson Mini-Assessments Observation Tool RtI Documentation/Graphs |
| 3 | | | | | |

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

| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.

Mathematics Goal #3b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

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

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

Mathematics Goal #4: | To increase the number of students in the Lowest 25% making learning gains in mathematics. In 2013, 75% (195) 3rd, 4th, 5th graders in the bottom quartile will make learning gains in mathematics. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 70% (191) | 75% (195) |

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

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

| | | | Monitoring | Strategy | |
|---|---|---|---|---|---|
| 1 | 4.1.<br>Implementation of small group instruction that focuses on tiered instructional components. | 4.1.<br>Provide opportunities for professional collaboration.<br>Provide opportunities for students to participate in small group instruction | 4.1.<br>Principal<br>Assistant Principal<br>Classroom Teachers | 4.1.<br>Math Journals Collaboration (LASW) Looking At Student Work<br>CCC with higher level questioning and discussions | 4.1.<br>Weekly assessments<br>Quick Checks<br>PMAs<br>Diagnostics<br>Class Profiles<br>FCIM mini-assessments<br>Benchmarks<br>FCAT Results |
| 2 | 4.2.<br>Data driven differentiated accountability grouping | 4.2.<br>Monitor and Track Classroom and MTSS/RtI Intervention Programs with emphasis on differentiated instructional practices | 4.2.<br>Principal<br>Assistant Principal<br>Math Leads<br>Classroom Teachers | 4.2.<br>Teacher Observations/Look Fors<br>Assessment Notebooks<br>Graphs | 4.2.<br>FCAT Results<br>Benchmarks<br>Class Profiles<br>Teacher Assessment Notebooks<br>Quarterly Documents<br>RtI Documentation/Graphs |
| 3 | 4.3.<br>Lack of students performance in the following area Number: Operations, Problems, & Statistics | 4.3.<br>Build students performance in Number: Operations, Problems, & Statistics through the use of Interactive Math Skills Block, Math Investigations, enVisions, and Tier II and Tier III Interventions | 4.3.<br>Principal<br>Assistant Principal<br>Math Leads<br>Classroom Teachers | 4.3.<br>Informal classroom observation, Tiered Documentation and graphs | 4.3.<br>FCAT, Formative Assessments, Benchmark Assessments, Teacher Observation, Anecdotal Notes, Tier II and Tier III graphs |
| 4 | | | | | |

| 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 #<br><br>We will increase math achievement over the next six years, in all subgroups by reducing the achievement gap by 50 percent.<br><br>5A : |
|---|---|

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 73 | 75 | 78 | 80 | 83 | |

| 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.<br><br>Mathematics Goal #5B: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |
| Problem-Solving Process to Increase Student Achievement | |

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

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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 mathematics.<br><br>Mathematics Goal #5C: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

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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:

| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5D: | To decrease the numbr of (SWD) not making satisfactory progress in mathematics. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| TBA (Pending distribution of data from state/district) | TBA (Pending distribution of data from state/district) |

| 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.<br>Implementation of small group instruction that targets tiered instructional strategies within program components | 4.1.<br>Small group remediation in basic skills/concepts Continue Calendar Math with manipulatives Provide consistency in skills block delivery and focus lessons alon with the implementation of Math Journals | 4.1.<br>Principal Assistant Principal Staff | 4.1.<br>Math Journals Teacher/Student Conferences CCC questioning Utilize math resources such as visuals, hands-on manipulatives Collaboration (LASW) Looking At Student Work CCC with focus on small group questioning and discussions | 4.1.<br>Weekly assessments Quick Checks PMAs Diagnostics Class Profiles FCIM mini-assessments Benchmarks |

| 2 | | | | | |
|---|---|---|---|---|---|
| 3 | 4.2.<br>Data driven differentiated accountability grouping | 4.2.<br>Monitor and Track Classroom and RtI Intervention Programs with emphasis on differentiated instructional practices | 4.2.<br>Principal<br>Assistant Principal<br>Math Lead<br>Representatives<br>Staff | 4.2.<br>Teacher Observations/Look Fors<br>Assessment Notebooks<br>Graphs | 4.2.<br>FCAT Results<br>Benchmarks<br>CPST Minutes<br>RtI Documentation and Graphs<br>Quarterly Documentation<br>Class Profiles |
| 4 | 4.3.<br>Ability to Monitor and Track Classroom MTSS/RtI Intervention Programs with emphasis on differentiated instructional practices | 4.3.<br>Build knowledge based of Operations, Problems, & Statistics through the use of Interactive Math Skills Block, Math Investigations, enVisions, and Tier II and Tier III interventions. | 4.3.<br>Principal,<br>Assistant Principal<br>Math Lead<br>Teachers,<br>Classroom<br>Teachers | 4.3.<br>Informal classroom observation<br>Tiered documentation and graphs | 4.3.<br>FCAT, Formative Assessments, Benchmark Assessments, Teacher Observation, Anecdotal Notes, Tier II and Tier III graphs |

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.<br><br>Mathematics Goal E: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

Problem-Solving Process to Increase Student Achievement

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

*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 |
|---|---|---|---|---|---|---|
| Professional Learning Community | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Lesson Plan Development infusing and aligning enVisions and Math Investigationsas part of daily instructional practices | K-5 | Classroom Teachers and Math Lead Teacher | School-Wide | Monthly and adhoc Grade Level and/or Cross Curriculum Professional Learning Communities 9/12-6/13 | Minutes Lesson Plans Classroom Observations | Principal Assistant Principal |
| Unpacking and aligning curriculum & benchmarks with Standards | K-5 | Classroom teachers Math Leads District Math Department | School-Wide | Professional Learning Communicaties and Teacher Meetings 9/12-6/13 | Lesson Plans District Workshops with follow-up dissemination of information to faculty by attending school-based teacher(s) | Principal Assistant Principal |
| Teacher Collaboration | K-5 | Classroom teachers | School-Wide | Monthly Grade Level and/or Cross Grade Level Meetings 9/12-6/13 | Minutes Implementation of discussion topics within instructional practices Classroom Observations | Assistant Principal Assistant Principal |

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.<br><br>Science Goal #1a: | To increase the number of students achieving proficiency (FCAT Level 3) in science. In 2013 46% (59) of 5th graders will achieve proficiency (FCAT Level 3) in Science. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 41% (60) | 46% (59) |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | 1.1.<br>A Hands-On Inquiry Based Approach to communicate all Science Benchmarks | 1.1.<br>Virtual tours/web-based exploration that supports our current curriculum (5 E's) and denoted as part of the Learning Schedule<br><br>Inquiry-based hands-on learning while instructing students in understanding how to meet the expectations of each benchmark for each of the Science standards. | 1.1.<br>Principal Assistant Principal Science Lead Teachers Staff | 1.1.<br>Review cross curricular planning and interdisciplinary units Formative Assessment after each unit of study Performance tasks throughout the instruction Classroom observation of 5E Model Labs Science Journals | 1.1.<br>FCAT Results Formative and Summative Assessments Lab Documentation Sheets/Forms Surveys Diagnostics Assessments Lesson Plans Student Work PLC's |
| 2 | 1.2.<br>Lack of scientific materials resulting in accessibility to materials and needed item for labs/inquiry-based exploration | 1.2.<br>Students will participate in hands-on inquiry-based exploration of scientific concepts<br><br>Equitable distribution of school-based materials/equipment | 1.2.<br>Principal Assistant Principal Science Lead Teachers Staff | 1.2.<br>Inventory materials Check-out/in sheets Focus Walks | 1.2.<br>FCAT science rubric for lab/inquiry-based learning Focus Walks Lesson Plans |
| 3 | 1.3.<br>Focus and Implementation of Common Core Standards in preparation for long term goals | 1.3.<br>Implement the 5 E's Lesson planning and delivery model Professional Development on unpacking the standards across grade levels and content areas Collaborate monthly with school's (SA) Science Academy representatives to obtain new information | 1.3.<br>Principal Assistant Principal Science Lead Teachers Staff | 1.3.<br>Visit classrooms Student Work Lab projects Cross-Curricular collaborative planning Science Journals Alignment of curriculum, instruction and assessment to reflect changes to FCAT 2.0 and perspective reporting categories and standards | 1.3.<br>FCAT Science reading assessment Classroom Observations Focus Walks Science Curriculum Formative/Summative assessments district benchmark data |

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

Problem-Solving Process to Increase Student Achievement

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

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.<br><br>Science Goal #2a: | To increase the number of students achieving above proficiency (FCAT Levels 4 and 5) in science. In 2013 34% (44) of 5th graders will achieve proficiency (FCAT Level 5 and above) in Science. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 29% (43) | 34% (44) |

| 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.<br>Teacher understanding of higher order questioning and test question complexity | 2.1.<br>Use hands-on materials and involve students in demonstrations/labs/projects<br><br>Increase the number of moderate and high complexity questions and activities for students in daily workshop expectations and on assessments | 2.1.<br>Principal<br>Assistant<br>Principal<br>Science Lead<br>Teachers<br>Staff | 2.1.<br>Test item analysis, self reflection of questions asked during instruction coupled with student's ability to answer moderate to high level complexity test items<br>Assessment for/of learning<br>Science Journals<br>Collaborative Planning across grade levels<br>Lead teachers will attend Science Academies based on current year's status with the Science Academy | 2.1.<br>FCAT Results<br>FCIM<br>Focus Lesson<br>mini-<br>assessments<br>Benchmarks<br>PMAs<br>Formative and<br>Summative<br>Assessments |
| 2 | 2.2.<br>Lack of enrichment for above proficiency students and their learning styles/intelligence | 2.2.<br>Provide hands on inquiry based learning to increase the knowledge and interest of these students i.e., hyperlinks from Science Learning Schedule | 2.2.<br>Principal<br>Assistant<br>Principal<br>Science Lead<br>Teachers<br>Staff | 2.2.<br>Maintain and update bank of enrichment activities/tasks and continue collaborative planning<br>Labs/Projects | 2.2.<br>FCAT Results<br>Observations<br>Focus Walks<br>Lesson Plans<br>Benchmarks<br>PMAs<br>Assessments<br>for/of learning |

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:<br>Students scoring at or above Achievement Level 7 in science.<br><br>Science Goal #2b: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Unpacking the Standards/Align with curriculum | K-5 | Science Lead Teacher | K-5 Science Tachers | Grade level meetings and PLCs 9/12-6/13 | Administrators will observe classroom instruction and review science journals with conversations with students. Monitor lesson plans Academy of Science and teachers will dissemenate information | Principal Assistant Principal Science Teachers |

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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.<br><br>Writing Goal #1a: | To increase students achieving (FCAT Levels 4.0 and higher)<br>in writing. In 2012, 34% (45) of 4th graders will achieve proficiency (FCAT 4.0) in Writing. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 29% (37)<br>Data is reflective of FCAT Levels 4.0 and higher | 34% (45)<br>Data is reflective of FCAT Levels 4.0 and 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.<br>Implementation of daily Writer's Workshop with fidelity | 1.1.<br>Fully implement Writer's Workshop daily | 1.1.<br>Principal<br>Assistant Principal<br>Literacy Lead<br>Teachers<br>Staff<br>CPST/RtI Teams | 1.1.<br>Collaboratively plan Writer's Workshop<br>Continue implementation of strategies practiced during previous year's (CLS) Continuous Learning Cycle<br>Student work quality | 1.1.<br>Student Writing Journals/Sourcebooks<br><br>Writing Portfolios<br>Lesson Plans<br>District Prompts 3rd-5th<br>Conference Logs<br>Classroom Observations |
| 2 | 1.2.<br>Teacher understanding of the FCAT Writes 6.0 Rubric for student performance inclusive of the conventions: spelling, language and mechanics | 1.2.<br>Collaborative teacher meetings to analyze student work using the FCAT 6.0 Writing Rubric<br>Students self assess their writing using the FCAT 6.0 Writing Rubric with a focus on the conventions of spelling, language and mechanics | 1.2.<br>Principal<br>Assistant Principal<br>Classroom Teachers | 1.2.<br>Student performance using the rubric<br>Anchor Papers | 1.2.<br>FCAT Writes Results<br>Student writing<br>Student Writing Portfolios |
| 3 | 1.3.<br>Teacher knowledge of how to differentiate writing with small group instruction | 1.3.<br>Teachers will implement differentiated writing instruction in small groups based on student(s) writing needs | 1.3.<br>Principal<br>Assistant Principal<br>ELA Lead<br>Teachers<br>Staff | 1.3.<br>Review/Analyze student writing products<br>Differentiated Group documentation<br>Anecdotal notes<br>Anchor Papers | 1.3.<br>District Writing Prompt data<br>Writing Portfolios<br>FCAT results |

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

| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.<br><br>Writing Goal #1b: | |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Scoring Student Writing using the FCAT 6.0 Writing Rubric | K-5 | Literacy Lead Team ELA Teachers | School-Wide | Grade Level Meetings and/or Professional Learning Community Meetings 9/12-6/13 | Review scoring of writing as well as peer scoring Classroom Observations | Principal Assistant Principal ELA Leads Classroom Teachers |
| Differentiated Writing with small groups utilizing conferencing strategies/skills | K-5 | Literacy Lead Team | School-Wide | Professional Learning Community Meetings 9/12-6/13 | Lesson Plans Writing Journals Anecdotal Notes Conference Note | Principal Assistant Principal Classroom Teachers |

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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<br><br>Attendance Goal #1: | To decrease absenteeism and tardiness. In 2013, 98% (815) of Alimacani's students will be present for a minimum of 176 days. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| 96% (878) | 98% (815) |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 29% (254) | 27% (225) |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 13% (131) | 11% (100) |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 1.1.<br>Absenteeism due to possible external factors | 1.1.<br>Mentors<br>Academic recognition awards<br>Communication with parents/guardians<br>Positive postcards/phone calls<br>Teacher/Parent Communication<br>Use of Communication tool Alimacani Planner | 1.1.<br>Principal<br>Assistant Principal<br><br>Staff<br>Guidance Counselor<br>Attendance Intervention Team (AIT)<br>District Social Worker | 1.1.<br>Monitor attendance records | 1.1.<br>OnCourse Reports<br><br>Student Planners as part of daily home-to-school and back communication<br>Conference Logs<br>Attendance Data |
| 2 | 1.2.<br>Tardiness | 1.2<br>Mentors<br>Academic recognition awards<br>Communication with parents/guardians<br>Positive postcards/phone calls | 1.2.<br>Principal<br>Assistant Principal<br><br>Staff<br>Guidance Counselor<br>Attendance Intervention Team (AIT)<br>District Social Worker | 1.2.<br>Monitor attendance records | 1.2.<br>OnCourse Reports<br><br>Student Planners as part of daily home-to-school and back communication<br>Conference Logs<br>Tardy Data |
| 3 | | | | | |

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 |
|---|---|---|---|---|---|---|
| Continuation of overview of Foundations/CHAMPs/Second Step Lessons couple with Faculty Updates on school-wide attendance/tardiness | PreK-5 | Principal Assistant Principal FoundationsTeam | School-Wide | Faculty Meetings 9/12-6/13 | Quarterly and/or monthly Genesis data/quarterly review of attendance | Princiapl Assistant Principal Guidance Counselor |

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<br><br>Suspension Goal #1: | To decrease the number of suspensions. In 2013, the number of suspensions will decrease from 10 to 9. |
| 2012 Total Number of In–School Suspensions | 2013 Expected Number of In-School Suspensions |
| 10 | 9 |

| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
|---|---|
| 10 | 9 |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| 3 | 2 |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 3 | 2 |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 1.1. Consistency with implementation of Foundations, Second Step Program, and CHAMPs | 1.1. Implementation of Second Step Program and Class Meetings along with CHAMPs | 1.1. Foundations Team Administration | 1.1. Monitor data | 1.1. Discipline Data |
| 2 | 1.2. MTSS/RtI Training with emphasis on Behavioral Components | 1.2. Implementation with monitoring/tracking of students identified in need of a MTSS/RtI Tier II and/or Tier III Behavioral Intervention Program inclusive of but not limited to social skills for students that may demonstrate impulsive behaviors Teachers implement Second Step Program Behavior Contracts Assemblies | 1.2. Principal Assistant Principal  MTSS/RtI Leadership Team CPST Representatives Foundations Team  Classroom Teachers District Personnel | 1.2. MTSS/RtI Documentation and Graphing Referral Data | 1.2. Suspension Statistics MTSS/RtI Graphs and documents |

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 |
|---|---|---|---|---|---|---|
| Continuation of Foundations, | | | | | | |

| CHAMPS, and Second Step Professional Development coupled with MTSS/RtI Behavioral Components | PreK-5 | Principal Assistant Principal Foundations Team MTSS/RtI Team | School-Wide | Early Dismissal PLC(s), Faculty Meetings 9/12-6/13 | Monthly Genesis/MTSS/RtI Data | Principal Assistant Principal Foundations Team MTSS/RtI Team |
|---|---|---|---|---|---|---|

---

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)*

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# 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<br><br>Parent Involvement Goal #1:<br><br>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* | To maintain a high percentage of parent/guardian/community involvement in school activities. |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| 80% | 85% |

| 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.<br>Work schedules of parents/guardians coupled with transportation to school before and after hours for tutoring | 1.1.<br>Work schedules of parents/guardians Offer various time frames for school activities Create a volunteer schedule, provide check-out materials | 1.1.<br>Administration Staff PTA | 1.1.<br>Monitor Attendance log of parents, students ,a nd volunteers | 1.1.<br>Volunteer Logs Attendance documents for parent activities |
| 2 | 1.2.<br>Time of activities | 1.2.<br>Provide professional development communication topics coupled with on-going parent/school communication | 1.2.<br>Administration Staff | 1.2.<br>Online resources Alimacani Communication Planner Tribune: Alimacani monthly communication tool | 1.2.<br>Volunteer Logs |
| 3 | 1.3.<br>Increase parent awareness of digital communication tools such as: Alimacani's Website and classroom teacher websites | 1.3.<br>Provide communication that address digital home/school communication tools through components such as: Monthly Tribune, Parent Portal, Parent Night, etc... | 1.3.<br>Administration Staff Classroom Teachers | 1.3.<br>Online resources Alimacani Communication Planner Tribune: Alimacani monthly communication tool | 1.3.<br>Volunteer Logs Parent Survey |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Professional Development<br><br>Communication<br><br>Tools inclusive of digital communication tools | PreK-5 | Principal Assistant Principal Classroom Teachers Technology Representatives School Technology Contact | School-Wide | Early Dismissal and Faculty Meetings 9/12-6/13 | Monitor implementation of school website and classroom websites coupled with parent surveys and conference logs | Principal Assistant Principal |

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<br><br>STEM Goal #1: | |

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

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

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

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

STEM Budget:

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

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |

**Professional Development**

| Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|
| No Data | No Data | No Data | $0.00 |
| | | | Subtotal: $0.00 |

**Other**

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

*End of STEM Goal(s)*

# Additional Goal(s)

## Technology 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. Technology Goal<br><br>Technology Goal #1: | The 2013 school year will demonstrate an increase of parent/teacher communication through the use of classroom websites coupled with our school and pta websites. |
| 2012 Current level: | 2013 Expected level: |
| 40% of faculty are somewhat proficient | 100% of faculty members with maintain current classroom websites using the district platform. |

| 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.<br>Faculty maintaining updated and consistent use of classroom websites | 1.1.<br>Promote classroom website updates via the school tribune and weekly updates | 1.1.<br>Grade Level Technology Representatives Classroom Teachers | 1.1.<br>(NETS-T)National Educational Technology Standards for Teachers<br><br>Professional Learning Opportunties that showcase technology rich enviroments with student/teacher interactive tools such as Gizmos Collaboration of teachers, and classroom websites | 1.1.<br>National Educatioal Technology Standards for Teachers Lesson Plans |
| 2 | 1.2<br>Lack of understanding of how to develop and update graphing in an effort to house on-going documentation of student progress through the MTSS/RtI Problem Solving Model | 1.2<br>Implement follow through with the use of screen snapshots and directions following a review during professional development opportunities Professional Development Opportunities with available tutorial programs | 1.2.<br>Grade level Technology Representatives Classroom Teachers | 1.2.<br>Collaboration of teachers to produce common grade level profile sheets and RtI Graphs to document student progress | 1.2.<br>Principal Assistant Principal<br><br>Community Advisors RtI Graphs Class/Grade Level Profile Documents<br><br>Inform/Insight |

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 home/school ultilization of digital communication tools such as the school's website and classroom websites | PreK-5 | Principal Assistant Principal School Technology Contact Grade Level Technology Representatives | School-Wide | Weekly Grade Level Meetings and Early Dismissal PLC(s) | (NETS-T)National Educational Technology Standards for Teachers Professional Learning Opportunities that showcase technology rich enviroments with student/teacher communication tools Collaboration of teachers | Principal Assistant Principal |

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 Technology Goal(s)*

# Safety Goal Goal:

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1. Safety Goal Goal<br><br>Safety Goal Goal #1: | In the 2012-2013 school year, all stakeholders will be knowledgeable of and implement the established Emergency Plan and Crisis Plan procedures. |
| 2012 Current level: | 2013 Expected level: |
| All school staff members (100%) | All school staff members (100%) |

| | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 1.1<br>Time limitations | 1.1<br>Develop Emergency Plan and Crisis Plan information procedural guidelines; practice safety drill procedures | 1.1<br>School Leadership Team<br>Foundations Team | 1.1<br>On-going observations; monitoring the staff members use of emergency plan procedures during practice drills | 1.1<br>Monthly emergency drill reports and information |

## 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 |
|---|---|---|---|---|---|---|
| Develop and disseminate emergency plan and crisis plan procedural folders | Pre-K-5 | Principal Assistant Principal | Staff meeting | Pre-planning August 16, 2012, as well as staff meetings throughout the school year | Monitoring and safety updates, via the staff communication bulletin and/or staff meetings | Principal Assistant Principal Foundations Team |
| Review of all emergency plan procedures | Pre-K-5 | Foundations Team Principal Assistant Principal | School-wide meetings | Quarterly meetings | On-going observations | School Leadership Team |

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 |

# FINAL BUDGET

## Evidence-based Program(s)/Material(s)

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|------|----------|--------------------------|----------------|------------------|
| No Data | No Data | No Data | No Data | $0.00 |
| | | | | Subtotal: $0.00 |

## Technology

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|------|----------|--------------------------|----------------|------------------|
| No Data | No Data | No Data | No Data | $0.00 |
| | | | | Subtotal: $0.00 |

## Professional Development

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|------|----------|--------------------------|----------------|------------------|
| No Data | No Data | No Data | No Data | $0.00 |
| | | | | Subtotal: $0.00 |

## Other

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|------|----------|--------------------------|----------------|------------------|
| No Data | No Data | No Data | No Data | $0.00 |
| | | | | Subtotal: $0.00 |
| | | | | Grand Total: $0.00 |

# Differentiated Accountability

School-level Differentiated Accountability Compliance

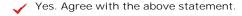| ⌀ Priority | ⌀ Focus | ⌀ Prevent | ⌀ NA |
|------------|---------|-----------|------|

Are you a reward school: ⌀ Yes ⌀ No

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

No Attachment (Uploaded on 10/18/2012)

# School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

| Projected use of SAC Funds | Amount |
|----------------------------|--------|
| SAC funds will be used to support at-risk students, through MTSS/RtI tutoring. | $6,300.00 |

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

The (SAC) School Advisory Council at Alimacani Elementary School is responsible for review of projects and school related components in conjunction with decision-making for said components at the school-level.
During the 2012-2013 school year Alimacani's SAC will strive to:

* Participate in the development and review of the SIP required by Florida Statues, and annually reviewing and amending the SIP
* Perform other functions based on the principal's request
* Recommend various support services for the school
* Focus Walks/Classroom Visits to increase the awareness and knowledge base throughout the active community
* Engage in community partnerships in an effort to increase the development/funding for new playground equipment
* Seek and Initiating activities or programs that generate greater communication, cooperation, and involvement between the community and school
* Participate in planning and monitoring the school building grounds

# AYP DATA

# SCHOOL GRADE DATA

No Data Found

| Duval School District ALI MACANI ELEMENTARY SCHOOL 2010-2011 | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 89% | 92% | 87% | 84% | 352 | 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 | 74% | 75% | | | 149 | 3 ways to make gains: <br> ● Improve FCAT Levels <br> ● Maintain Level 3, 4, or 5 <br> ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 62% (YES) | 70% (YES) | | | 132 | 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 | | | | | 633 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |

| Duval School District ALI MACANI ELEMENTARY SCHOOL 2009-2010 | Reading | Math | Writing | Science | Grade Points Earned | |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 87% | 89% | 86% | 71% | 333 | 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 | 71% | 76% | | | 147 | 3 ways to make gains: <br> ● Improve FCAT Levels <br> ● Maintain Level 3, 4, or 5 <br> ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 57% (YES) | 79% (YES) | | | 136 | 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 | | | | | 616 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |