FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PINEDALE ELEMENTARY SCHOOL

District Name: Duval

Principal: Alicia Hinson

SAC Chair: Myra Davis

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/18/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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)
Principal	Alicia Hinson	BA-Elementary Education (1-6), University of North Florida MA: Educational Leadership (K-12), University of North Florida Superintendent's Licensure--State of Ohio Ashland University	3	9	Pinedale Elementary 2011-2012: Grade: B Reading: Proficiency—60% LG---57% Lowest 25%--71% Math: Proficiency—65% LG---53% Lowest 25%--60% Science: Proficiency—26% Writing: Proficiency—103% Met AYP(Reading and Math): NO Pinedale Elementary School Grade: A 2010-2011 Reading Proficiency- 48% Learning Gains- 73%. Lowest 25%- 80% Math Proficiency-76% Learning Gains- 87% Lowest 25 %--83% Science: Proficiency-30% Writing: Proficiency—91% Met AYP(Reading and Math): YES
Assis Principal					

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)
Math Coach	Gladys Thompson	BA MA	3	31	Pinedale Elementary Grade B 2011-2012 Proficiency-65%,Learning Gains- 53% ,Lowest 25%– 60% Pinedale 2010-2011 Proficiency-76% Learning Gains--87% Lowest 25%--83%
Reading Coach	Kelli Neufeld	B.S. Elementary Education 1-6	2	3	Pinedale Elementary Grade: B 2011-2012 Proficiency- 60% Learning Gains- 57%. Lowest 25%- 71%
Instructional	Nikki Jackson	BA- Elementary Education 1-6	3	3	Pinedale Elementary Grade: B 2011-2012 Proficiency- 60% Learning Gains- 57%. Lowest 25%- 71% Pinedale Elementary Grade: A Proficiency- 48% Learning Gains- 73%. Lowest 25%- 80% Martin Luther King, Jr .Grade: B Proficiency-59%,Learning Gains- 67% ,Lowest 25%– 68%
Science Coach	Andrea Elsner	B.S. Elementary Education K-6	1	1	Andrew Robinson Elementary Grade: D 2011/2012 Proficiency – 19% Grade: D 2010/2011 Proficiency – 33% Grade: C 2009/2010 Proficiency – 23%

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 Recruiting: District recruitment and postings, school interview teams; interviewing questions specific to position	Principal and Leadership Team	As needed	
2	2. Early return training and orientation	Administration/Coaches	August 6-10, 2012	
3	3. Pre-planning training/Team Building	Administration/Coaches	August 13-17 2012 and ongoing	
4	4. Certified mentors assigned to new hires	Professional Development Facilitator (PDF)	August 20, 2012	
5	5. Coaching Support	School-based/District Coaches	ongoing	

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

No data submitted

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	10.9%(6)	27.3%(15)	40.0%(22)	21.8%(12)	34.5%(19)	81.8%(45)	1.8%(1)	0.0%(0)	12.7%(7)

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
Kelli Neufeld	Lauren Nowicki	Expertise in Reading Instruction and CET Certified	MINT, New Hire Orientation, meeting daily/weekly/monthly, reviewing lesson plans and student data, modeling lessons, providing resources
Stacy Masciarelli	Ashley McCray	CET certified and expert in Speech Pathology	New Hire Orientation, meeting daily/weekly/monthly, reviewing lesson plans and student data, modeling lessons, providing resources
Cameron Mattingly	Carissa Robinson	CET Certified and Expertise in Communication Social Skills	New Hire Orientation, meeting daily/weekly/monthly, reviewing lesson plans and student data, modeling lessons, providing resources

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 A

Supplemental Education Services vendors will be providing after-school training for low performing students. Frank DeSensi of Educational Directions will provide district level training and on-site coaching for the school's leadership team and teaching staff during the 2012-2013 school year if applicable by the district.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners.

Title X- Homeless

Title X- Homeless

As a full service school, resources (clothing, school supplies, and social service referrals) are provided for students who are categorized as homeless. A school liaison is assigned to ensure that student needs are met.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)

SAI funds will be used to provide support for students that are identified as academically below grade level through tutoring services before, during, and after school.

Violence Prevention Programs

Violence Prevention Programs

Second Step Student Success Through Prevention (anti-bullying) district curriculum is being implemented for the second year. Every grade level will be teaching the weekly lessons. Additionally, the school is participating in Cohort 9 (year 3) of the district's roll-out of Foundations, a school-wide program that develops safe and civil schools.

Nutrition Programs

Nutrition Programs
Breakfast in the Classroom: Grades K-2 receives breakfast in their classrooms every morning during the school week. grades 3-5, Communication Social Skills (CSS), and Pre-K programs, receives breakfast in the cafeteria every morning during the school week.

Housing Programs

Head Start

Adult Education

The Title I Family Involvement Center will be providing monthly trainings for parents on site. Trainings include: helping parents work effectively with their children in the areas of math and reading, health education, content specific sessions, job acquisition, resume development, etc. A part-time Parent Liaison is assigned to the school to schedule and oversee adult education opportunities.

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.

Other RtI Team includes these key positions:
• Principal
• Assistant Principal
• Academic Coaches
• Guidance Counselor/ RtI Facilitator
• ESE Site Coach if needed
• District Support
• General Ed. Teachers/Exceptional Student Education

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?

TThe RtI Leadership Team meets every other Thursday during the day to engage in school-wide problem solving.

The RtI team will focus meetings around the following academic and behavioral questions:
1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or do not learn?
4. What evidence do we have to support our responses?

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

In addition to the oversight work of the RtI Team, other building instructional teams (School Improvement Plan and grade level teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):
• Identifying and analyzing systematic patterns of student need
• Identifying appropriate evidence-based differentiation and intervention strategies
• Implementing and overseeing progress monitoring
• Analyzing progress monitoring data and determining next steps

For the most intensive interventions at Tier 3 in the 2012-2013 school year, the RtI Team structure will be used collaboratively with the building instructional teams (PLC, grade level teams, and/or content area teams) to provide classroom support for students.

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 Leadership Team/RtI Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Leadership Team/RtI Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The Leadership Team regularly revises and updates the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RtI to make instructional decisions and make adjustments as data are analyzed.

MTSS Implementation

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

BBaseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments as appropriate, District Math Benchmark Assessment, Florida Comprehensive Assessment Test (FCAT), Envision Placement Test/Math Diagnostic; Calendar/EDC Pre-test
Midyear: FAIR, DRA-2, EDC Winter Math Assessments, District Math Benchmark Assessment, Envision Math Assessment
End of year: FAIR, FCAT, DRA-2, Envision End of Year Assessment, EDC Spring Assessment
Ongoing Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), School-based Grade Level Progress Monitoring Forms for reading, math and science. Topic Assessments, EDC monthly assessment, Envision Topic Assessments, Quick Check Masters, daily review assessments, School-based Grade Level Progress Monitoring Forms for reading, math, and science.

Frequency of data review: Each grade level meets bi-weekly with members of the Leadership Team to review student performance data and plan for instruction based on that information.

Describe the plan to train staff on MTSS.

District support staff will provide Professional Development for the staff and will provide ongoing development throughout the school year. Additional trainings will be conducted throughout the school year from the RtI Team as needed. Trainings will take place during the following times:

• Professional learning communities
• Classroom observations
• Collaborative planning

Describe the plan to support MTSS.

District support staff will provide Professional Development for the staff throughout the school year. Additional trainings will be conducted throughout the school year from the RtI Team as needed. Trainings will take place during the following times:

• Professional learning communities
• Classroom observations
• Collaborative planning

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

• Nikki Jackson—Instructional Coach
• Kelli Neufeld---Reading Coach
• Rachel Lewis—4th grade teacher
• Natasha Thaddaeus—2nd grade teacher
• Frances Christian—Kindergarten teacher

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

• Serves as the leadership for grade level or group in making decisions about curriculum practices in reading and writing
• Facilitates professional development during monthly meetings to address student achievement and best practices based on student data
• Responsible for communicating ideas and concerns with administration
• Responsible for Read It Forward Jax Initiatives/Activities

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

• Common Core Implementation (K-2)
• Daily 5 in 2nd grade
• Increase opportunities to read more
• Use of Ipads to encourage/increase reading
• Book It! Program
• Accelerated Reader Program coordinated/monitored by Media Specialist
• MimioSprout for all PreK-1st grade students
• Achieve 3000 for 2-5 that is aligned to Common Core

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/18/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Florida requires that communities and schools collaborate to prepare children and families for children's success in school. Pinedale Elementary has a preschool program for 4 year olds, and two “blended” 4 year old preschool programs consisting of a classroom ratio of 10 basic students and 8 ESE students. The program is funded through Title I. Each year children are invited to the school for an orientation visit from local preschool and daycare programs. Money is allocated for field trips, classroom supplies, manipulatives, literacy activities, and a classroom library. Staff consists of a certified classroom teacher and full-time paraprofessional, with support from coaching staff and administration. The program provides instruction in pre-readiness skills in preparation for entering kindergarten and follows the state adopted standards for prekindergarten. An open line of communication exists between the teacher and parent. A newsletter is sent home outlining the concepts being covered. Students are assessed three times a year using the VPK assessment to determine their readiness for kindergarten. The teacher conferences with parents after each assessment as needed. Teachers will also implement the Nemours BrightStart curriculum to eligible students.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Student proficiency will increase from 35% to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (47)	43% (48)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Grade levels need to effectively collaborate during creation of common lesson plans.	1a.1 Grade levels create common lesson plans through collaboration.	1a.1. Administration District and School-Based Coaches	1a.1. Collaboration meeting minutes Teacher survey	1a.1. Focus Walks
2	1a.2. Teachers need to meet across grade levels to gain a better understanding of grade level expectations across the Reading continuum.	1a.2. Create vertical alignment teams for vertical planning. Reading PLC will meet during Early Release Days Study the Common Core Standards and NGSSS to gain an understanding of how Reading standards advance over time. Analyze school wide data and provide suggestions for student growth	1a.2. Administration School-Based Coaches PLC facilitator	1a.2. PLC meeting minutes	1a.2. Student growth in reading achievement
3	1a.3. Teachers will continue analyzing, reflecting, and revising instructional lessons to improve the quality of daily instruction	1a.3. Use the Continuous Learning Cycle with teachers to improve reading instruction Teachers will participate in at least one book study during the school year	1a.3. Administration District and School-Based Coaches	1a.3. Meeting minutes Book study notes and reflections	1a.3. Focus walk (evidence of implementation)

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:	Improve the percentage of students scoring Levels 4, 5, 6 from 25% to 30%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (3)	30%(3)

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	1b.1. All 33% of students (4/12) that did not achieve a Level 4 or higher are currently functioning at the participatory level in reading, so it would be particularly challenging to heighten their performance on a standardized performance-based test such as the FAA.	1b.1. Provide daily direct instruction using the PCI sight word-based curriculum (aligned with differentiated grade-level Access Points)/utilize PCI Building Print Concepts binder activities to develop basic concepts of print/print awareness, Provide weekly small-group/direct instruction using the ULS reading activities differentiated for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices)	1b.1. CSS teachers CSS Site Coach VE resource teacher	1b.1. Weekly monitoring of students' progress as reflected by their PCI Program Checklists (increase in sight words learned), Monitoring students' reading learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Rhyme/Rime, Letters & Sounds, and Word Recognition	PCI Pre and Post Tests
2	1b.2. One of the 5th grade students that scored a Level 5 in reading will be transitioning to middle school for the 12-13 school year.	1b.2. Identify returning 4th & 5th grade students that previously scored Levels 1-3, provide additional instructional support for low-performing students (direct instruction in PCI curriculum and ULS differentiated for students' ability levels)	1b.2. CSS teachers CSS Site Coach VE resource teacher	1b.2. Weekly monitoring of students' progress as reflected by their PCI Program Checklists (increase in sight words learned) Monitoring students' reading learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Rhyme/Rime, Letters & Sounds, and Word Recognition	
3	1b.3. One of the 4th grade students that will be returning has previously scored a Level 1 in reading	1b.3. Provide daily direct instruction using the PCI sight word-based curriculum (aligned with differentiated grade-level Access Points)/utilize PCI Building Print Concepts binder activities to develop basic concepts of print/print awareness, Provide weekly small-group/direct instruction using the ULS reading activities differentiated for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices)	1b.3. CSS teachers CSS Site Coach VE resource teacher	1b.3. Weekly monitoring of students' progress as reflected by their PCI Program Checklists (increase in sight words learned) Monitoring students' reading learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Rhyme/Rime, Letters & Sounds, and Word Recognition	

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:	The percentage of students scoring at or above achievement levels 4 and 5 in reading will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (10)	43% (48)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Teachers need to effectively provide enrichment for students work above grade level.	2a.1. Utilize resource teachers for reading across the content areas. Utilize resources to provide challenging activities for above grade level students.	2a.1. Administration District and School-Based Coaches	2a.1. Student surveys PLC analysis of reading data	2a.1. Quarterly monitoring forms

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Increase the percentage of students scoring at or above Level 7 in reading from 41.7% to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41.7% (5)	50% (5)

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	Our students performing at the participatory and supported levels of academics have difficulty with abstract reading concepts (i.e. main idea, supporting details, and sequencing).	2b.1. Provide daily direct instruction using the PCI sight word-based curriculum including related comprehension activities (aligned with differentiated grade-level Access Points) Provide weekly small-group/direct instruction using the ULS reading activities differentiated for students' ability levels in order to simulate the FAA testing format	2b.1. CSS teachers CSS Site Coach VE resource teacher	2b.1. Weekly monitoring of students' progress as reflected by their PCI Program Checklists (increase in sight words learned) Monitoring students' reading learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Rhyme/Rime, Letters & Sounds, and Word	ULS Pre and Post Tests

		(choosing answer from 3 presented choices) Provide daily direct instruction using Reading Mastery Signature Edition as an instructional supplement to the core curriculum		Recognition Monitoring student progress on program checkouts and tests after defined instructional intervals	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase student gains by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (96)	74% (82)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. Many teachers are not analyzing data to effectively differentiate instruction	3a.1. Collaborate with teachers in grade level and vertical groups to analyze student data and develop differentiated instruction (e.g., learning centers and small group guided reading) to address individual student needs.	3a.1. Administration District and School-Based Coaches	3a.1. Data Notebook Review, Data Chats (individual and grade level), Lesson Plan Review	3a.1. Lesson plans Quarterly monitoring form
2	3a.2. Many teachers are not analyzing and utilizing FAIR data to effectively plan for instruction	3a.2. Collaborate with teachers in grade level groups to analyze student FAIR data and develop differentiated instruction (e.g., learning centers and small group guided reading) to address individual student needs.	3a.2. Administration District and School-Based Coaches	3a.2. Data Notebook Review, Data Chats (individual and grade level), Lesson Plan Review, FAIR decision tree, FAIR worksheet	3.2. FAIR Reading Assessment

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:	Increase the percentage of students making learning gains from 0% to 28.5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	28.5% (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	3b.1. The returning 4th & 5th grade students will have difficulty making learning gains in reading due to their restricted cognitive ability and plateau of skill achievement.	3b.1. Provide daily direct instruction using the PCI sight word-based curriculum (aligned with differentiated grade-level Access Points)/utilize PCI Building Print Concepts binder activities to develop basic concepts of print/print awareness Provide weekly small-group/direct instruction using the ULS reading activities differentiated for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices	3b.1. CSS teachers CSS Site Coach VE resource teacher	3b.1. Weekly monitoring of students' progress as reflected by their PCI Program Checklists (increase in sight words learned) Monitoring students' reading learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Rhyme/Rime, Letters & Sounds, and Word Recognition	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase the percentage of students in the lowest 25% to 71% making learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (95)	74% (82)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. Some of the students lack basic reading skills such as phonics.	4a.1. Teachers will work in small groups and one on one providing students the skills necessary to be proficient in reading. Teachers will also employ Six Minute Solution, Phonics for Reading, etc.. as a supplement to enhance student learning of these basic reading skills.	4a.1. Administration District and School-Based Coaches RTI Team	4a.1. Anecdotal Notes Focus Walks Data Tracking forms	4a.1. Six Minute Solution Checklist FAIR Ongoing Progress Monitoring TDI kit
2	4a.2. Some of the students lack fluency skills needed to comprehend text on grade level.	4a.2. Teachers will work in small groups and one on one providing students the skills necessary to be proficient in reading. Teachers may choose from a variety of resources to teach	4a.2. Administration District and School-Based Coaches PLC Reading team	4a.2. Anecdotal Notes Focus Walks Data Tracking forms	4a.2. FAIR Ongoing Progress Monitoring fluency probes Running Records Sight word

		fluency such as The Six Minute Solution, FAIR toolkit, and/ or FCRR activities.			checklist
3	4a.3 Some of the students lack Vocabulary skills needed to comprehend text on grade level.	4a.3. K-2 teachers will utilize the Text Talk curriculum to provide whole group vocabulary instruction. K-5 teachers will utilize Houghton Mifflin vocabulary readers to assist in vocabulary development. 3-5 teachers will develop and use a vocabulary routine for daily vocabulary instruction.	4a.3. Administration District and School-Based Coaches	4a.3. Exit tickets Teacher observation	4a.3. FAIR assessment (AP1 & AP3) Houghton Mifflin Selection assessments Houghton Mifflin Benchmark assessments

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 #

5A : Close the achievement gap based on the targets set by the state/district

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	32	38	43	49	55	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Students not making satisfactory progress in reading will decrease. For white students, the percentage will decrease from 71% to 41%.The percentage of Black students not making
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 71 Black: 29 Hispanic: Asian: American Indian:	White: 41 Black: 37 Hispanic: Asian: American Indian:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5b.1.Some of the students lack basic reading skills such as phonics	5b.1. Teachers will work in small groups and one on one providing students the skills necessary to be proficient in reading. Teachers will also employ Six Minute Solution, Phonics for Reading, etc.. as a supplement to enhance student learning of these basic reading skills.	5b.1. Administration District and School-Based Coaches RTI Team	5b.1. Anecdotal Notes Focus Walks Data Tracking forms	5b.1. Six Minute Solution Checklist FAIR Ongoing Progress Monitoring TDI kit

2	5B.2. Some of the students lack fluency skills needed to comprehend text on grade level.	5B.2. Teachers will work in small groups and one on one providing students the skills necessary to be proficient in reading. Teachers may choose from a variety of resources to teach fluency such as The Six Minute Solution, FAIR toolkit, and/ or FCRR activities	5B.2. Administration District and School-Based Coaches PLC Reading team	5B.2. Anecdotal Notes Focus Walks Data Tracking forms	5B.2. FAIR Ongoing Progress Monitoring fluency probes Running Records Sight word checklist
3	5B.3 Some of the students lack Vocabulary skills needed to comprehend text on grade level.	5B.3. K-2 teachers will utilize the Text Talk curriculum to provide whole group vocabulary instruction. K-5 teachers will utilize Houghton Mifflin vocabulary readers to assist in vocabulary development. 3-5 teachers will develop and use a vocabulary routine for daily vocabulary instruction.	5B.3. Administration District and School-Based Coaches	5B.3. Exit tickets Teacher observation	5B.3. FAIR assessment (AP1 & AP3) Houghton Mifflin Selection assessments Houghton Mifflin Benchmark assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	SWD students will make satisfactory progress in reading by becoming proficient and making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (4)	48% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Some of the students lack basic reading skills such as phonics	5D1. Teachers will work in small groups and one on one providing students the skills necessary to be proficient in reading. Teachers will also employ Six Minute Solution, Phonics for Reading, etc.. as a supplement to enhance student learning of these basic reading skills	5D 1. Administration District and School-Based Coaches RTI Team	5D.1. Anecdotal Notes Focus Walks Data Tracking forms	5D.1. Six Minute Solution Checklist FAIR Ongoing Progress Monitoring TDI kit
2	5D.2. Some of the students lack fluency skills needed to comprehend text on grade level	5D.2. Teachers will work in small groups and one on one providing students the skills necessary to be proficient in reading. Teachers may choose from a variety of resources to teach fluency such as The Six Minute Solution, FAIR toolkit, and/ or FCRR activities.	5D.2. Administration District and School-Based Coaches PLC Reading team	5D.2. Anecdotal Notes Focus Walks Data Tracking forms	5D.2. FAIR Ongoing Progress Monitoring fluency probes Running Records Sight word checklist
3	5D.3 Some of the students lack Vocabulary skills needed to comprehend text on grade level	5D.3. K-2 teachers will utilize the Text Talk curriculum to provide whole group vocabulary instruction. K-5 teachers will utilize Houghton Mifflin vocabulary readers to assist in vocabulary development. 3-5 teachers will develop and use a vocabulary routine for daily vocabulary instruction.	5D.3. Administration District and School-Based Coaches	5D.3. Exit tickets Teacher observation	5D.3. FAIR assessment (AP1 & AP3) Houghton Mifflin Selection assessments Houghton Mifflin Benchmark assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically Disadvantaged students will make satisfactory progress in reading and make adequate learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (75)	38% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5E.1	5E.1.	5E.1.	5E.1.	5E.1.

1	Some of the students lack basic reading skills such as phonics	Teachers will work in small groups and one on one providing students the skills necessary to be proficient in reading. Teachers will also employ Six Minute Solution, Phonics for Reading, etc.. as a supplement to enhance student learning of these basic reading skills.	Administration District and School-Based Coaches RTI Team	Anecdotal Notes Focus Walks Data Tracking forms	Six Minute Solution Checklist FAIR Ongoing Progress Monitoring TDI kit
2	5E.2. Some of the students lack fluency skills needed to comprehend text on grade level.	5E.2. Teachers will work in small groups and one on one providing students the skills necessary to be proficient in reading. Teachers may choose from a variety of resources to teach fluency such as The Six Minute Solution, FAIR toolkit, and/ or FCRR activities	5E.2. Administration District and School-Based Coaches PLC Reading team	5E.2. Anecdotal Notes Focus Walks Data Tracking forms	5E.2. FAIR Ongoing Progress Monitoring fluency probes Running Records Sight word checklist
3	5E.3 Some of the students lack Vocabulary skills needed to comprehend text on grade level.	5E.3. K-2 teachers will utilize the Text Talk curriculum to provide whole group vocabulary instruction. K-5 teachers will utilize Houghton Mifflin vocabulary readers to assist in vocabulary development. 3-5 teachers will develop and use a vocabulary routine for daily vocabulary instruction.	5E.3. Administration District and School-Based Coaches	5E.3. Exit tickets Teacher observation	5E3. FAIR assessment (AP1 & AP3) Houghton Mifflin Selection assessments Houghton Mifflin Benchmark assessments

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	Pk- 5th	Academic Coaches	School-wide	Nov. 28, 2012	Effective Use in the Classroom	Administration
PLC Book Study	K-5	Academic Coaches	School-wide	January 2013- May 2013	Effective Use in the Classroom	Administration

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Common Core Book Study	Book provides lessons on how to implement Common Core Standards	SIG	$1,500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

Problem-Solving Process to Increase Student Achievement

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

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

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	

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

CELLA Budget:

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

Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Math proficiency will increase from 57% to 61%
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (77)	61% (68)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Teachers need a clear understanding of the workshop model	1a.1. Provide additional training through Collaborative Learning Cycle for teachers	1a.1. Coaches and Administrators	1a.1. *Observations *Strategy Charts *CLC Binder/folder	1a.1. Informal observation through CAST
2	1a.2. Limited math vocabulary in students	1a.2. *Implement concept maps *Interactive math word wall *Math centers with vocabulary	1a.2. Teachers, Coaches, Administrators	1a.2. Students will be able to solve math problems and explain their thinking	1a.2. Formal Assessments: quick check, exit ticket, quizzes, test, work mats Informal Assessments: questioning & discussion

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Improve the percentage of students scoring Levels 4, 5, 6 from 25% to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (3)	30% (3)

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
	1b.1. 4 out of the 5 students that did not achieve a	1b.1. Provide daily direct instruction using the	1b.1. CSS teachers CSS Site Coach	1b.1. Weekly monitoring of students' progress as reflected by their Number	

1	Level 4 or higher are currently functioning at the participatory level in mathematics, so it would be particularly challenging to heighten their performance on a standardized performance-based test such as the FAA	Number Worlds Intervention Mathematics Program (aligned with differentiated grade-level Access Points), Daily use of SRA Building Blocks Online Program for Number Worlds lesson reinforcement, Provide weekly small-group/direct instruction using the Touch Math program Provide weekly small-group/direct instruction using the ULS mathematics activities differentiated for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices)	VE resource teacher	Worlds Program Checklist (performance on weekly checkpoints and tests) Monthly monitoring of Building Blocks data disaggregated by mathematical strands Monitoring students' math learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Number Concepts & Number Operations.	
2	1b.2. One of the 5th grade students that scored a Level 5 in reading will be transitioning to middle school for the 12-13 school year.	1b.2. Identify returning 4th & 5th grade students that previously scored Levels 1-3 Provide additional instructional support for low-performing students (direct instruction in Number Worlds curriculum and ULS differentiated for students' ability levels	1b.2. CSS teachers CSS Site Coach VE resource teacher	1b.2. Weekly monitoring of students' progress as reflected by their Number Worlds Program Checklist (performance on weekly checkpoints and tests) Monthly monitoring of Building Blocks data disaggregated by mathematical strands Monitoring students' math learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Number Concepts & Number Operations.	
3	1b.3. 3 students (2 3rd grade, 1 4th grade) that will be returning have previously scored a Level 2 in reading.	1b.3. Provide daily direct instruction using the Number Worlds Intervention Mathematics Program (aligned with differentiated grade-level Access Points) Daily use of SRA Building Blocks Online Program for Number Worlds lesson reinforcement Provide weekly small-group/direct instruction using the Touch Math program Provide weekly small-group/direct instruction using the ULS mathematics activities differentiated for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices)	1b.3. CSS teachers CSS Site Coach VE resource teacher	1b.3. Weekly monitoring of students' progress as reflected by their Number Worlds Program Checklist (performance on weekly checkpoints and tests) Monthly monitoring of Building Blocks data disaggregated by mathematical strands Monitoring students' math learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Number Concepts & Number Operations.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Maintain or increase the number of proficient students achieving level 4 and 5 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (12)	61% (67)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Teachers have difficulty with differentiating lesson for students needing to be challenged	2a.1. Use different computer programs to challenge students such as: *Success Maker *Destination Success	2a.1. Teachers Coaches Administrators	2a.1. Students Reports	2a.1. Printed Assessments
2	2a.2. Scaffolding, pacing, prompting and probing techniques are not used when asking questions designed to promote higher-order thinking	2a.2. The district instructional mathematics specialist and school-based mathematics coaches will collaborate to develop and implement professional development to design higher-order questioning and discourse for daily instruction.	2a.2. Administration District and School-Based Coaches	2a.2. Focus Walks, Classroom Observations	2a.2. Informal observation through CAST

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:	Improve the percentage of students scoring at or above Level 7 in mathematics from 33% to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (4)	40% (4)

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
	2b.1. Our students performing at the limited levels of academics have difficulty with abstract mathematics concepts (i.e. multi-step problem-solving, operations, word problems).	2b.1. Provide daily direct instruction using the Number Worlds Intervention Mathematics Program (aligned with differentiated grade-level Access Points)	2b.1. CSS teachers CSS Site Coach VE resource teacher	2b.1. Weekly monitoring of students' progress as reflected by their Number Worlds Program Checklist (performance on weekly checkpoints and tests) Monthly monitoring of	

1		Daily use of SRA Building Blocks Online Program for Number Worlds lesson reinforcement Provide weekly small-group/direct instruction using the Touch Math program Provide weekly small-group/direct instruction using the ULS mathematics activities differentiated for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices)		Building Blocks data disaggregated by mathematical strands Monitoring students' math learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Number Concepts & Number Operations.	
2	2b.2. One of the 3rd grade students that scored a Level 9 in mathematics will be changed to general education standards in 12-13 and will not be taking the FAA.	2b2. Provide daily direct instruction using the Number Worlds Intervention Mathematics Program (aligned with differentiated grade-level Access Points) Daily use of SRA Building Blocks Online Program for Number Worlds lesson reinforcement Provide weekly small-group/direct instruction using the Touch Math program Provide weekly small-group/direct instruction using the ULS mathematics activities differentiated for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices)	2b.2. CSS teachers CSS Site Coach VE resource teacher	2b.2. Weekly monitoring of students' progress as reflected by their Number Worlds Program Checklist (performance on weekly checkpoints and tests) Monthly monitoring of Building Blocks data disaggregated by mathematical strands Monitoring students' math learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Number Concepts & Number Operations	

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:	Increase learning gains in math by 7%
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (77)	64% (71)

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
	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.

1	Regression over breaks: Summer Winter Spring	Parent involvement *Reinforcement Packets *Information for accessing student software	Teachers Coaches	Feedback from students and parents	Accurately completed packets with parent signature and assessment
2	3a.2. Behavioral issues	3a.2. Highly engaging differentiated lessons by incorporating technology such as IPADs, computers, songs, manipulative	3a.2. Teachers Coaches Administrators	3a.2. Observations Teacher/student conferences	3a.2. Conduct/Participation Grade

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:	Maintain the percentage of students making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)	50%(4)

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	3b.1. The returning 4th & 5th grade students will have difficulty making learning gains in mathematics due to the exceptionality that causes deficits n their cognitive ability and plateau of skill achievement (functioning at limited levels of achievement).	3b.1. Provide daily direct instruction using the Number Worlds Intervention Mathematics Program (aligned with differentiated grade-level Access Points) Daily use of SRA Building Blocks Online Program for Number Worlds lesson reinforcement Provide weekly small-group/direct instruction using the Touch Math program Provide weekly small-group/direct instruction using the ULS mathematics activities differentiated for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices)	3b.1. CSS teachers CSS Site Coach VE resource teacher	3b.1. Weekly monitoring of students' progress as reflected by their Number Worlds Program Checklist (performance on weekly checkpoints and tests) Monthly monitoring of Building Blocks data disaggregated by mathematical strands Monitoring students' math learning gains as represented by comparing ULS monthly pre- and post-test information for the following categories: Number Concepts & Number Operations.	

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.	Increase student learning gains from the lowest 25% making gains in math.

Mathematics Goal #4:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (81)	64% (71)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. A need for continuous teacher support in using student data to effectively differentiate instruction	4a.1. Utilize the intensive coaching model and Professional Learning Communities to develop and implement a variety differentiated instruction lessons that meet the individual needs of the students.	4a.1. Administration District and School-Based Coaches & Teachers	4a.1. Data Notebook Review, Data Chats (individual and grade level), Lesson Plan Review Formal and Informal Observations	4a.1. Informal observation through CAST
2	4a.2. Teachers are not consistently implementing differentiation strategies during the core instruction to meet the needs of the students.	4a.2. Teachers will effectively analyze data and implement differentiated strategies during daily instruction.	4a.2. Administration District and School-Based Coaches	4a.2. Data Notebook Review, Data Chats (individual and grade level), Lesson Plan Review, Classroom Observation	4a.2. CAST (Administrators only) District Math Benchmark Assessment enVision Topic Assessments

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 # 5A : Close the achievement gap based on projections of the state/district.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	40	59	63	66	70	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	86% of the Black students will make AYP in mathematics. Student achievement improves when teachers incorporate specific instruction for problem-solving activities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	Black: 86% (107)

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	86% of the students with disabilities will make AYP in mathematics. Achievement of students with disabilities will increase when exceptional education teachers utilize the appropriate strategies during instruction based on the individual student needs.s
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	86% (13) of the students with disabilities will make AYP in Mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. A need for continuous teacher support in using student data to effectively differentiate instruction	5D.1. Utilize the intensive coaching model and Professional Learning Communities to develop and implement a variety differentiated instruction lessons that meet the individual needs of the students.	5D.1. Administration District and School-Based Coaches & Teachers	5D.1. Data Notebook Review, Data Chats (individual and grade level), Lesson Plan Review Formal and Informal Observations	5D.1. Informal observation through CAST
	5D.2. Teachers are not consistently implementing	5D.2. Teachers will effectively analyze data and	5D.2. Administration	5D.2. Data Notebook Review, Data Chats (individual	5D.2. CAST (Administrators

2	differentiation strategies during the core instruction to meet the needs of the students.	implement differentiated strategies during daily instruction.	District and School-Based Coaches	and grade level), Lesson Plan Review, Classroom Observations	only) District Math Benchmark Assessment enVision Topic Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Students identifies as economically disadvantages will make adequate progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(42)	58%(45)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. A need for continuous teacher support in using student data to effectively differentiate instruction	5E.1. Utilize the intensive coaching model and Professional Learning Communities to develop and implement a variety differentiated instruction lessons that meet the individual needs of the students	5E.1 Administration District and School-Based Coaches & Teachers	5E.1 Data Notebook Review, Data Chats (individual and grade level), Lesson Plan Review Formal and Informal Observations	5E.1 Informal observation through CAST
2	5E.2. Teachers are not consistently implementing differentiation strategies during the core instruction to meet the needs of the students.	5E.2. Teachers will effectively analyze data and implement differentiated strategies during daily instruction.	5E.2. Administration District and School-Based Coaches	5E.2. Data Notebook Review, Data Chats (individual and grade level), Lesson Plan Review, Classroom Observations	5E.2. CAST (Administrators only) District Math Benchmark Assessment enVision Topic Assessments

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
PLC Book Study	Pk- 5th	Academic Coaches	School-wide	October 2012 – December 2013	Effective Use in the Classroom	Administration

Common Core State Standards	Pk- 5th	Academic Coaches	School-wide	Nov. 28, 2012	Effective Use in the Classroom	Administration

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Increase the percentage of students scoring at Level 3 or higher in science from 26% to 33%
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (8)	35% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Lack of science background knowledge coming into 5th Grade.	1a.1. Increasing STEM activities in all grade levels. Science Coach working with K-5 Teachers.	1a.1. Science Coach Administration	1a.1. Increase student engagement and productivity on STEM assignments. Increase Science Instruction K-5	1a.1. Completed Artifacts or prototypes including student workbooks.

		4th Grade teaching science with fidelity 3rd -5th Grade use of the Science Lab		LSA Unit Completion	LSA Data
2	1a.2. Lack of home support including resources and experiences related to science.	1a.2. Implementation of new interactive science curriculum. An hour of science instruction daily in 5th grade. Science Related field trips which are tied to the NGSSS.	1a.2. Classroom teachers Science Coach Administration	1a.2. Performance Tasks to check student understanding and comprehension of Science Content.	1a.2. LSA and Unit Assessments
3	1a.3 22% (5) of 5th Graders are reading below grade level	1a.3. Embed science concepts into reading. Time for Kids/Weekly Readers/Scholastic News Intensive Reading Block for an hour a day. Differentiated instruction depending on reading levels	1a.3. Teacher Reading Coaches Administration	1a.3. Monitor students FAIR and DRA Data as well as their Science Benchmark Data.	1a.3. FAIR DRA Science Benchmark

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Increase the percentage of students scoring at Level 4, 5, 6, in science from 33% to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1)	50% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. The students currently working toward mastery of Access Points have limited background knowledge of essential science concepts due to their cognitive levels of functioning and home situations.	1b.1. Provide daily small-group instruction in science using the ULS science activities differentiated for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices) Utilize ULS curriculum with fidelity for all K-5 students and choose activities appropriate for age level of students and focused	1b.1. CSS teachers CSS Site Coach VE resource teacher	1b.1. Monitoring students' science content learning gains as represented by comparing ULS monthly pre- and post-test information for the Content Area testing domains	

		on appropriate Access Points			
2	1b.2. One of the 5th grade students that scored a Level 5 in science will be transitioning to middle school for the 12-13 school year.	1b.2. Continue strategies used to increase student science score.	1b.2. CSS teachers CSS Site Coach VE resource teacher		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Increase the percentage of students scoring at Level 4 or higher in science from 0% to 8%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	8% (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	2a.1. Lack of science background knowledge coming into 5th Grade	2a.1. Increasing STEM activities in all grade levels. Science Coach working with K-5 Teachers. 4th Grade teaching science with fidelity	2a.1. Science Coach Administration	2a.1. Increase student engagement and productivity on STEM assignments. Increase Science Instruction K-5 LSA Unit Completion	2a.1. Completed Artifacts or prototypes including student workbooks. LSA Data
2	2a.2. Lack of home support including resources and experiences related to science.	2a.2. Implementation of new interactive science curriculum. An hour of science instruction daily in 5th grade. Science Related field trips which are tied to the NGSSS. Parent Involvement Center Workshops to educate parents about how to access interactive science online to support student achievement.	2a.2. Classroom teachers Science Coach Administration	2a.2. Performance Tasks to check student understanding and comprehension of Science Content.	2a.2. LSA and Unit 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:	
2b. Florida Alternate Assessment:	

Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	No upcoming students for the 12-13 school year fit the description of this category.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1)	0%

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
PLC Data Analysis	3-5 Science	Science Coach	3-5 Teachers	Weekly PLCs	Science Coach Follow Up in PLCs	Science Coach and Administration
PLC Benchmark Item Specs	3-5 Science	Science Coach	3-5 Teachers	Weekly PLCs	Science Coach Follow Up in PLCs.	Science Coach and Administration
5 E's Learning Cycle Implementation	K-5 Science	Science Coach	K-5 Teachers	Weekly PLCs	Science Coach Classroom Visits.	Science Coach and Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Embed science concepts into reading	Age appropriate Science Literature for all grade levels	SIG	$1,500.00
3rd-5th Grade use of the Science Lab	Materials to update the science lab such as microscopes, stop watches and models	SIG	$2,350.00
			Subtotal: $3,850.00
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

Effective Use of the Science Lab	Science Curriculum	District	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,850.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	92% (28) of students will achieve proficiency (Level 4 or higher) on FCAT Writes! Student writing achievement improves when teachers model effective writing strategies. Teachers will extend rigorous writing instruction across the curriculum.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91%	92% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Writing not used in all content areas	1a.1. “Step Up to Writing” supplemental curriculum Professional development on modeling effective writing strategies and incorporating rigorous writing instruction across the curriculum	1a.1. Administrators District and School base Coaches	1a.1. Portfolio checks Writing Samples Lesson Plan Review Classroom Observations	1a.1. Student performance on district's monthly writing assessments Student portfolios
2	1a.2. Writing is not taught with fidelity in all grade levels and teachers are not modeling effective writing strategies. Teachers are not modeling effective writing strategies	1a.2. Writing Boot Camp for fourth graders School-based instructional coach will provide support for individual teachers through the coaching model (e.g., co-planning, modeling instruction, co-teaching, observing instruction, and debriefing) to incorporate modeling effective writing strategies and rigorous writing instruction	1a.2. Administrators District and School base Coaches	1a.2. Portfolio checks Writing Samples Lesson Plan Review Classroom Observations	1a.2. Student performance on district's monthly writing assessments Student portfolios Teacher/student writing strategies posters Writing process checks/conferences

		across the curriculum.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Maintain the percentage of students scoring at 4 or higher in writing at 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	50% (4)

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	1b.1. The majority of our students performing at the participatory and supported levels of academics have difficulty with abstract writing concepts (i.e. sequencing, basic story development).	1b.1. Provide weekly small-group/direct instruction in writing using the ULS writing/composition activities differentiated for students' ability levels in order to simulate the FAA testing format (choosing answer from 3 presented choices, unscrambling sentence components) Utilize ULS curriculum with fidelity for all K-5 students and choose activities appropriate for age level of students and focused on appropriate Access Points Implement PCI/Reading Mastery direct instruction daily in order to expose students to appropriate literacy models and involve them in composing accurate writing structure	1b.1. CSS teachers CSS Site Coach VE resource teacher	1b.1. Weekly monitoring of students' progress as reflected by their PCI Program Checklists (increase in worksheet completion performance) Monitoring students' writing learning gains as represented by performance eon monthly ULS writing activities	

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						

Writing Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Effective use of journals	Need composition books	PTA, Parents, School Improvement	$2,500.00
			Subtotal: $2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,500.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Increase student daily attendance and reduce tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
90.8% (329)	92%(322)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
240(66)	200 (57)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

25	18

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. Attendance and tardies have been and still remains an issue at Pinedale Elementary	1.1. Enforce district's attendance and tardy policies through various methods (parent conferences, certified mail, newsletters, home visits, parent link)	1.1. AIT Administration	1.1. Monthly Agenda's and/or contracts Monthly Attendance Report	1.1. Monthly Attendance
2	1.2. High mobility due to the community having a high number of rental homes. Many of the students move without giving prior notice to the school.	1.2. Conduct home visits for check address verification and refer parents to appropriate district assigned school	1.2 Guidance Counselor Administration CRT Operator	1.2. Verification of residence and update phone numbers Daily/Monthly Attendance Report percentage increase	1.2. Daily/Monthly Attendance Report
3	1.3. Lack of parental compliance with the district's attendance policy	1.3. Meet monthly with the Attendance Intervention Team to provide support to parents.	1.3. AIT Team	1.3. Attendance Referral to DCPS Truancy Office	1.3. AIT Agenda Attendance Contract

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

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

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

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Decrease the number of suspensions by 20%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
54	43 (20% or -11)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	43
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
58	40
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
30	20

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Inconsistent implementation of rituals and routines and CHAMPS by faculty and staff	1.1. Develop appropriate lesson plans for common areas Second Steps Student	1.1. Teachers Guidance Counselor	1.1. Matrix of Common Area Expectations Clip chart system	1.1. Clip Chart system Daily Agendas Analysis of

1		Success Through Prevention Curriculum (anti-bullying)	Foundations Team Administration	Panda “Paws” Tracker in cafeteria	number of referrals in Genesis # of “Paws” collected by each classroom (outside display)
2	1.2. Teacher/staff lack of implementation of appropriate behavior management strategies in identified common areas	1.2. CHAMPS school-wide implementation. Common area station training for students in grades K-5th Positive incentive programs “Positive Praise Paws” for classes that demonstrate behaviors that meets school-wide expectations	1.2 Teachers Guidance Counselor Foundations Team Administration	1.2. Matrix of Common Area Expectations Clip chart system Panda “Paws” Tracker in cafeteria	1.2. Clip Chart system Daily Agendas Analysis of number of referrals in Genesis # of “Paws” collected by each classroom (outside display)

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
How to use the Clip Chart System	PreK-5	Administration	School-wide	Early Return	Effective Use in the Classroom	Administration
Panda “Paws” Expectations Matrix	PreK-5	Administration	School-wide	Early Return/Pre-Planning	Effective Classroom Behavior	Administration/Foundations Team

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Suspension Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Offer behavior incentives to all students	Incentives vary in dollar amount	PTA, Fundraisers, School Improvement	$5,000.00
			Subtotal: $5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase parental involvement by 10% (41)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
NA	10% (41) of our 410 student population

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						

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Our goal is to increase STEM Participation at Pinedale Elementary for all students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students are not familiar with the integration of Science, Technology, Engineering and Math.	1.1. STEM Days PreK-5 every other month	1.1. Teachers Science Coach Administration	1.1. Increase student engagement and productivity on STEM assignments. Increase Science Instruction K-5	1.1. Completed Artifacts or prototypes including student workbooks
2	1.2. Students are not familiar with the integration of Science, Technology, Engineering and Math.	1.2. Implement EiE (Engineering is Elementary) Curriculum for K -5th Grade.	1.2. Teachers Science Coach Administration	1.2. Students will complete EiE Curriculum units which align with Florida Benchmarks	1.2. EiE Curriculum Unit Assessments
3	1.3. Students are not familiar with the integration of Science, Technology, Engineering and Math.	1.3. Brick Lab for K-2 Science Lab for 3-5	1.3. Teachers Science Coach Administration	1.3. Students in K-2 will rotate through the Brick Lab Weekly. Students in 3-5 will visit the science lab when it aligns with their current curriculum.	1.3. Spot check to make sure that teachers and students are on task.

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
EiE	K-5	Science/Math Coach	All teachers K-5	Early Release, Faculty meetings every other Early Release	Implementation in classroom Artifacts Science Fairs	Administration Science/Math Coaches

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement EiE (Engineering is Elementary) Curriculum for K -5th Grade	The Engineering is Elementary® (EiE) project fosters engineering and technological literacy among children. EiE has created a research-based, standards-driven, and classroom-tested curriculum that integrates engineering and technology concepts and skills with elementary science topics.	SIG	$8,000.00
Brick Lab	The BrickLab includes a complete set of curricular activities covering Communications, Physics, Math, and Construction Engineering	SIG	$3,200.00
			Subtotal: $11,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implement EiE (Engineering is Elementary) Curriculum for K -5th Grade	Workshop on the Implementation of EiE at the Museum of Science In Boston, MA	SIG	$2,000.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $13,200.00

End of STEM Goal(s)

Additional Goal(s)

Safety Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Safety Goal Safety Goal #1:	To increase safety and security of school grounds for sake of students and faculty.
2012 Current level:	2013 Expected level:
NA	60% compliance

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. Parents and students walk on campus all during the day unsupervised.	1.1. Gates will be locked down at 8:45am and reopened at 3:50 pm Parents will sign in at the front office upon arrival. Front gate has a buzzer and office has a visual monitor to be able to observe and allow for entry Request of no early pickups by parents after 3:15 p.m. Administration, support staff and specific classroom designated staff will carry walkie talkies. Documented codes for emergency situations (fire drills, intruder, etc. will be provided to all staff and posted in designated areas.	1.1. Principal, Assistant Principal, and all Staff	1.1. Parent sign-in logs	1.1. Report Log Sign in sheet
2	1.2. District training is needed in developing emergency procedures	1.2. Documented codes for emergency situations (fire drills, intruder, etc. will be provided to all staff and posted in designated areas	1.2. Principal	1.2. Emergency procedures for the school Point persons documentation of fire drills, etc..	1.2. Report logs

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

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

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

Budget:

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

End of Safety Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Book Study	Book provides lessons on how to implement Common Core Standards	SIG	$1,500.00
Science	Embed science concepts into reading	Age appropriate Science Literature for all grade levels	SIG	$1,500.00
Science	3rd-5th Grade use of the Science Lab	Materials to update the science lab such as microscopes, stop watches and models	SIG	$2,350.00
Writing	Effective use of journals	Need composition books	PTA, Parents, School Improvement	$2,500.00
Suspension	Offer behavior incentives to all students	Incentives vary in dollar amount	PTA, Fundraisers, School Improvement	$5,000.00
STEM	Implement EiE (Engineering is Elementary) Curriculum for K -5th Grade	The Engineering is Elementary® (EiE) project fosters engineering and technological literacy among children. EiE has created a research-based, standards-driven, and classroom-tested curriculum that integrates engineering and technology concepts and skills with elementary science topics.	SIG	$8,000.00
STEM	Brick Lab	The BrickLab includes a complete set of curricular activities covering Communications, Physics, Math, and Construction Engineering	SIG	$3,200.00
				Subtotal: $24,050.00
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
Science	Effective Use of the Science Lab	Science Curriculum	District	$0.00
STEM	Implement EiE (Engineering is Elementary) Curriculum for K -5th Grade	Workshop on the Implementation of EiE at the Museum of Science In Boston, MA	SIG	$2,000.00
				Subtotal: $2,000.00
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: $26,050.00

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
Awards, field trips, etc...	$2,000.00

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

Provide funds for incentives for quarterly awards, FCAT performance awards, field trips.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Duval School District
PINEDALE ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	76%	91%	30%	245	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	73%	87%			160	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	80% (YES)	83% (YES)			163	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					568	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District
PINEDALE ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	41%	69%	14%	165	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	46%	52%			98	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	58% (YES)			108	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					371	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested