FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: THOMAS JEFFERSON ELEMENTARY

District Name: Duval

Principal: Lori Turner

SAC Chair: Leslie Footman

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 1, 2011

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Lori Turner	BA in English MAT in Educational Leadership English 6-12 Ed Leadership All Levels School Principal ESOL Endorsement Middle School Endorsement	6	14	The 2011-2012 school year marked the first time in history that Thomas Jefferson Elementary earned an "A" grade for three consecutive years. During the time that Lori Turner has served as principal, the school has earned four "A's" and two "B's". This year the school made its greatest progress with the bottom quartile in reading. 81% of those students made learning gains, which is a substantial increase from 2008-2009, when only 47% of the bottom quartile made learning gains in reading. This year the school is focused on earning its fourth "A" in a row.
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)
Instructional Coach	Teresa Gregson	Bachelor of Arts in Education Master's in Elementary Education Educational Media Specialist (Pre-K-12) Elementary Education (K-6) Prekindergarten/Primary (Pre-K-3)	14	3	Teresa Gregson has maintained a record of high achievement as a teacher and an instructional coach. As a teacher, she earned merit pay for her student gains. As a coach, she has promoted the professional growth of teachers, thereby contributing to substantial learning gains in students. The school earned an "A" grade each year she served as instructional coach.
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.Regular meetings with new teachers to provide guidance in instruction and management, to address their concerns, and to provide support where they perceive they are weak.	Principal Professional Development Facilitator	Ongoing	
2	2. Connecting teacher mentors to new teachers	Principal Professional Development Facilitator	Ongoing	
3	3. Providing opportunities for new teachers to collaborate with veteran teachers during the work day	Principal	Ongoing	
4	4. Hosting social events for faculty and staff to build cohesiveness	Social Committee	Quarterly	
5				
6				
7				

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
38	0.0%(0)	15.8%(6)	57.9%(22)	26.3%(10)	18.4%(7)	100.0%(38)	2.6%(1)	2.6%(1)	15.8%(6)

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
Susan Junn	Carol Noah	Teacher new to grade level paired with effective veteran teacher with a history of high annual performance, student learning gains, and effective peer relationships	Common Grade Level Planning Collaboration on Subject Matter Looking at Student Work Shared Lesson Plans and Grading Procedures
Sandra Castiaux	Ashley Galligher	Teacher new to grade level paired with effective veteran teacher with a history of high annual performance, student learning gains, and effective peer relationships	Common Grade Level Planning Collaboration on Subject Matter Looking at Student Work Shared Lesson Plans and Grading Procedures
Travis Thomas	Holly Petrilla	Teacher new to grade level paired with effective veteran teacher with a history of high annual performance, student learning gains, and effective peer relationships	Common Grade Level Planning Collaboration on Subject Matter Looking at Student Work Shared Lesson Plans and Grading Procedures
Dina Hull	Crista Fry	Teacher new to the school paired with effective veteran teacher with a history of high annual performance, student learning gains, and effective peer relationships	Common Grade Level Planning Looking at Student Work Collaboration on Scoring Writing Analyzing Student Data
Suzanne Farah	Tametra Laws	Teacher new to the school paired with effective veteran teacher with a history of high annual performance, student learning gains, and effective peer relationships	Common Grade Level Planning Looking at Student Work Collaboration on Scoring Writing Analyzing Student Data
		Teacher new to grade level paired with	

Kimberly Morse	Heather Thomas	effective veteran teacher with a history of high annual performance, student learning gains, and effective peer relationships	Common Grade Level Planning Looking at Student Work Collaboration on Scoring Writing Analyzing Student Data
Pamela Lasater	Katherine Kirkland	Teacher new to grade level paired with effective veteran teacher with a history of high annual performance, student learning gains, and effective peer relationships	Common Grade Level Planning Looking at Student Work Collaboration on Scoring Writing Analyzing Student Data
Pamela Williams	Douglas Bailey	Teacher new to grade level paired with effective veteran teacher with a history of high annual performance, student learning gains, and effective peer relationships	Common Grade Level Planning Looking at Student Work Collaboration on Scoring Writing Analyzing Student Data

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Lori Turner – Principal
- Tracy Hamblet – Third Grade Teacher/RTI Facilitator
- Teresa Gregson – Second Grade Teacher
- Millie Sierra – Guidance Counselor
- Lastocia Drayton-Jones – ESE Teacher

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

The RtI Leadership Team is making progress establishing goals and routines. The RTI facilitator and supporting team members will attend district trainings and share what they learn with the faculty at meetings and in-service trainings. They will identify students who fall into the categories of Tier 1, Tier 2, and Tier 3, and determine appropriate safety nets to help them make academic progress. Keeping in line with our AYP goals, they will focus on Economically Disadvantaged students who need assistance in reading and math. The RtI Team will lead discussions around school-wide data to determine which reading and math strands should be given the most attention.

The RtI Leadership Team will include the resource teachers in a review of the master schedule to determine the best time of the day to implement the RtI plan. Thirty minutes will be built into the school day for RtI services. The RtI team will meet with each grade level to decide the most effective way to utilize the time.

The RtI Team will meet regularly as a group and with grade levels to determine the effectiveness of the RtI plan.

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 RtI Leadership Team will monitor the progress of students who are low achieving but not necessarily in need of exceptional education services. The students who will be targeted first are Economically Disadvantaged students, the subgroup that did not make adequate progress on FCAT reading and math.

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.

> Our school will use the following data sources to identify students' academic needs: Florida Comprehensive Assessment Test (FCAT) from 2009-2010; Florida Assessment for Instruction in Reading (FAIR) conducted 3 times per year; District Benchmarks for Math and Science administered three times this year; District Writing Assessments administered according to the district calendar; Duval County Math/Science Formatives conducted throughout the year; Duval County Summatives conducted at the beginning and end of the year; teacher-made tests; and Diagnostic Reading Assessment (DRA2) administered as needed.
> The school's Leadership Team and teachers will refer to disaggregated data from Pearson for easier analysis.
> Data from Genesis regarding absences, tardies, and Code of Conduct violations will help the school monitor school-wide attendance and behavior.

Describe the plan to train staff on MTSS.

> The RtI Team will attend district trainings and share what was learned with the faculty during Leadership Team meetings, early dismissal trainings, grade level meetings, and faculty meetings. One major task will be to adjust the daily schedule to allow for regular implementation.

Describe the plan to support MTSS.

>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> Sandra Castiaux –First Grade Teacher
> Cheryl Harper – Fourth Grade Teacher
> Teresa Gregson –Instructional Coach
> Jennifer Jones -Fifth Grade Teacher

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

> Our Literacy Lead Team meets in conjunction with the school's core leadership team, which includes a representative from each grade level and the resource department. As part of the larger group, the LLT discusses basic concerns regarding student literacy. The group meets separately on a monthly basis to discuss reading and writing behaviors, analyze data, and look at student work. They discuss such topics as the reciprocity between reading and writing, characteristics of text, how to match students to text levels, planning for instruction around assessments, and differentiating instruction.

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

> This year the Literacy Lead Team will serve as models and mentors in the following areas:
> • Effective reading instruction through the use of technology, videos, and live streaming
> • Inquiry based teaching of reading through the research-based best practices
> • Effective use of formative assessment and how to plan instruction based on analyzing assessment results
> • How to plan for interventions and progress monitoring for students who need additional support in Tiers 2 and 3
> • Supporting the Superintendent's Read It Forward initiative
> The Literacy Lead Team will share what they learn with their colleagues at core leadership meetings and faculty meetings.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

applicable.

[ ]

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

[ ]

*High Schools Only

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

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

[ ]

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

[ ]

Postsecondary Transition

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

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

[ ]

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In 2013,32% (89) of our tested populations will achieve proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 30% (84) of our tested populations achieved proficiency in reading.	In 2013,32% (89) of our tested populations will achieve proficiency 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
1	Absenteeism	School-wide daily attendance campaign (self-monitored by students) Report attendance issues promptly Provide interventions using Attendance Intervention Team Communicate frequently with parents concerning attendance	Students Teachers Guidance Counselor Administration	Frequently follow-up attendance meetings Lower absences on the attendance report	Attendance reports
2	Learning Gap	Focused RtI Professional Development for teachers "Rigor is Not a Four Letter Word" Minimum of 2 vertical articulation sessions (mid-year and end-of-the-year)	Teachers Principal Instructional Coach	Gains on RtI weekly tests CAST assessment scores/ principal informal & formal observations Student learning gains on District/State standardized tests	RtI tests CAST Assessment District Benchmarks FCAT
3					

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

N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In 2012,40% (112) of our tested populations will exceed proficiency in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 38% (107) of our tested populations exceeded proficiency in reading.	In 2012,40% (112) of our tested populations will exceed proficiency 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
1	Level of Rigor	Faculty-wide Book Study "Rigor is Not a Four Letter Word" by Barbara Blackburn Extension Activities During RtI	Principal Teachers Instructional Coach	CAST Observations completed by principal Gains in Benchmarks	Focus walks CAST Assessment District Benchmarks

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2013, 69%(125) of our tested population will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 67%(121) of our tested population made learning gains in reading.	In 2013, 69%(125) of our tested population will make learning gains in reading.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Attendance/Tardies Missing RtI</td><td>Student Monitored School Wide Attendance Campaign

Reporting Attendance Issues Promptly to the Guidance Counselor

Students will receive reminder flyers about when school starts and the importance of RtI when they are tardy.</td><td>Teachers Office Staff Guidance Counselor</td><td>Monthly Attendance Reports will be monitored by Guidance Counselor</td><td>Attendance Report</td></tr>
</table>

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

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

	4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In 2013, 83% (37) of our bottom quartile will make learning gains in reading.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	In 2012, 81% (36) of our bottom quartile made learning gains in reading.	In 2013, 83% (37) of our bottom quartile will make learning gains 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
1	Learning Gaps	Focused RtI Groups and Lessons Send home FAIR generated form letter within one week of the end of the testing window	Teachers RtI Team Instructional Coach	Students showing gains on Benchmarks and FAIR	Benchmarks and FAIR

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # By the 2016-2017 school year, we will increase our proficiency rate to 85%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72	74	77	79	82	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2013, the number of Black students performing below grade level in reading will decrease to 31% through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the number of Black students performing below grade level in reading was 34%, or 11 students.	In 2013, the number of Black students performing below grade level in reading will decrease to 31% through Safe Harbor.

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
	Time Management Teacher training for new teachers Lack of Internet access	Periodically obtain substitutes to allow teachers extensive time for collaboration and data analysis	Principal Classroom Teachers Media Specialist	Focus Walks, Professional Learning Community (PLC), Data Notebooks	Focus walks Data Analysis Teacher Assessment System Data Analysis

1		Arrange for new teachers to observe veteran teachers Project websites on the classroom screen via teacher wireless laptops. Take classes to the computer labs.			

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

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
N/A	N/A	

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2013, the number of Economically Disadvantaged students performing below grade level in reading will decrease to 33% through Safe Harbor.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the number of Economically Disadvantaged students performing below grade level in reading was 36%, or 41 students.	In 2013, the number of Economically Disadvantaged students performing below grade level in reading will decrease to 33% through Safe Harbor.

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	Limited computer access at home for completing homework and district approved programs	Computer access before/after school in classroom/computer lab Send flyer home regarding affordable internet access and low cost computers.	Teacher Administrator	Increased level of completion through district approved internet programs Increased level of completion of homework	Reports generated through district software Teacher grade books

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
Rigor	K-5	PDF Instructional Coach Reading Academy Participant	School-Wide	Early-Release	Classroom artifacts Student Work Grade Level Assigned Presentation	Instructional Coach Administrator
Common Core Standards	K-5	PDF Instructional Coach Reading Academy Participant	School-Wide	Early-Release	Focus Walks	Instructional Coach Administrator

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Campaign	Attendance Sticker Chart Reward for Meeting Attendance Goal	Awards Budget	$200.00
			Subtotal: $200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $200.00

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:	In 2013, 32% (90) of our tested populations will achieve proficiency in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 30% (85) of our tested populations achieved proficiency in math.	In 2013, 32% (90) of our tested populations will achieve proficiency in math.

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	Attendance(tardies, absences, early check outs)	School-wide student monitored attendance campaign Frequently monitor student attendance and report promptly Provide interventions using Attendance Intervention Team Communicate frequently with parents concerning attendance	Teachers Guidance Counselor Administration Students	Frequently follow-up attendance meetings	Attendance reports
2	Lack of fact fluency	Quarterly math competitions	Teachers Administration	Increased performance on Benchmarks	Benchmark Test Teacher administrated timed tests
3	Students not reading on grade level	Incorporate reading strategies in math lessons Use Teaching Tool I located in the enVisionMATH TE (Problem-Solving Recording Sheet) Use Teaching Tool II located in the enVisionMATH TE (Frayer Model)	Teachers Instructional Coach	Evidence of students using reading strategies during math lessons	Focus Walks

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

N/A	N/A

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In 2013, 40%(113) of our tested populations will exceed proficiency in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 38% (107) of our tested populations exceeded proficiency in math.	In 2013, 40%(113) of our tested populations will exceed proficiency in math.

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	Lack of strategies for solving high complexity problems	Rigorous extension math activies during RtI Teaching Tool I (Problem-Solving Sheet from enVisionMATH TE)	Teachers Instructional Coach Administration	Teacher observations from on-going classwork and tests	Teacher made test Topic and Unit Test Classwork Exit Tickets

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In 2013, 76% (138) of our tested population will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012,74%(134) of our tested population made learning gains in math.	In 2013, 76% (138) of our tested population will make learning gains in math.

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	Attendance (tardies, absences, early check outs)	Frequently monitor student attendance and report promptly Provide interventions using Attendance Intervention Team Communicate frequently with parents concerning attendance Student monitored school-wide attendance campaign	Teachers Administration Student Guidance Counselor	Frequently follow-up attendance meetings	Attendance reports
2	Lack of student critical thinking skills	Teachers increasing opportunities for students to solve higher level problems More explicit instruction in critical thinking skills Students use graphic organizers to solve higher level thinking problems	Teachers Instructional Coach Administration	Monitor math journals for evidence of graphic organizers when applicable Monitoring data for the success rate in solving higher level thinking problems	Math Journal Exit Tickets 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:

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

N/A		N/A		

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In 2013, 66% (30) of our bottom quartile will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 64% (29) of our bottom quartile made learning gains in math.	In 2013, 66% (30) of our bottom quartile will make learning gains in math.

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	Attendance (tardy) Learning Gaps	Student monitored school-wide campaign for attendance On-going reminders to parents for students who are continuously tardy Report attendance to attendance intervention team	Teachers Guidance Counselor Administration Office Staff	Students are self-monitoring using attendance chart in classroom	Attendance chart
2	Learning Gaps	More teacher training using the text, "Rigor is Not a Four Letter Word" Vertical Articulation Sessions Intervention activites in RtI	Teachers Administration	Focus Walks to determine the problem complexity being used in the classroom Chart to determine frequency of higher level questioning	Focus walks Charts
3					

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # By the 2016-2017 school year,we will increase our math proficiency to 80%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63	67	70	73	77	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2013, the number of Black students performing below grade level in math will decrease to 48% through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, the number of Black students performing below grade level in math was 53%, or 19 students.	In 2013, the number of Black students performing below grade level in math will decrease to 48% through Safe Harbor.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>No help at home, homework isn't completed</td><td>After-school and before school tutoring.</td><td>Tutors (certificated teachers)</td><td>Teachers' homework logs will be checked for trends in completion</td><td>Homework Log</td></tr>
</table>

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

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2013, no more than 30% of our Economically Disadvantaged students will be non- proficient in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 32% (36) of our Economically Disadvantaged students were non- proficient in math.	In 2013, no more than 30% of our Economically Disadvantaged students will be non- proficient in math.

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	Limited internet access at home to complete homework and district approved software programs	Send home flyers with information about low cost internet and computers. Provide students with opportunities to access computers before/after school in classrooms and computer labs.	Teachers Administrator	Evaluation of learning gains	Reports from district approved programs

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
enVisionMATH Teaching Tool Resources Other Graphic Organizers	K-5	PDF Instruction Coach	School-Wide	Early-Release	Focus Walks	Instructional coach Administrator

Rigor	K-5	PDF Instructional Coach	School-Wide	Early-Release	Classroom artifacts Student work Grade level presentations	Instructional coach Administrator
Common Core Standards	K-5	PDF Instructional Coach	School-Wide	Early-Release	Focus Walks	Instructional coach Administrator

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:	In 2013, 31% (29) of our tested populations will achieve or exceed proficiency in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 29% (27) of our tested populations achieved or exceeded proficiency in science.	In 2013, 31% (29) of our tested populations will achieve or exceed proficiency in science.
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
	Science is sometimes given less priority	Teachers will designate a daily time to take	Teachers	Administering progress monitoring	Test scores

	because of the greater emphasis on reading and math.	students to the science lab for interactive instruction. Vertical articulation Utilize Science Lab Incorporate Smart Board Technology Include Gizmos in instruction	Administrator Instructional Coach	assessments Students provide oral and written responses during science experiments	Journal responses Exit tickets
1					

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

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In 2013, 11% (10) of our tested fifth grade students will exceed proficiency in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 9% (8) of our tested fifth grade students exceeded proficiency in science.	In 2013, 11% (10) of our tested fifth grade students will exceed proficiency in science.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students unable to answer higher complexity questions	Use Pearson Insight questions with Moderate (60%) to High Complexity (25%) ratings on assessments Build background	Teachers Administrator Instructional Coach	Analysis of questions on Pearson Insight	Pearson Insight Lesson Checks from Interactive Science Texts

	knowledge

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide science focus	K-5	Teresa Gregson Shana Rodriguez	Teachers in grades K-5	Early Release Trainings (at least two dedicated to science) Common Grade Level Planning Sessions (quarterly) District Science Workshops When Available	Observing Science Lessons for Use of the 5 E's Matching Lessons With FCAT Specifications in Grades 3-5	Instructional Coach Principal

Science Budget:

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

		Subtotal: $0.00

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In 2013, 87% (75) of our tested fourth grade students will achieve or exceed proficiency in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 85% (73) of our tested fourth grade students achieved or exceeded proficiency in writing.	In 2013, 87% (75) of our tested fourth grade students will achieve or exceed proficiency 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
1	Absenteeism	Ongoing reminders to parents of students who are continuously tardy Student monitored school-wide attendance campaign	Teachers Guidance Counselor Office Staff Student	Student Monitored Sticker Chart	Daily Absence Report from OnCourse
2	Lack of initiative	Incorporate intriguing literature. Have students come in to model anchor pieces	Teachers and administration	Increase in District Writing Prompt Scores	Writing Prompt Assessments
3	Learning Gap	Teacher Training using the book, "Rigor is not a Four Letter Word" Vertical Articulation (teachers discussing achievement gaps)	Teachers Administrator Instructional Coach	Writing Rubric/Checklist	Benchmark Writing Prompts Daily Writing

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

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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
Improving the Quality of Students' Narrative and Expository Writing	K-5	Teresa Gregson	All Teachers	Early Release Trainings (at least two focused on writing)

Literacy Lead Team Meetings (quarterly)

District Workshops When Available | Examine students' writing in portfolios, journals, and on bulletin boards for grade appropriate content and mechanics. | Instructional Coach

Principal |

Writing Budget:

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

			Subtotal: $0.00

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

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:	Our attendance goal for 2013 is to reduce the number of students who have ten or more absences by 10%,from 252 to 227.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
55%(308)	58% (325)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
252	227
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
122	119

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	Challenge of communicating with parents or guardians	1.Make home visits. 2.Invite targeted parents to a meeting and identify barriers. 3.Request input on how to reduce the number of excessive absences and tardies. 4.Collaborate on goal setting.	Principal, classroom teachers, truant officer	Quarterly data check	Monthly Genesis Report
2	Child's lack of motivation to come to school	1. Invite targeted children to a meeting and identify barriers. 2. Request input on how to reduce the number of excessive absences and tardies. 3. Celebrate perfect attendance no tardies, the reduction of tardies, and the	Principal, District Attendance Social Worker, Guidance Counselor	Quarterly data check	Genesis Report

		meeting of goals.			
3	Head lice/ illnesses	1. Report chronic head lice issues or illnesses to the school nurse. 2. Arrange for work to be done at home.	Classroom Teachers, Nurse	Quarterly data check	Genesis Report, teacher's grade book
4	Truancy Follow-ups not being completed	Data check done by Foundations Team	Foundations Team	Documenting process status on chart	Truancy Process Log

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Campaign	K-5	Guidance Counselor	Faculty, Staff, Administration	Monthly Faculty Meetings	Keeping track of students who arrive late, leave early, and miss five or more days of school monthly	Guidance Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Campaign	Attendance Sticker Charts Rewards for Meeting Attendance Goals	Awards Budget	$200.00
			Subtotal: $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
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: $200.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

of improvement:

1. Suspension Suspension Goal #1:	In 2012,there were 27 students suspended either in-school or out of school. In 2013, there will be no more than 24 suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
24	21
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
19	16
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
8	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
8	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	Lack of disciplinary alternatives	Use detention, "time-out" buddy classrooms,and peer mediation	Classroom Teachers, Principal, and Guidance Counselor	analyze suspension rate at the monthly PAWS meeting	Genesis Reports
2	Insufficient supervision or structure during transitions	Increased implementation of CHAMPs and staff/student patrols present during transitions.	Foundations Team	Frequent analysis of behavior at least…at the monthly PAWS meeting.	Genesis Reports and anecdotal evidence.

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
				Early Release Trainings (at		

| Effective Student Discipline | K-5 | Foundations Team | Teachers | least one focused on discipline)

District CHAMPS Trainings

Monthly Faculty Meetings | Keeping track of the number of referrals written, types of violations that occur, and the locations of disciplinary incidents | Principal

Foundations Team |

Suspension Budget:

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

End of Suspension Goal(s)

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.*	In 2013, there will be 70% of parents participating in a positive way(volunteering, donating, chaperoning,etc.) and at least 7 parents actively attending SAC.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2012, 60% of parents participated in a positive way and 4 parents actively attended SAC.	In 2013, there will be 70% of parents participating in a positive way(volunteering, donating, chaperoning,etc.) and at least 7 parents actively attending SAC.
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
		Post Volunteer sign in	Volunteer	Calculate volunteer	Volunteer Hours

				hours monthly.	Semi-Annual Report
1	Inaccurate documentation of parental involvement	procedures near volunteer log. Meet with volunteer coordinators and staff to go over procedures so they can disseminate them to the volunteers in their group. Host a volunteer meeting to discuss procedures for documenting volunteer hours.	Coordinator	Teachers provide detailed report of class donations	
2	Volunteers are not aware of volunteering opportunities/needs.	Publish opportunities on the school website, through Parentlink, and on newsletter	Webmaster, Volunteer Coordinator, Principal	Calculate volunteer hours monthly	Volunteer Hours Semi-Annual Report
3	Volunteers unable to register on-line.	Offer computer access at school functions (Orientation, Open House, Tech. Night, etc.)	Media Specialist, Volunteer Coordinator, Front Office Staff	Volunteer list will increase in amount of adults submitting applications.	Volunteer List

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
Collaborative Partnerships with Parents	K-5	Volunteer Liaison	Teachers and SAC Parents	Quarterly Discussion at SAC Meetings	Seeking verbal and written feedback from parents regarding school involvement	Volunteer Liaison

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:	

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

SAFETY Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. SAFETY Goal SAFETY Goal #1:	In 2013, the number of student disciplinary referrals related to safety and order will decrease from 52 to 49.
2012 Current level:	2013 Expected level:
In 2012, there were 52 student disciplinary referrals related to safety and order.	In 2013, the number of student disciplinary referrals related to safety and order will decrease from 52 to 49.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of an assistant principal to manage discipline	Utilize "teacher buddies" for student time-outs Request teacher volunteers to hold in-school suspension Designate teachers to handle discipline in the principal's absence Assign after-school detention as a consequence	Principal	Quarterly review of disciplinary referrals	Student Discipline Violations/Summary Report (Genesis)
2					

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)

COMMUNITY OUTREACH 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. COMMUNITY OUTREACH Goal COMMUNITY OUTREACH Goal #1:	In 2012, the school will increase the number of community outreach projects from 4 to 6.
2012 Current level:	2013 Expected level:
In 2011, the school participated in 4 community outreach projects: Community Recycling Initiative, Dream Machine Recycling Rally, Adopt-A-Road, Food Bank Collection	In 2012, the school will increase the number of community outreach projects from 4 to 6 or greater: Fall Festival(new), Chorus Performances at the Marietta Senior Citizens Center (new) and the Jacksonville Landing (new),Food Lion Community Math Night(new),Jacksonville Coastal Clean-up(new),Community Recycling Initiative, Dream Machine Recycling Rally Adopt-A-Road, Food Bank Collection
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	Lack of teacher sponsors Lack of transportationfor students who stay after school	Encourage teachers to sponsor as teams/partners rather than as individuals Encourage parents to carpool Coordinate club meeting times to accommodate parents who have multiple children Provide bus transportation for off-	Principal/Teacher Leadership Team/Club Sponsors	Tracking the number of student-centered community outreach activities held throughout the year Tracking the number of students who use the buses provided	School Calendar Positive feedback from community partners Field Trip Bus Vouchers

campus community outreach activities	
Hold activities within walking distance of the school	

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 COMMUNITY OUTREACH Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Attendance Campaign	Attendance Sticker Chart Reward for Meeting Attendance Goal	Awards Budget	$200.00
Attendance	Attendance Campaign	Attendance Sticker Charts Rewards for Meeting Attendance Goals	Awards Budget	$200.00
				Subtotal: $400.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
				Subtotal: $0.00
				Grand Total: $400.00

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds are primarily used for our end of the year reading celebration. We purchase inflatables, carnival games, and books for students who met their yearly reading goal.	$1,000.00

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

SAC is monitoring school improvement with monthly meetings that focus on academic achievement and building community. Issues such as attendance and safety will be addressed regularly based on data. Incentives will be explored for promoting greater attendance. Reward celebrations will be planned for students who achieve their reading goals for the year. Activities will be planned that address bullying and issues that discourage students from coming to school.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
THOMAS JEFFERSON ELEMENTARY
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	80%	79%	55%	294	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	63%	55%			118	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?	58% (YES)	63% (YES)			121	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					533	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District
THOMAS JEFFERSON ELEMENTARY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	82%	85%	59%	312	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	63%			133	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?	60% (YES)	63% (YES)			123	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