FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: RUTH N. UPSON ELEMENTARY SCHOOL

District Name: Duval

Principal: Calvin Reddick Jr.

SAC Chair: Jaherisa Hanson

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 1, 2012

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	Calvin Reddick Jr.	University of North Florida Jacksonville, FL M. Ed. - Educational Leadership B.A. Sociology	2	7	Second year serving as Principal of Ruth N. Upson where the school grade of "A" was maintained for the 2011-2012 school year. Proficiency: Reading (55%) Math (60%) Writing (91%) Science (54%) Gains: Reading (72%) BQ (76%) Math (74%) BQ (62%)

Served as Principal of Timucuan Elementary School for two years and increased AYP from 74% in 2010 to 95% in 2011;

Served as Assistant Principal of Eugene J. Butler Middle School for three years and led a school family to change the culture of the school to embrace high expectations, involvement with parents, and best practices in the delivery of instruction. Stabilized the staff, which resulted in building capacity.

Supported the Principal in moving Eugene J. Butler Middle School from a "D" to a "C" |

					in 2009. The culture has changed to one with high expectations and a determination for excellence. Community credibility has resulted in good communication and minimal impact from negative neighborhood influences due to strong relationships with the families we served.
Assis Principal	None				

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)
Reading	Kimberly McLarty	UNF B.A. Literature FSU A.A. Elementary Education Alternative Certification DCPS K-6	10	1	Maintained a school grade of "A" for four consecutive years. Third-grade reading, departmentalized for the last three years. 2011-2012 (23 out of 54) students scoring at a level 3 or above: 46.3% Proficient 2010-2011 (25 out of 52) students scoring at a level 3 or above: 78.1%
Reading	Teslin Malpress	University of North Florida M. Ed. - Educational Leadership B.A. Elementary Education Certifications: Elementary Education Grades 1-6. ESOL Grades K-12	2	1	5th Grade Reading Teacher- Ruth N. Upson where the school grade of "A" was maintained for the 2011-2012 school year. Proficiency Reading (55%) Gains Reading (72%) BQ 5th Grade Reading Teacher- Timucuan Elementary where the school grade of "C" was maintained for the 2010-2011 school year. Proficiency: Reading (63%) Reading Support Teacher Timucuan Elementary where the school grade of "C" was maintained for the 2009-2010 school year. Proficiency: Reading (61%) Gains: Reading (59%) BQ

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.Professional Learning Communities: About once a week teachers meet by grade level for collaboration.	PrincipalReddick,Reading Coaches	June 2013	
2	2.School-based professional development and coaching	Principal Reddick, Leadership Team	June 2013	
3	3. Participate in workshops at the Schultz Center for Teaching	Reddick, Principal,	June 2013	
4	4.Mentoring of new teachers	Principal Reddick, Reading Coaches	June 2013	
5	5.RtI Training-school leadership team participates in training then shares strategies with staff. Reading Coaches meets with Leadership Team and teachers monthly to provide support through classroom visits, model teaching, data analysis.	Principal Reddick,Reading Coaches	June 2013	
6	6. Pre-K-5 Model classrooms are resources for staff members.	Model teachers at each grade level	June 2013	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
47	6.4%(3)	17.0%(8)	51.1%(24)	25.5%(12)	29.8%(14)	85.1%(40)	8.5%(4)	2.1%(1)	25.5%(12)

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
Caroline Spottswood (1st)	Kenneth Ponton (1st)	This will be Mr. Ponton's first full year at Upson. We have assigned Ms. Spottswood as a mentor. She has several years of successful teaching experience in the primary grades. He will continue with the Teacher Induction Program (MINT.	Completion of Teacher Induction Program (MINT); classroom observations; weekly planning sessions; participation in Early Release workshops; participation in district Literacy 101 training with debriefing with mentor.
Sarah Edwards (Reading Interventionist)	Kimberly Stratton (2nd)	This will be Ms. Stratton's first full year at Upson. We have assigned Ms. Edwards as a mentor. She has several years of successful teaching experience in the primary grades and holds a Master's in Reading. She will continue with the Teacher Induction Program (MINT.	Completion of Teacher Induction Program (MINT); classroom observations; weekly planning sessions; participation in Early Release workshops; participation in district Literacy 101 training with debriefing with mentor.

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Title I funding at Ruth N. Upson (RNU) is used to fund teacher positions and student supplies to provide support to teachers and students with instruction.

Title I Parental Involvement Funds will be used to provide parents and community members with meaningful training and workshops on standards-based instruction each quarter on scheduled Family Connection Nights. Funds are utilized to purchase supplies and materials for parent take-home packets, food for events, and quality presenters. Teachers assist by preparing training materials and supplies for parents to take home and use with their children. Funding is also provided through Title I to provide on-site professional development and coaching by DCPS District Instructional Coaches to improve student achievement.

Ruth N. Upson is fortunate to be part of the Paxon Full Service Schools program, which is funded by the United Way. Referrals are made to address the various needs of families. The BLAST program, Building Lives and Schools Together, is also available as a resource for parents to attend an eight week program. Ruth N. Upson also participates in community funded projects that are approved by the Duval County School District: Good Touch Bad Touch program, Red Ribbon Week, character education program, Girls On the Run, "Don't Be A Bully" Program, United States Tennis Association program, and Cathedral Arts Program.

Title I, Part C- Migrant

Title I, Part D

Title II

Professional Development funds will be utilized to support Common Core Training and roll out from PK- Grade 5.

Title III

Title X- Homeless

Homeless students living in shelters in our attendance zone qualify for all Title 1 services offered at the school. Services include breakfast in the classroom (BIC), Free and Reduced lunch, and the opportunity to enroll in a chess club, Kids of Distinction program, Tennis Club, or class offered by the Cathedral Arts Program.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)
Ruth N. Upson is also eligible for the Supplemental Education Services (SES) for tutoring based on all subgroups not meeting AYP for three consecutive years. Various approved companies are funded to provide students receiving free or reduced lunch with free tutoring assistance on Tuesdays and Thursdays from October, 2012 to April, 2013.

Violence Prevention Programs

The school participates in the Foundations program that promotes safe and civil schools. The school's Foundation team trains the staff and monitors the implementation of the Foundations strategies. Funding comes from the district.

Nutrition Programs

Ruth N. Upson participates in the Breakfast in the Classroom (BIC) Program. We meet the free and/or reduced population requirement by having 83%. As a Title I school, All students receive free breakfast through the Breakfast in the Classroom program that is federally funded.

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.

Principal – Calvin Reddick Jr.: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the RtI initiatives; monitors assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support RtI implementation, and communicates with all stakeholders regarding school-based RtI plans and activities.

RtI Facilitator – Sarah Edwards, Reading Interventionist/ Jessica Petote, 5th Grade Reading: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. This individual will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

Select General Education Teachers (Hudson, Spottswood, McLarty, Dixon, Malpress, Strong): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. This team serves as School Improvement Plan Goal Team.

Exceptional Student Education (ESE) Teacher (Dena Harris – ESE Liaison): Participates in student data collection, integrates core instructional activities/materials into Tier 2/3 instruction, and collaborates with general education teachers through such activities as co-teaching, collaborative planning, and IEP compliance.

School Guidance Counselor – Rassan Parris –: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior. Communicates Foundations information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; and collaborates with staff to implement behavioral interventions.

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

The team will meet bi-monthly to engage in the following activities:
• Review school-wide data to help link data to planning and instruction
• Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks at moderate or high risk for not meeting benchmarks
• Design professional development based on the above information
• Meet with their PLC bi-monthly for collaboration, problem-solving, sharing "what works", discussing best practices, and analyze fidelity of implementation

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 meets to develop the SIP goals. The Principal will meet with the School Advisory Council (SAC) Chair to set up an informational meeting for Tuesday, 9/11/12 to present and receive feedback on the SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; Rigor, Relevance, Relationships; and the basics of Standards-based instruction. The plan will be updated in late early October.

MTSS Implementation

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

- Baseline data: Reporting Network (PMRN), District Benchmark Exams, and Florida Comprehensive Assessment Test (FCAT), district math pre-test
- Progress Monitoring: PMRN, Curriculum-based Measurement (District-created PMAs, Florida Assessments for Instruction in Reading (FAIR), and district benchmarks.)
- End of year: FAIR, FCAT, School-based Scrimmages
- Frequency of Data Days: at least twice a month for data analysis and planning next steps
- Teacher-created common assessments

Describe the plan to train staff on MTSS.

Professional development will be provided during Early Dismissal training time and small sessions will occur throughout the year. The RtI team will also evaluate additional staff professional development needs during the monthly RtI Leadership Team meetings based on observations and requests from teachers. The DeSensi Coach will provide FCIM training in teacher inquiry.

Describe the plan to support MTSS.

MTSS will be supported by the RNU Leadership Team by providing weekly feedback from classroom walkthroughs, PLCs, and informal CAST observations. Effective practices with researched-based materials will be modeled during PLCs and class time. Scaffolding methods such as modeling, co-teaching, and "piggy-backing" will be utilized until each teacher is effective with Tier 1, 2 and 3 practices and resources. In addition the mentioned support, the RNU Reading and Math Interventionists will also support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal – Calvin Reddick Jr.: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing the literacy initiatives; monitors assessment of literacy skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support the implementation process, and communicates with all stakeholders regarding school-based and district-based literacy plans and activities such as Read It Forward Jax initiative, Accelerated Reader program, and the Million Word Challenge to increase reading proficiency.

Select General Education Teachers (Hudson, Spottswood, Petote, McLarty, Malpress, Strong): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. This team serves as School Improvement Plan Goal Team Chairs.

Exceptional Student Education (ESE) Teacher (Dena Harris – ESE Liaison): Participates in student data collection, integrates core instructional activities/materials into Tier 2/3 instruction, and collaborates with general education teachers through such activities as co-teaching, collaborative planning, and IEP compliance.

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

The team will meet bi-monthly to engage in the following activities:
- Review school-wide data to help link data to planning and instruction; Meet with their PLC bi-monthly for

collaboration, problem-solving, sharing "what works", discussing best practices, and analyze fidelity of implementation
• Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks at moderate or high risk for not meeting benchmarks
• Design professional development based on the above information; Training on the proper use of data and assessments

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

The major initiatives of the LLT this year are:
• Increase reading performance and meet the 2012 reading targets for all AYP subgroups
• Develop lesson plans that are focused and intentional to meet student needs
• Analyze student work and assessment data
• Meet with their PLC bi-monthly for collaboration, problem-solving, sharing "what works", discussing best practices, and analyze fidelity of implementation
• Share research based practices and professional articles
• Provide coaching and modeling for faculty and staff working in the area of reading and writing
• Training on the proper use of data and assessments
• Reading Initiatives: Read It Forward Jax, Accelerated Reader Challenge, and the Million Word Challenge

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.

Ruth N. Upson Elementary School has two Pre-K Units this school year. The units are a part of a standards-based program rooted in best practices. This program is designed to prepare students for Kindergarten and beyond. The Units include a highly qualified teacher, certified Child Development Associate, and two full-time paraprofessionals. The maximum capacity is 18 students in each class. The Pre-K programs are on a regular school schedule which begins at 8:30 a.m. and ends at 3:00 p.m. daily.

At Ruth N. Upson Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Language and Literacy, Mathematics, Social and Personal Skills, Science, Social Studies, Physical Development and Fitness, and Creative Arts.

Screening data will be collected and aggregated prior to October 1, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Instruction will be delivered through the use of the workshop models and best practices. Screening tools will be administered three times a year in order to determine student learning gains, needs and intervention programs.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 58% (93) students in all sub groups will achieve mastery for reading on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (84)	58% (96)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack computer skills for online assessments that are being used to meet students individual needs	1.1. Provide students opportunities to become familiar with computer-based assessments The school will implement the FAIR assessments to monitor student progress Inclusion Model Utilize Reading Series and Rading A-Z to increase vocabulary and word study to support the home-school connection	1.1. Principal ELA Chair District Coaches	1.1. Review FAIR data reports to ensure teachers are assessing students according to the schedule and evaluation within Professional Learning Communities (PLC) District Benchmark Assessments Observation Data	1.1. FAIR assessment print-outs and teacher monitored small-group instruction data.
2	1.2. Teachers may need assistance with lesson plans and creating FCIM Calendars	1.2. Develop an Instructional Focus Calendar for Reading classes. Include higher-order questions in lesson plans by using Bloom's and Webb's research and processes	1.2. Principal ELA Chair District Coaches	1.2. Review lesson plans	1.2. Interdisciplinary data and sample student work. Review assessment data
3	1.3. Teachers will be unfamiliar with the new item specifications for the FCAT 2.0	1.3 Professional Development will be provided for teachers by District and school coaches on FCAT Item Specification for the FCAT 2.0	1.3. Principal ELA Chair DistrictCoaches	1.3. FCIM and teacher data	1.3. District-provided Progress monitoring Assessments Evidence of use of the FCAT item specifications in teachers lesson plans and classroom instruction

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

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

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:	44% (64)of students in grades 3, 4, and 5 will achieve level 4 and 5 proficiency on 2013 FCAT Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (50) students scored at level 4 and 5 on FCAT Reading	44% (64) of students will score at level 4 and 5 on 2013 FCAT 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	Incorporating higher level critical reading skills in reading activities	2.1. Provide students opportunities for critical reading through learning centers, guided reading and independent reading	1. Principal School Instructional Coach	1. Monitoring of lesson plans, student progress & report card grades; focus walks/classroom observations; review and analysis of student assessment data	Student performance on FAIR, DRA's, district Benchmarks, 2013 FCAT Reading
2	2.1. Incorporating higher level critical reading skills in reading activities	2.1. Provide students opportunities for critical reading through learning centers,book clubs, guided reading and independent reading. Utilize Reading Series and Wordly Wise to increase vocabulary and word study to support the home-school connection Electronic Reading on Kindle	2.1. Principal	2.1. Monitoring of lesson plans, student progress & report card grades; focus walks/classroom observations; review and analysis of student assessment data	2.1. Student performance on FAIR, DRA's, district Benchmarks, 2013 FCAT Reading

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

of improvement for the following group:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making learning gains on 2012 FCAT Reading will increase from 78% to80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (109)	86%(140)

<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>Providing effective reading strategies for comprehension of nonfiction material</td><td>1 Provide explicit instruction in effective strategies such as SRE, 4 column method, use of context clues using non-fiction material, before and after school tutoring</td><td>.Principal Teachers</td><td>Monitoring lesson plans, student progress & report card grades; classroom observations/focus walks; analysis of student performance data from FAIR, DRA, district Benchmarks</td><td>Student performance on FAIR, DRA, district Benchmark and 2012 FCAT Reading results.</td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the bottom quartile making reading gains will increase from 63% to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (37)	70% (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
1	Interventions are needed to help students perform at grade level in reading	Provide safety net strategies such as before and after school tutoring; SES tutoring,Tier 2 reading interventions, Accelerated Reader Program for monitoring and tracking progress	Principal School Teachers Paraprofessionals	Monitoring lesson plans, student progress & report card grades; classroom observations/focus walks; review and analysis of student performance data on DRA's, FAIR, district Benchmark tests, Fast ForWord profiles	Student performance on FAIR, DRA, district Benchmark and 2012 FCAT Reading results

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 :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	64% of Black students will make annual yearly progress in reading using Safe Harbor criteria as evidenced by the percentage of students who score level 3 or above on the 2011 FCAT Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:

Black: 60%	Black: 64%

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 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
1	N/A	N/A	N/A	N/A	N/A

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
1	N/A	N/A	N/A	N/A	N/A

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:	The percentage of economically disadvantaged students making adequate yearly progress will increase from 66% to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(29) of students made adequate yearly progress in reading.	72% (33) of students will make adequate yearly progress 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				

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						

Reading Budget:

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

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

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:	The percentage of students who score level 3 on 2013 FCAT Math will increase from 36% to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (55)	38% (63)

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	Aligning new math curriculum materials (Math Investigations and Envision Math) with the NGSS in math Teacher Training	Maintain departmentalized classes in grades 3, 4, and 5. FCAT Item Specifications	Principal School Instructional Coach	Monitoring lesson plans; classroom observations; focus walks; review of student work; analysis of student performance on district Benchmark tests and FCAT practice tests	2013 FCAT Math results
2	Aligning new math curriculum materials (Math Investigations and Envision Math) with the NGSS in math	Use math workshop instructional delivery model. FCAT Item Specifications	Principal School Instructional Coach	Monitoring lesson plans; classroom observations; focus walks; review of student work; analysis of student performance on district Benchmark tests and FCAT practice tests	2013 FCAT Math results

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

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

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

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

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students scoring level 4 and 5 will increase from 40% to 41% on 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (34) of students scored level 4 and 5 on 2012 FCAT Math	41% of students will score level 4 and 5 on 2013 FCAT 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	Aligning new math curriculum materials (Math Investigations and Envision Math) with the NGSS in math	Align instruction with the district's learning schedule using the math workshop instructional delivery model.	Principal School Instructional Coach	Monitoring lesson plans; classroom observations; focus walks; review of student work; analysis of student performance on district Benchmark tests and FCAT practice tests	2013FCAT Math results
2	Aligning new math curriculum materials (Math Investigations and Envision Math) with the NGSS in math	Providing students withactivities that are at higher levels of cognitive complexity.	Principal School Instructional Coach	Monitoring lesson plans; classroom observations; focus walks; review of student work; analysis of student performance on district Benchmark tests and FCAT practice tests	2013 FCAT Math results

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making learning gains in math will increase from 76% to 78%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (49) of students made learning gains	78% of students will make learning gains.

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	Aligning new math curriculum materials (Math Investigations and Envision) with the NGSS math standards.	Align instruction with the district's learning schedule using the math workshop instructional delivery model.	Principal School Instructional Coach	Monitoring lesson plans; classroom observations; focus walks; review of student work; analysis of student performance on district Benchmark tests and FCAT practice tests	2013 FCAT Math results
2	Providing students with activities that are at higher levels of cognitive complexity.	Base lesson plans on the NGSS math standards with activities that reflect higher levels of cognitive complexity.	Principal School Instructional Coach	Monitoring lesson plans; classroom observations; focus walks; review of student work; analysis of student performance on district Benchmark tests and FCAT practice tests	2013 FCAT Math results

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of bottom quartile students making learning gains will increase from 73% to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (12) of students made learning gains	76% (13)of bottom quartile students will make learning gains.

	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	Aligning new math curriculum materials (Math Investigations and Envision) with the NGSS math standards.	Align instruction with the district's learning schedule using the math workshop instructional delivery model.	Principal School Instructional Coach	Monitoring lesson plans; classroom observations; focus walks; review of student work; analysis of student performance on district Benchmark tests and FCAT practice tests	2012 FCAT Math results
2	Providing students with activities that are at higher levels of cognitive complexity.	Align instruction with the district's learning schedule using the math workshop instructional learning model.	Principal School Instructional Coach	Monitoring lesson plans; classroom observations; focus walks; review of student work; analysis of student performance on district Benchmark tests and FCAT practice tests	2012 FCAT Math results
3	Providing students with activities that are at higher levels of cognitive complexity	Incorporate DeSensi strategies, such as SRE, into instruction	Principal School Instructional Coach	Monitoring lesson plans; classroom observations; focus walks; review of student work; analysis of student performance on district Benchmark tests and FCAT practice tests	2012 FCAT Math results

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	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
1	N/A	N/A	N/A	N/A	N/A

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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
1	N/A	N/A	N/A	N/A	N/A

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:	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

1	N/A	N/A	N/A	N/A	N/A

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						

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

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:	The percentage of students scoring level 3 or above on 2013 FCAT will increase from 54% (28) to 56% (29).
2012 Current Level of Performance:	2013 Expected Level of Performance:

54% (28)	56% (29)	

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	Review of standards taught prior to grade 5.	Plan lessons that review key content standards that will be tested on the FCAT Science test using curriculum materials from other grade levels if needed	Principal School Instructional Coach	1Monitoring lesson plans; classroom observations; focus walks; review of student work; analysis of student perform. . ance on district Benchmark tests and FCAT practice tests	2013 FCAT Science results

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percentage of students who score level 4 and 5 will increase from 9% to 10% on 2012 FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (3) of students scored level 4 an 5 on FCAT Science	10% (4) of students will score level 4 and 5 on 2012 FCAT 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
	Review of standards	Plan lessons that	Principal	Monitoring lesson	2012 FCAT

| 1 | taught prior to grade 5. | review key content standards that will be tested on the FCAT Science test using curriculum materials from other grade levels if needed | District Instructional Coach | plans; classroom observations; focus walks; review of student work; analysis of student perform. . ance on district Benchmark tests and FCAT practice tests | Science results |

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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:	The percentage of 4th grade students performing at level 4 or above on the 2013 FCAT will increase from 64% to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (56)	68% (59)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students new to the school will not have adequate writing skills.	The writer's workshop model will be the instructional delivery model for writing in grades kindergarten to grade 5. Students will write daily and produce a writing portfolio of 7-9 pieces of polished writing by the end of the year. Student work will be assessed using 4 point rubric in gr. k-2 and a 6 point rubric in gr. 3-5.	Principal District Instructional Coach	Monitoring lesson plans; review and analysis of student work; classroom observations/focus walks.	2013 FCAT Writes results; quarterly writing prompt results in grades K, 1, 2, 3, and 5.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	

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

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

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

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

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

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	The percent of students with excessive absences (10 or more days) will decrease from 38% to 33%. The percent of students with excessive tardies (10 or more days) will decrease from 15% to 11%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.19%	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
163 (38%)	150 (33%)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
65 (15%)	50 (11%)

	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	Issues beyond the control of the school contribute to students' excessive absences and tardies.	The importance of being on time to school and consistent attendance will be communicated to parents throughout the school year via the monthly newsletter, parent-teacher conferences; Parent Link system, school and teacher websites; personal phone calls	Guidance Counselor Principal	The absences, tardies and early dismissals of students with attendance issues will be monitored by the guidance counselor and district Attendance Intervention Team.	Attendance reports generated by Genesis; year end attendance register;
2	Issues beyond the control of the school contribute to students' excessive absences and tardies .	Guidance Counselor will enlist the help of the Attendance Intervention Team to help students and their families with attendance issues.	Principal Guidance Counselor	Monitoring AIT meetings; review of Guidance records	Attendance record of ATI meetings

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:	The number of inside school suspensions will decrease from 28 in 2011 to 25 in 2012.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
28	25
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
23	20
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

77	73	
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School	
66	63	

	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	Teachers will utilize effective classroom management strategies when dealing with student behavioral issues.	Guidance Counselor will conduct classroom guidance sessions at each grade level	Principal	Monitoring classroom guidance schedule	Foundations Survey
2	Teachers will utilize effective classroom management strategies when dealing with student behavioral issues.	Teachers will implement CHAMPS classroom strategies	Principal Foundations Team	Monitoring classroom management through classroom observations/focus walks.	Foundations Survey;classroom observation data
3	Teachers will utilize effective classroom management strategies when dealing with student behavioral issues.	School wide rituals and routines will be taught and implemented with fidelity.	Principal Foundations Team	Monitoring student referrals and monthly review of discipline reports.	Student conduct grades on report cards

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						

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.*	The number of volunteer hours will increase from 2,334 to 2,434 hours.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
2,334	2,434

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	Parent involvement is negatively affected by parents' work schedules, child care needs and lack of transportation.	Invite parents to attend the following activities: Student Orientation during pre-planning; Open House in September; Family Reading Night in Dec.; Math/Science Night in Feb	Principal Volunteer Coordinator	Parent sign-in logs; Volunteer hours log	An increase in the percentage and number of positive responses on the annual Parent Climate Survey; yearly report of volunteer hours
2	Parent involvement is negatively affected by parents' work schedules, child care needs and lack of transportation.	Conduct monthly workshops for parents of prek students	Pre-Kindergarten Teacher	Parent sign-in logs	Parent survey

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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:					
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)

Increase Positive Parental Response to Climate Survey 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. Increase Positive Parental Response to Climate Survey Goal Increase Positive Parental Response to Climate Survey Goal #1:	The percentage of positive responses regarding safety on the annual climate survey for parents will improve by 1% when compared with the 2012 school climate survey.
2012 Current level:	2013 Expected level:
82% (14) parents responded that the school provides a safe place for learning.	83% (18) of parents will respond positively that the school provides a safe place for learning.
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						

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 Increase Positive Parental Response to Climate Survey Goal(s)

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

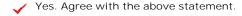Are you a reward school: jn Yes jn No

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
Supports SIP goals through the purchase of additional materials, i.e. Foundations Supplies and Pre-K – 5th Planners / Agendas.	$2,231.09

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

SAC provides guidance, support, and funding for various school initiatives. Our goal is to allow parents, teachers, community members, PTA and administrators to discuss common challenges and share innovative solutions. SAC is an inclusive school-based organization, open to all stakeholders. Through increased sharing and dialogue we are finding ways to help lead our children to

successful lives in the 21st century. Programs and initiatives that SAC supports are Saturday School, PTA/Community Meeting, FCAT Student Incentives, Parent Open House, Family Connection Nights, participating in planning and monitoring of the school building and grounds, initiating activities or programs that generate greater cooperation between the community and the school, reviewing the impact of property development and zoning changes in the vicinity of the school as they relate to safety, welfare and educational opportunities of the students, assisting in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending or continuing such school improvement plan, assisting in the development of educational goals and objectives, assisting in the preparation of the accreditation report, performing other functions as requested by the principal.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
RUTH N. UPSON ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	71%	100%	58%	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	78%	62%			140	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?	63% (YES)	67% (YES)			130	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					582	
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
RUTH N. UPSON ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	72%	95%	67%	310	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	69%	76%			145	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?	67% (YES)	73% (YES)			140	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					595	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested