

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: DON BREWER ELEMENTARY SCHOOL

District Name: Duval

Principal: Jennifer Collins

SAC Chair: Darlene Lenz

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/16/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Jennifer Collins	Degrees: B.A. – Elementary Education, University of Florida; M.Ed – Education, University of Florida, M.Ed – Educational Leadership, University of North Florida Certification: Elementary Education (1-6),	2	5	Principal of Don Brewer Elementary in 2011-2012: Grade A, Reading Proficiency: 64%; Math Proficiency: 70%, Writing Proficiency: 89%, Science Proficiency: 44%, Reading Gains: 72%, Math Gains: 71%, BQ Reading Gains: 74%, BQ Math Gains: 61%, Reward School Principal of Don Brewer Elementary in 2010-2011: Grade B, Reading Proficiency: 81%, Math Proficiency: 82%, Writing Proficiency: 63%, Science Proficiency: 53%, Reading Gains: 67%, Math Gains: 67%, BQ Reading Gains: 48%, BQ Math Gains: 72%, AYP: 85%; Subgroups Not Making AYP in Reading and Math: Total (75% in Reading, 78% in Math); Economically Disadvantaged (69% in Reading, 72% in Math); Black (66% in Reading, 71% in Math) Assistant Principal of John Stockton Elementary in 2009-2010: Grade A, Reading Proficiency: 92%, Math Proficiency: 93%, Writing Proficiency: 94%, Science Proficiency: 76%, Reading Gains:

	ESOL Endorsement, Educational Leadership (All Levels), School Principal (All Levels), Level 2 Certification		76% , Math Gains: 92%, BQ Reading Gains: 76%, BQ Math Gains: 91%, AYP: 100% Assistant Principal of John Stockton Elementary in 2008-2009: Grade A, Reading Proficiency: 92%, Math Proficiency: 93%, Writing Proficiency: 94%, Science Proficiency: 76%, Reading Gains: 76%, Math Gains: 92%, BQ Reading Gains: 76%, BQ Math Gains: 91%, AYP: 100%. Assistant Principal of John Stockton Elementary in 2007-2008: Grade A, Reading Proficiency: 88%, Math Proficiency: 81%, Writing Proficiency: 88%, Science Proficiency: 66%, Reading Gains: 76%, Math Gains: 59%, BQ Reading Gains: 66%, BQ Math Gains: 63%, AYP: 100%
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
All (Instructional Coach)	Michelle Hinkley	B.A. Journalism; M.Ed; K-6 Professional Certificate; Educational Leadership Certification (All Levels) National Board Certified (Middle Childhood Generalist); FAIR Master Trainer		4	Reading Coach at Wayman Academy in 2011-2012: Grade C, Reading Proficiency: 36% , Math Proficiency: 39%, Writing Proficiency: 63%, Science Proficiency: 39%, Reading Gains: 83%, Math Gains: 65%, BQ Reading Gains: 83%, BQ Math Gains: 65% Reading Coach at Wayman Academy in 2010-2011: Grade C, Reading Proficiency: 55% , Math Proficiency: 62%, Writing Proficiency: 60%, Science Proficiency: 27%, Reading Gains: 76%, Math Gains: 60%, BQ Reading Gains: 63%, BQ Math Gains: 77% In 2011, all grade levels showed growth in student proficiency on the Reading FCAT as well as increased learning gains. Reading Coach at Wayman Academy in 2009-2010: Grade C, Reading Proficiency: 48% , Math Proficiency: 55%, Writing Proficiency: 77%, Science Proficiency: 10%, Reading Gains: 55%, Math Gains: 64%, BQ Reading Gains: 67%, BQ Math Gains: 67% During this year, WAA made AYP for the first time since its inception 12 years prior. 4th Grade Teacher (Andrew Robinson and Henry F. Kite) 2003-2009: At Andrew Robinson, the school percent scoring 3 and above on 4th grade reading went from 33% (2003) to 58% (2004) to 65% (2005). The percent scoring 3 and above on writing increased from 51% (2003) to 67% (2004) to 72% (2005).At Henry F. Kite, the percent scoring 3 and above on 4th grade reading went from 71% (2006) to 83% (2007). The percent scoring 3 and above on writing went from 74% (2006) to 86% (2007).

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. Host University of North Florida and Jacksonville University interns and pre-interns, which provide the administration with opportunities to observe these aspiring teachers. This will also allow high quality teachers to learn about Don Brewer Elementary.	Jennifer Collins, Principal Leslie Godley, PDF	June, 2013	
		Jennifer Collins,		

2	2. Mentor teachers will be assigned to any new teachers. The mentor teachers will provide support to new teachers as well as provide guidance through the Duval County MINT.	Principal Leslie Godley, PDF Mentor Teachers	June, 2013	
3	3. The Culture Committee will work to host activities that will promote community and team building among faculty. This will help to maintain a positive culture and assist with retaining teachers at the school.	Culture Committee Jennifer Collins, Principal	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
3.1% (1)	The teacher who is not highly effective will participate in the MINT program this year. This program will provide her with opportunities to observe other teachers and take courses in ethics and behavior management. A specific Individual Professional Development Plan will be implemented to ensure that there are professional learning goals and objectives as well as appropriate professional development provided.

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
32	6.3%(2)	15.6%(5)	46.9%(15)	31.3%(10)	28.1%(9)	96.9%(31)	3.1%(1)	9.4%(3)	56.3%(18)

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
		Ms. Zagers is a first year teacher at Don Brewer Elementary. Ms. McGarity has been CET trained and is an experienced	

Trezure Zagers	Kelly McGarity	Ms. Zagers is a first year teacher at Don Brewer Elementary. Ms. McGarity has been CET trained and is an experienced math, science, and social studies teacher. Ms. McGarity and Ms. Zagers both teach math, science, and social studies teacher. Ms. McGarity and Ms. Zagers both teach	Ms. Zagers and Ms. McGarity will meet on a bi-monthly basis to discuss classroom management, academics, and any other relevant issues. Ms. McGarity will continue to provide feedback and coach Ms. Zagers on a quarterly basis. They will plan their lessons and activities weekly.
Amanda Sheroff	Michelle Hinkley	Ms. Sheroff is a first year guidance counselor at Don Brewer Elementary. Ms. Hinkley is a National Board Certified teacher and serves as the school's Instructional Coach. Her extensive training and understanding of working with adults and children will help Ms. Sheroff to become a highly qualified counselor.	Ms. Hinkley and Ms. Sheroff will meet weekly to discuss administrative, counseling, and/or new counselor needs. Ms. Hinkley will observe Ms. Sheroff in various situations and provide feedback as needed.

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Jennifer Collins, Principal

Provides a common vision for the MTSS team; ensures that the school is fully implementing MTSS; attends district level professional development on MTSS and provides training to staff; leads the monthly meetings of the MTSS leadership team; monitors implementation of MTSS through classroom observations; Reviews and monitors data to ensure that students are provided with tier two and three interventions as needed.

Michelle Hinkley, Instructional Coach

Collects and monitors data of the students; attends district level RtI training; assists with the implementation and monitoring of tier two and three intervention strategies; assists in determining if there is additional need for additional interventions/assessments; shares successful interventions with the team.

Amanda Sheroff, Guidance Counselor

Serves as the liaison between the district and the school; participates in the district level MTSS training; works with staff to develop and implement tier two and tier three interventions; models effective instruction as needed; researches and keeps teachers/staff members abreast of current best practices; leads discussions of students in professional learning communities.

Leslie Godley, 3rd Grade ELA Teacher

Provides information about third grade language arts instruction to the team; participates in the district level MTSS training; delivers tier one and tier two interventions and works with the other staff members to implement tier two and three interventions; analyzes and monitors student data and interventions school-wide; shares successful interventions and strategies with the team; leads conversations about student progress and interventions in the language arts professional learning communities and Collaborative Problem Solving Teams (CPST)

Barbara Blackshear, 3rd Grade Math Teacher

Provides information about third grade math instruction to the team; participates in the district level MTSS training; delivers tier one and tier two interventions and works with the other staff members to implement tier two and three interventions; analyzes and monitors student data and interventions school-wide; shares successful interventions and strategies with the team; leads conversations about student progress and interventions in the math professional learning communities and Collaborative Problem Solving Teams (CPST)

Nicole Stewart, 4th Grade ELA Teacher

Provides information about fourth grade language arts instruction to the team; participates in the district level MTSS training; delivers tier one and tier two interventions and works with the other staff members to implement tier two and three interventions; analyzes and monitors student data and interventions school-wide; shares successful interventions and strategies with the team; leads conversations about student progress and interventions in the language arts professional learning communities and Collaborative Problem Solving Teams (CPST)

Melissa Vann, 4th Grade Math Teacher

Provides information about fourth grade math instruction to the team; participates in the district level MTSS training; delivers tier one and tier two interventions and works with the other staff members to implement tier two and three interventions; analyzes and monitors student data and interventions school-wide; shares successful interventions and strategies with the team; leads conversations about student progress and interventions in the math professional learning communities and Collaborative Problem Solving Teams (CPST)

Debbie Gelwicks, 5th Grade ELA Teacher

Provides information about fifth grade language arts instruction to the team; participates in the district level MTSS training; delivers tier one and tier two interventions and works with the other staff members to implement tier two and three interventions; analyzes and monitors student data and interventions school-wide; shares successful interventions and strategies with the team; leads conversations about student progress and interventions in the language arts professional learning communities and Collaborative Problem Solving Teams (CPST)

Jill Snodgrass, 5th Grade Math Teacher

Provides information about fifth grade math instruction to the team; participates in the district level MTSS training; delivers tier one and tier two interventions and works with the other staff members to implement tier two and three interventions; analyzes and monitors student data and interventions school-wide; shares successful interventions and strategies with the team; leads conversations about student progress and interventions in the math professional learning communities and Collaborative Problem Solving Teams (CPST)

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?

Don Brewer Elementary's MTSS leadership team meets once a month. During these meetings, the MTSS leadership team works to analyze and discuss student data, determining the students that need interventions for either academics and/or behavior. The leadership team works together to develop interventions and provide support for the teachers to implement them in the classroom. The team monitors the implementation of tier two and three interventions, determining if they are successful or if additional interventions need to be implemented. The MTSS team will also attend all district level trainings and present the information to the faculty and staff so that all are informed about the Response to Intervention process and are able to provide ideas for tier two and tier three interventions. Members of the leadership team work with Collaborative Problem Solving Teams, school-based committees, and Professional Learning Communities to talk about individual students, review data, implement interventions, and monitor RtI activities. In addition, the MTSS team will look at school-wide data to determine the specific needs of the school, grade level, and/or subject areas. As a team, professional development will be designed to best meet the needs of the school.

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

The MTSS leadership team will lead in the development of strategies, anticipated barriers, evaluation tools, and monitoring processes contained within the School Improvement Plan. This will ensure that there is input from all grade levels and subject areas. Once the plan has been drafted, the leadership team will take the initial strategies to the faculty to seek their input about the content of the school improvement plan. From there, ideas will be implemented into the plan so that all interventions/strategies can be implemented with fidelity, quality, and consistency. The MTSS team will also serve as a group that will help to monitor the implementation of the plan. Members of the team will work in their Professional Learning Communities of teachers to develop strategies and actions that will ensure students meet designated targets. The MTSS leadership team will review and monitor data at monthly leadership team meetings to help determine if strategies are being implemented and targets are being met, as specified in the School Improvement Plan.

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.

The data sources that will be used to summarize data for reading, math, science, and writing will come from 2011-2012 FCAT, FAIR, district reading, math, and science benchmarks, district writing prompts, district Progress Monitoring Assessments in reading, math, and science, Developmental Reading Assessment 2 (DRA2), school-based progress monitoring assessments, performance tasks, end of the module assessments, and other classroom assessments. School staff will use the Pearson Insight to manage student data and make instructional decisions. All teachers will turn in quarterly profile sheets that will show student progress in all academic areas. Data meetings will be conducted by the principal and instructional coach each quarter to determine who needs additional support in the classroom. In addition, monthly Response to Intervention meetings will be held to discuss specific students and academic and/or behavior interventions set for them. Teachers will also

document intervention successes and next steps for students who are receiving tier two and tier three interventions. Data sources for behavior will come from reports generated on Genesis and Oncourse involving discipline referrals, absences, tardies, out of school suspensions, and in school suspensions.

Describe the plan to train staff on MTSS.

For the 2012-2013 school year, our focus for MTSS will be continuing to ensure that all students receive appropriate tier two and/or three interventions. During the past school year, our focus was on ensuring that each teacher was providing appropriate tier two interventions. This year, the staff will receive training on specific interventions to use for students, including Compass Odyssey, Great Leaps, 6 Minute Solution, Soar to Success, etc. Professional development will also include information for teachers on how to properly track and document interventions. The MTSS leadership team will also attend district level training together to learn any new information. Upon return to the school, the team will train the staff with any updates. MTSS Leadership team members will lead Collaborative Problem Solving Team meetings as needed and assist with Professional Learning Communities to share interventions and discuss students. Faculty and staff will participate in article studies during professional development in order to receive the most current information and discussion applications.

Describe the plan to support MTSS.

MTSS will be supported in a variety of ways. The team will attend district level training at the beginning of the year in order to be equipped with information to share with the staff. In addition, teachers will be trained on specific tier two and three interventions that can be used with their students. Support staff will provide the teachers with small group and individual interventions. When the team meets monthly, the members will analyze the data and look at the current state of the school. From there, the team will work together to determine how the team can further support the implementation of MTSS at Don Brewer.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Jennifer Collins, Principal
Debbie Gelwicks, 5th Grade Language Arts Teacher
Nicole Stewart, 4th Grade Language Arts Teacher
Kara Permuy, 4th Grade Language Arts Teacher
Leslie Godley, 3rd Grade Language Arts Teacher
Mary Hughes, ESE Liaison

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

The Literacy Leadership Team (LLT) will meet quarterly to review student data and how the school is progressing on meeting the goals outlined in the School Improvement Plan. While reviewing data, we will also determine the type of professional development that our teachers need in the area of reading through surveys, observations, and exit tickets. The team will develop specific professional development sessions that will help address these areas of need and provide next steps for teachers. As a team, members will ensure that all students are supported in the area of reading and writing by meeting in PLCs and grade level meetings. The LLT will also lead the major initiatives related to reading this year, including reading kick-off activities, reading celebration, monitoring of students meeting the reading habit standard, and the Read It Forward Jax district initiated program.

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

The LLT will focus on unpacking the Common Core State Standards as it relates to our work in literacy. In addition, the LLT will focus on Annual Measurable Objectives that specific subgroups will need to achieve in order to close the achievement gap as well as the needs/growth of our bottom quartile students in reading. When we meet, the LLT will focus on the progress of these students to ensure that they are making learning gains. The team will also work with teachers to provide professional development in the literacy area. Some of the areas the LLT will focus on through Professional Learning Communities are Common Core standards, text complexity, close reading, and incorporating literacy across all content areas. The LLT will also support teachers by modeling lessons and using data to determine focus lessons that our students need.

*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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In 2013, 25% (125) of students will score at Achievement Level 3 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 27% (82) of students scored Achievement Level 3 in reading.	In 2013, 25% (125) of students will score Achievement Level 3 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	1A.1. Daily readers' workshop not implemented with consistency and fidelity.	1A.1. Teachers will implement the workshop model consisting of the mini-lesson, work period, and closure every day in the classroom	1A.1. Principal, Instructional Coach, and Reading Teachers	1A.1. Walk throughs will be conducted to ensure the workshop model is being fully implemented across all grade levels.	1A.1. Classroom Walk-Through forms, Lesson Plans, Daily Agenda/Schedules, Charts, Reading Benchmark Results, FCAT Results.
2	1A.2. Some students are below grade level in reading.	1A.2. Teachers will administer the DRA 2 twice a year (at beginning and end), and again in January to the students who are below grade level, and use the Focus for Instruction to meet with guided reading groups on a regular basis.	1A.2. Reading Teachers	1A.2. Classroom walk throughs will be conducted for evidence of guided reading, focus for instruction, data notebooks, conference logs, etc.	1A.2. DRA 2, FAIR, Data Notebook, Conference Logs, Skill assessments
3	1A.3. Lack of rigor in the classroom; texts	1A.3. Teachers will use read alouds to model effective reading strategies (think alouds).	1A.3. Reading Teachers	1A.3. Data from benchmark assessments, skill assessments, progress monitoring assessments, etc. will be utilized to determine if students are meeting the standards.	1A.3. Skills tests results, benchmark assessment, and PMA data.
4	1A.4. Lack of daily sustained independent reading	1A.4. Teachers will track independent reading at home and school to determine if students are meeting reading goals.	1A.4. Reading Teachers, Parents	1A.4. Teachers will use response logs to determine if students are meeting the reading standard.	1A.4. Response Logs and classroom charts
5	1A.5. Background knowledge and limited vocabulary	1A.5. Teachers will implement vocabulary/word study in daily lessons and build background knowledge.	1A.5. Reading teachers	1A.5. Teachers will introduce vocab/word study in the skills block of readers' workshop.	1A.5. Notebooks, lesson plans, FCAT results, and benchmark results
6	1A.6. Limited vocabulary and background knowledge.	1A.6. Teachers will expose students to complex text through high quality read alouds using literature from the	1A.6. Reading teachers	1A.6. Focus walks will be conducted to observe read alouds and lesson plans.	1A.6. Benchmark results, PMA, student usage with appropriate meaning/application,

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:

In 2013, 43% (215) of students will score at or above achievement levels 4 in reading.

2012 Current Level of Performance:

2013 Expected Level of Performance:

In 2012, 41% (122) of students will score at or above achievement levels 4 in reading.

In 2013, 43% (215) of students will score at or above achievement levels 4 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	2A.1. Students not challenged in higher level learning activities	2A.1. Teachers will increase percentage of questioning and student engagement strategies that involve high level thinking through questioning.	2A.1. Principal, Standards Coach	2A.1. Leadership Team will conduct focus walks to determine if higher level questions are being asked frequently.	2A.1. Focus Walk Rubrics, Observation Notes, Lesson Plans
2	2A.2. Lack of previous exposure to higher level thinking	2A.2. Teachers will utilize literature circles with an emphasis on literary analysis.	2A.2. Reading teachers, principal	2A.2. Principal will conduct classroom focus walks to observe literature circles.	2A.2. Reading Journals, lesson plans, classroom observation notes and focus walk rubrics
3	2A.3. Lack of prior exposure to work origin and affix understanding	2A.3. Teachers will conduct vocabulary and word studies using derivatives, affixes, and word origins.	2A.3. Reading teachers	2A.3. Teachers will collaborate to look at student work to determine if students are mastering word knowledge.	2A.3. Student work and lesson plans, Informal and Formal Assessment Data
	2A.4. Lack of Background knowledge	2A.4. Teachers will provide enrichment	2A.4. Principal, Reading Teachers	2A.4. Principal will look at lesson plans to review	2A.4. Lesson Plans, Focus Walk

4	activities and activities that will build background knowledge by using complex text	activities being provided for students. Charts, reading journals and	Rubric, Student Reading Journals
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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:

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:

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, 75% (375) of students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 72% (349) of students made learning gains in reading.	In 2013, 75% (375) of students 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	3A.1. Students coming into each grade at various levels (below, at, and above grade level.)	3A.1. Teachers will use leveled readers to differentiate instruction for all students.	3A.1. Reading teachers, principal	3A.1. Students will select book bags with leveled text. Evidence of student strengths, weaknesses, and reading habits will be noted in conference logs.	3A.1. Student book bags, conference logs, lesson plans
2	3A.2. Student motivation	3A.2. Students will set goals for themselves in reading based on their needed areas of improvement	3A.2. Reading teachers	3A.2. Teachers and students will look at student goals on a regular basis to re-evaluate or celebrate accomplished goals.	3A.2. Goal setting sheets, data from assessments to help set goals.
3	3A.3. Time, continuous need for repetition	3A.3. Teachers will reteach and remediate based upon the identified student weakness.	3A.3. Reading teachers, volunteers, safety net tutors	3A.3. Teachers analyze data and grade recovery/remediation opportunities are provided to students	3A.3. Progress monitoring assessments, posttests. grade recovery, student

					work, FCAT results
4	3A.4 Time to analyze data and collaborate; in depth knowledge of analyzing data	3A.4. Teachers will analyze data and utilize ongoing progress monitoring through scheduled Professional Learning Communities.	3A.4. Reading teachers, Principal	3A.4. Principal and teachers will analyze data to determine reading gains.	3A.4. Data tracking sheets, Benchmark assessment, student work, Progress Monitoring Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
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:	In 2013, 77 % (96) of students in the lowest 25% will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 74% (90) of students in the lowest 25% made learning gains in reading.	In 2013, 77% (96) of students in the lowest 25% 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	4A.1. Some students are not successful in Tier 1 interventions	4A.1. Teachers will utilize appropriate Tier 2 and Tier 3 interventions during Response to Intervention time.	4A.1. MTSS leadership team, reading teachers	4A.1. Pre and Post assessment data will determine the effectiveness of such interventions.	4A.1. DRA 2 results, Class profile sheets, class reports, Lesson Plans, data notebooks, and FCAT results.
2	4A.2. Resources needed to differentiate instruction for struggling students	4A.2. Teachers will utilize FAIR results and activities from the FCRR and the decision tree to make instructional	4A.2. Reading teachers, Principal	4A.2. During professional development sessions, the FAIR results will be analyzed to determine individual student's areas	4A.2. FAIR results, profile sheets, lesson plans

		decisions and plan lessons.		of weakness.	
3	4A.3. Many bottom quartile students are in the Students with Disabilities subgroup.	4A.3. ESE teachers will push in to general education classrooms and pull out students for intensive instruction.	4A.3. ESE teacher and reading teacher	4A.3. ESE student tracking sheets and documentation of lesson plans and anecdotal notes will be looked at on a regular basis.	4A.3. ESE small group lesson plans, anecdotal notes
4	4A.4. Students may miss core instruction due to the need of remediation in reading.	4A.4. Full Service and SAI tutors and volunteer teachers will provide differentiated learning in small group tutoring before, during, or after school (but not during core instruction).	4A.4. Full Service/SAI Teachers	4A.4. Pre and post assessment data will be reviewed in order to determine if students receiving tutoring are making progress	4A.4. Reports, benchmark/FCAT results of participating students

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 # In six years, the achievement gap will be reduced by 50% and 85% of students will meet their reading performance target. 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, white students not making satisfactory progress in reading will decrease to 17% (15) and black students not making satisfactory progress in reading will decrease to 38% (31).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 19% (17) of white students and 40% (33) of black students did not make satisfactory progress in reading.	In 2013, 17% (15) of white students and 38% (31) of black students will not make satisfactory 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
1	5B.1. Time to identify subgroups; Clarity to identify subgroups.	5B.1. Teachers will identify and monitor progress of white and black students in his/her class.	5B.1. Principal, Leadership Team	5B.1. Principal, RTI team, and teachers will review target students at data meetings to determine growth or continued areas of weakness.	5B.1. Student performance, on informal and formal assessments, FCAT results
2	5B.2. Teachers are uncertain of appropriate strategies to utilize with the black subgroup to increase proficiency.	5B.2. Teachers will work with and utilize the Literacy Leadership Team to develop a plan of action for students in the black subgroup who are not proficient.	5B.2. Principal, leadership team	5B.2. Literacy Leadership Team and teachers will review progress of students in these subgroups.	5B.2. Literacy Leadership team documentation, student learning plans FCAT results
3	5B.3. Students are not being exposed to complex enough texts	5B.3. Teachers will integrate complex texts into read alouds and provide support/scaffolding for	5B.3. Principal and Standards Coach	5B.3. The principal will review Lesson Plans and conduct focus walks looking for the use of complex texts and the	5B.3. Lesson Plans, Focus Walk Rubrics

students.

support

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.

N/A

Reading Goal #5C:

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.

In 2013, Students with Disabilities (SWD) not making satisfactory progress in reading will decrease to 30% (10).

Reading Goal #5D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

In 2012, 34% (12) of Students with Disabilities (SWD) did not make satisfactory progress in reading.

In 2013, 30% (10) of Students with Disabilities (SWD) will not make satisfactory 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
1	5D.1. ESE students need additional interventions.	5D.1. Teachers will implement RTI in morning skills block and additional interventions as needed.	5D.1. Leadership team, ESE teachers	5D.1. Leadership team will monitor and track student achievement data for students within this subgroup.	5D.1. Attendance and RtI documentation
2	5D.2. Some students in the Students in the Disabilities subgroup are falling behind in reading.	5D.2. ESE teachers will push in during instruction and pull out students for remediation as needed.	5D.2. ESE Teacher and Reading teacher	5D.2. At quarterly data meetings, teachers, instructional coach, and principal will review SWD student data and student performance on both informal and formal assessments.	5D.2. Student data from informal and formal assessments, FCAT results
3	5D.3. ESE teachers do not know the exact lesson plans/activities of the general education teachers.	5D.3. General Education and special education teachers will participate in collaborative planning on a regular basis.	5D.3. Classroom Teacher, ESE Teacher	5D.3. Principal will review lesson plans on a regular basis in order to determine if common planning is occurring between general education and ESE teacher. Instructional Coach will also participate in	5D.3. Class monitoring sheets, Lesson Plans, Collaborative Planning team notes, FCAT results

				collaborative planning to determine the impact on student achievement data.	
4	5D.4. Fluency is not at grade level.	5D.4. ESE teachers and Instructional Paraprofessionals will provide fluency support to ESE students through Great Leaps.	5D.4. ESE teachers, Instructional paraprofessionals	5D.4. Classroom and ESE teachers will conduct fluency checks on a regular basis to determine if ESE students are becoming more proficiency in their fluency.	5D.4. Great Leaps data, fluency checks

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, Economically Disadvantaged students not making satisfactory progress in reading will decrease to 34% (20).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 37% (23) of economically disadvantaged students did not make satisfactory progress in reading.	In 2013, Economically Disadvantaged students not making satisfactory progress in reading will decrease to 34% (20).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Identifying students background (new students to class/mobility rate)	5E.1. Teachers will monitor progress of students in the Economically Disadvantaged subgroup in his/her class, student by student.	5E.1. Principal, MTSS team, and teachers	5E.1. Principal, MTSS team, and teachers will review targeted students at data meetings to determine growth or continued areas of weakness.	5E.1. Student data, student performance on informal and formal assessments, FCAT results
2	5E.2. Some students are not successful with tier one interventions (core instruction).	5E.2. Teachers will implement tier two and/or three interventions with students in the subgroup not reaching proficiency.	5E.2. ESE teachers, Reading Teachers	5E.2. Principal will review progress of students receiving tier two and tier three students through monthly Response to Intervention meetings and quarterly data chats.	5E.2. FCAT Results, RTI assessments
3	5E.3. Children coming to school with knowledge of fewer vocabulary words	5E.3. Teachers will teach vocabulary through real life situations including drama, pictures, paraphrasing, and synonyms/antonyms to understand the meaning of words.	5E.3. Principal, Instructional Coach	5E.3. Principal and Instructional Coach will conduct walk throughs in which they will review vocabulary work and student work that reflects students' understanding of new words.	5E.3. Focus Walk Rubrics, Lesson Plans, Formal and Informal Assessment Data

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
Blending Instruction with the Common Core State Standards (Text Complexity, Close Reading, etc.)	3rd, 4th, and 5th Grade Reading Teachers	Jennifer Collins, Principal Michelle Hinkley, Instructional Coach	3rd, 4th, and 5th grade Reading teachers	September, October, November 2012; January, February, March, May 2013	The Principal will observe in classrooms to determine if teachers are blending the CCSS with instruction. The Principal will also look at classroom artifacts (journals, reading notebooks, lesson plans, etc.) that will show evidence of CCSS integration.	Principal
Reading Continuous Learning Cycle: Vocabulary	5th Grade Reading Teachers	Michelle Hinkley, Instructional Coach	5th grade Reading teachers	November/December 2012	During the cycle, the coach and teachers will observe and debrief lessons in each other's classroom. After the Principal will continue to monitor the implementation of the strategies learned cycle is complete, the	Principal, Instructional Coach
Teaching with Poverty in Mind book study	3rd, 4th, and 5th Grade Reading Teachers	Jennifer Collins, Principal	School-wide	Summer 2012, Preplan 2012	The Principal will look at lesson plans and observe lessons to determine if teachers are implementing strategies from the book study.	Principal
Reading Professional Learning Communities	3rd, 4th, and 5th Grade Reading Teachers	Jennifer Collins, Principal Michelle Hinkley, Instructional Coach	3rd, 4th, and 5th grade Reading teachers	Monthly PLC meetings	Principal will conduct focus walks/classroom walk throughs to determine if strategies are being implemented. Teachers will bring an artifact from the new learning to the upcoming PLC.	Principal
Reading Rounds (Peer Observation and Debriefing)	3rd, 4th, and 5th Grade Reading Teachers	Michelle Hinkley, Instructional Coach	3rd, 4th, and 5th Grade Reading Teachers	Monthly	Instructional Coach will implement and monitor peer observations by teachers. Teachers will complete 2+2 form in which they will write two praises and two suggestions. The Instructional Coach will monitor the implementation of strategies	Instructional Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1A.6. Teachers will expose students to complex text through high quality read alouds using literature from the Common Core standards Appendix B.	Complex texts, both literary and informational	Instructional Materials	\$500.00
2A.2. Teachers will utilize literature circles with an emphasis on literary analysis.	Books for use in literature circles and small groups	Instructional Materials	\$500.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
4A.4. Full Service and SAI tutors and volunteer teachers will provide differentiated learning in small group tutoring before, during, or after school (but not during core instruction).	Tutors and teachers to provide remediation for students in the bottom quartile.	SAI/Full Service Schools Grant	\$2,000.00
			Subtotal: \$2,000.00
Grand Total: \$3,000.00			

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

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, 26% (130) students will score at Achievement Level 3 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 31% (93) of students score at Achievement Level 3 in mathematics.	In 2013, 26% (130) of students will score at Achievement Level 3 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Two different math curriculums	1A.1. Teachers will continue using the math workshop model with emphasis on using Math Investigations, with enVision as a supplement.	1A.1. Principal, Math teachers, Standards Coach	1A.1. Classroom Walk-Throughs will be conducted to ensure that teachers are utilizing the math workshop model and both Math Investigations and enVision are being implemented to align with the test specifications provided	1A.1. Lesson plans, focus walk rubrics, teacher made charts
2	1A.2. Students' lack of prior/background knowledge	1A.2. Teachers will utilize small group instruction and conferencing to meet the needs of all students. Teachers will also utilize LSA modules to assess prior/background knowledge.	1A.2., Principal, Standards Coach, Math teachers	1A.2. Principal will monitor small group instruction, conferencing notes, and lesson plans.	1A.2. Data Notebooks, Student Portfolios, focus walk rubrics
3	1A.3. Lack of aligned supplemental materials	1A.3. Teachers will collaborate to find supplemental resources that have been vetted in the NGSS (CPALMS, Beacon Center of Learning, NCTM).	1A.3. Math Committee, Standards Coach	1A.3. Ongoing assessments will be administered and data analyzed to determine if students are proficient.	1A.3. Benchmarks, LSA, PMA, FCAT results

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

1b. Florida Alternate Assessment: Students scoring at 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:	In 2013, 47% (235) of students will score at or above Achievement Levels 4 and 5 in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 45% (218) of students scored at or above Achievement Levels 4 and 5 in mathematics.	In 2013, 47% (235) of students will score at or above Achievement Levels 4 and 5 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Teachers usually need to focus on bottom quartile students due to the lack of ability to work independently without teacher assistance.	2A.1. Teachers will differentiate instruction to engage and challenge students such as journal prompts, technology, task cards, etc. during the explore time of math workshop	2A.1. Principal, Standards Coach	2A.1. Principal and/or Standards Coach will conduct focus walks to determine utilization of enrichment activities in the classroom.	2A.1. Math Journals, Assessment Results, and Focus Walk Observation Rubrics
2	2A.2. Lack of time to work with high students	2A.2. Students will serve as peer tutors for other students allowing them the opportunity to practice reciprocal teaching to further their learning.	2A.2. Math teachers	2A.2. Observations, Focus Walks	2A.2. Focus Walk Rubrics, Observation Notes
3	2A.3. Students earning a 3, 4, or 5 on FCAT are not making gains	2A.3. Teachers will provide higher level students with enrichment activities/questions during the Response to Intervention block.	2A.3. Math teachers	2A.3. Teachers will look at work from enrichment activities to assess that students are making gains and showing growth.	2A.3. Exit tickets, math journals/notebooks
4	2A.4. Higher level students are not being challenged enough and need supplemental work.	2A.4. Teachers will encourage students to participate in Sunshine Math to facilitate higher level thinking. Teachers will incorporate it into their instruction and/or homework assignments.	2A.4. Math teachers	2A.4. Sunshine Math sheets will be provided to students on a weekly basis. Student progress will be tracked on a class profile sheet to determine progress.	2A.4. Sunshine Math profile sheets, Sunshine Math competition results at end of the year

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:	In 2013, 74% (370) of students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 71% (344) of students made learning gains in mathematics.	In 2013, 74% (370) of students will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Lack of previous professional development/knowledge in the Common Core Standards	3A.1. Teachers will integrate Mathematical Practices during Math workshop to help transition to the Common Core State Standards	3A.1. Principal, Standards Coach, Teachers	3A.1. The principal will conduct Focus Walks and review lesson plans on a regular basis to monitor that Mathematical Practices are being implemented.	3A.1. Focus Walk Rubrics and lesson plans
2	3A.2. Lack of time and resources for students to utilize technology for math	3A.2. 5th grade teachers will provide 5th grade students with more time to utilize laptop cart/computer lab to help prepare students for FCAT.	3A.2. Teachers, STC, Principal	3A.2. Assessments given on-line to determine proficiency of students' ability to take tests on-line.	3A.2. Teacher observations, computer lab schedule and data sheets
3	3A.3. Teachers are not proficient in the technology programs that are provided to our school such as (Compass Odyssey, Destination Success).	3A.3. Teachers will integrate Compass Odyssey and Destination Success into the lessons in order to provide remediation.	3A.3. Teachers, STC, Principal	3A.3. Reports will be pulled from Destination Success, Compass Odyssey, and other programs to determine if teachers are using the programs and if students are making progress.	3A.3. Compass Odyssey, Destination Success reports
4	3A.4. Student lack of motivation and/or confidence to do well	3A.4. Students will set goals for themselves in math, based upon their needed areas of improvement	3A.4. Principal	3A.4. Teachers and students will meet to determine if students are meeting their goals, and celebrate their achievements together. They will look at both tracking and goal sheets to determine student performance and growth.	3A.4. Student tracking sheets, goal sheets, Benchmark/FCAT results, district math module 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:	
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:	In 2013, 65% (81) of students in the lowest 25% will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 61% (74) of students in lowest 25% made learning gains in mathematics.	In 2013, 65% (81) of students in the lowest 25% will make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	4A.1. Some students are struggling with concepts after the unit is complete.	4A.1. Teachers will reteach end of the unit assessments and provide remediation of class work. Teachers will reteach concepts in small group situations to target tier two and three students.	4A.1. Math Teachers, Standards Coach	4A.1. Teachers will provide remediation to students and analyze data to determine if reteaching was effective.	4A.1. Student data, Progress Monitoring Assessments, Remediation data, FCAT results
3	4A.2. Students may miss core instruction due to the need of remediation.	4A.2. Full Service and SAI tutors and volunteer teachers will provide differentiated learning in small group tutoring before, during, or after school (but not during core instruction).	4A.2. Principal, Full Service/SAI Teachers	4A.2. Pre and post assessment data will be reviewed in order to determine if students receiving tutoring are making progress.	4A.2. Reports, benchmark/FCAT results of participating students
	4A.3. Homework assistance; participation in parent nights	4A.3. Teachers will have open lines of communication and	4A.3. Parents, Teachers	4A.3. Data will be looked at to see if there is an increase in parental	4A.3. Logs of attendance, volunteer hours,

4	provide numerous opportunities for parental involvement.	involvement.	nightly planner being signed, School Climate survey results
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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 #					
	In six years, the achievement gap will be reduced by 50% and 84% of students will meet their math performance target.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71	73	76	79	81	

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, white students not making satisfactory progress in math will decrease to 15% (13) and black students not making satisfactory progress in reading will decrease to 22% (20).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 17% (15) of white students and 22% (22) of black students did not make satisfactory progress in math.	In 2013, 15% (13) of white students and 22% (20) of black students will not make satisfactory progress 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	5B.1. Uncertainty of students in subgroups	5B.1. Teachers will identify the students who are in the black and white subgroup to help with instruction to meet each child's academic ability.	5B.1. Math Teachers, Principal, Leadership Team	5B.1. At professional learning communities and leadership team meetings, teachers and principal will review student data and student performance on both informal and formal assessments to determine progress.	5B.1. Student data from informal and formal assessments, FCAT Results, assessments
2	5B.2. Limited personnel to provide Tier 2 and 3 interventions	5B.2. The school will utilize ESE Teachers, Guidance Counselor, and other personnel as necessary to provide Tier 2 and 3 interventions	5B.2. Math Teachers, ESE Teachers, Guidance Counselor, Standards Coach	5B.2. Principal will review student progress through RtI data tracking sheets.	5B.2. FCAT and benchmark results, RtI data tracking sheets district module assessments
3	5B.3. Limited resources to use with students	5B.3. During their planning meetings, math teachers will research and discuss how best to utilize new resources to meet the needs of individual students.	5B.3. Math Teachers, Instructional Coach	5B.3. Utilization of appropriate resources during RtI and Math Workshop to differentiate instruction for students will be evident.	5B.3. Lesson Plans, Observations, Focus Walk Rubrics

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.	N/A
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Mathematics Goal #5C:					
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:	In 2013, Students with Disabilities (SWD) not making satisfactory progress in mathematics will decrease to 17% (8).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 19% (10) of Students with Disabilities (SWD) did not make satisfactory progress in mathematics.	In 2013, 17% (8) of Students with Disabilities (SWD) will not make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	5D.1. Students are performing below grade level standards.	5D.1. ESE teachers will implement Number Worlds to help alleviate the gap and assist general education teacher during Math Workshop.	5D.1. ESE Teacher, Math Teachers	5D.1. Number Worlds Tracking Sheets will be looked at to determine progress of students in group.	5D.1. Number Worlds data
3	5D.2. Some students in the SWD subgroup are falling behind in math or are below grade level.	5D.2. ESE teachers will push in and pull out as needed to support students.	5D.2. ESE teachers, Teachers	5D.2. Classroom and ESE teachers will review data on a regular basis to ensure that students are progressing. Principal will conduct focus monitor ESE instruction walks on a regular basis to	5D.2. Focus walk rubrics, ESE student data, FCAT results
4	5D.3. ESE teachers are unaware of the content/activities in math classrooms.	5D.3. General education and special education teachers will participate in collaborative planning on a regular basis.	5D.3. Classroom Teacher, ESE Teacher, Principal	5D.3. Principal will review lesson plans to determine if common planning has occurred. Instructional Coach will also participate in collaborative planning to determine the impact on student achievement data.	5D.3. Lesson Plans, Collaborative Planning team Notes, Assessment Data

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:		In 2013, Economically Disadvantaged students not making satisfactory progress in mathematics will decrease to 25% (30).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2012, 27% (32) of Economically Disadvantaged students did not make satisfactory progress in mathematics.		In 2013, 25% (30) of Economically Disadvantaged students will not make satisfactory progress in mathematics.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Lack of teacher knowledge of strategies to encourage and motivate economically disadvantaged students.	5E.1. Teachers will utilize strategies from the school wide book talk, Teaching with Poverty in Mind.	5E.1. Principal, Teachers	5E.1. Teachers are implementing strategies learned from book Teaching with Poverty in Mind on a regular basis.	5E.1. Classroom observations, lesson plans
2	5E.2. Need for more intensive remediation, lack of personnel to assist	5E.2. The school will utilize ESE Teachers, Guidance Counselor, and other personnel as necessary to provide Tier 2 and 3 interventions.	5E.2. Math Teachers, ESE Teachers, Guidance Counselor	5E.2. Principal will review student progress through RtI data tracking sheets.	5E.2. FCAT and benchmark results, RtI data tracking sheets district module assessments
3	5E.3. Identifying students background (new students to class/mobility rate)	5E.3. Teachers will monitor progress of students in the Economically Disadvantaged subgroup in his/her class, student by student.	5E.3. Principal, MTSS team, teachers	5E.3. Principal, leadership team, and teachers will review targeted students at data meetings to determine growth or continued areas of weakness.	5E.3. Student data, student performance on informal and formal assessments, FCAT results

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
MathProfessional Learning Communities	3rd, 4th, 5th Math Teachers	Jennifer Collins, Principal Michelle Hinkley, Standards Coach	3rd, 4th, 5th Math Teachers	Monthly PLC Meetings	Principal will conduct focus walks to determine if strategies are being implemented. Teachers will bring an artifact from new learning to upcoming PLC.	Principal
Common Planning Time among Content Specific Grade Level Math Teachers	Grade Level Math Teachers	Jennifer Collins, Principal, Michelle Hinkley, Standards Coach	3rd, 4th, 5th Math Teachers	½ day every 6 weeks	Instructional Coach will conduct focus walks to determine if strategies are being implemented. Teachers will bring an artifact from new learning to upcoming resource day and completed instructional focus calendar.	Instructional Coach

Common Core State Standards (Focusing on Implementation of Mathematical Practices)	3rd, 4th, 5th Math Teachers	Jennifer Collins, Principal, Michelle Hinkley, Standards Coach	3rd, 4th, 5th Math Teachers	Early Release Days, PLC Meetings	Principal will conduct focus walks to determine if strategies are being implemented.	Principal
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
2A.4. Teachers will encourage students to participate in Sunshine Math to facilitate higher level thinking. Teachers will incorporate it into their instruction and/or homework assignments.	Sunshine Math copies, awards	PTA, Supplies and Printing	\$400.00
			Subtotal: \$400.00
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
4A.2. Full Service and SAI tutors and volunteer teachers will provide differentiated learning in small group tutoring before, during, or after school (but not during core instruction).	Full Service schools and SAI tutors to address the needs of students.	SAI/Full Service Schools Grant	\$2,500.00
			Subtotal: \$2,500.00
			Grand Total: \$2,900.00

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, 15% (22) of students will score at above Achievement Levels 4 and 5 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 11% (18) of students scored at or above Achievement Levels 4 and 5 in science.	In 2013, 15% (22) of students will score at or above Achievement Levels 4 and 5 in science.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Lack of student prior knowledge including vocabulary and scientific process; lack of materials	1A.1. Third and fourth grade teachers will utilize the district learning schedule as a guide for implementing engaging hands-on science exploration using the 5E instruction model. Teachers will also use strategies such as graphic organizers and word banks to increase vocabulary.	1A.1. 3rd and 4th grade science teachers	1A.1. Teachers will analyze data from common assessments to monitor progress toward benchmark proficiency (70% on common assessments).	1A.1. Assessments aligned with NGSSS, FCAT test specifications and content limits; FCAT and district benchmark results
2	1A.2. Gaps in science instruction from kindergarten through fourth grade	1A.2. Fifth grade teachers will utilize the P-SELL science research project with students.	1A.2. District Science coaches, 5th grade science teachers	1A.2. Students will take a pre and post test to determine the effectiveness of the PSELL research project.	1A.2. PSELL pre and post assessment results, benchmark results, FCAT results
3	1A.3. Interruption in instructional time	1A.3. Teachers will provide consistent science instruction prioritizing the "Essential Exploration" identified by the learning schedule.	1A.3. Principal, Science teachers	1A.3. Principal will conduct classroom focus walks, review lesson plans, and monitor daily schedules.	1A.3. Assessments, lesson plans, focus walk rubrics, and FCAT results
4	1A.4. Literacy is not being integrated among other subject areas.	1A.4. Teachers will allow students time to write in science through the use of science journals.	1A.4. Science teachers	1A.4. Teachers will review student journals to determine their understanding of science skills.	1A.4. Science Journal responses

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

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:

In 2013, 15% (22) of students will score at above Achievement Levels 4 and 5 in science.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, 11% (18) of students scored at or above Achievement Levels 4 and 5 in science.			In 2013, 15% (22) of students will score at above Achievement Levels 4 and 5 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
1	2A.1. Computer access for the entire class, lack of materials for actual science lab	2A.1. Teachers will utilize district resources such as Gizmos, to enhance learning.	2A.1. Science teachers	2A.1. Principal will observe Gizmo lessons in classrooms and track the progress of students who receive instruction using Gizmos.	2A.1. Assessment aligned with NGSSS, FCAT test specifications, and content limits.
2	2A.2. Students are not making connections between observations from hands-on explorations and concepts being taught.	2A.2. Teachers will implement higher order questioning techniques and provide students with opportunities to explain their thinking by writing and sharing ideas with classmates.	2A.2. Science teachers	2A.2. Students will provide written responses to essential questions provided by the learning schedule.	2A.2. Performance task rubric provided in the learning schedule
3	2A.3. Lack of materials and time at home to complete a project	2A.3. Teachers and students will work toward the completion of a Science Fair/Invention Convention project to improve their scientific inquiry and discovery.	2A.3. Science teachers, Science committee	2A.3. Teachers at each grade level will create a common assessment tool to evaluate the student created projects.	2A.3. Science Fair/Invention Convention project rubrics

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
PSELL Science Training	3rd, 4th, and 5th Grade Science	Michelle Hinkley, Coach	3rd, 4th, and 5th Grade Teachers	Monthly PLC meetings	Principal will conduct focus walks to determine if strategies are being implemented. Teachers will bring an artifact from new learning to the upcoming PLC.	Principal, Instructional Coach
PD Content /Topic and/or PLC Focus	5th Grade Science	District Coaches/ PSELL Project Trainers	5th Grade Science Teachers	Pre-plan, September 2012	The district coaches will visit 5th grade classrooms in order to determine if teachers are implementing the PSELL activities.	District Coaches, Instructional Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1A.1. Third and fourth grade teachers will utilize the district learning schedule as a guide for implementing engaging hands-on science exploration using the 5E instruction model. Teachers will also use strategies such as graphic organizers and word banks to increase vocabulary.	Consumable materials for science hands-on activities and experiments	Teacher Supplies	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
2A.3. Teachers and students will work toward the completion of a Science Fair/Invention Convention project to improve their scientific inquiry and discovery.	Materials for Science Fair/Invention Convention	Teacher Supplies	\$200.00
			Subtotal: \$200.00
			Grand Total: \$700.00

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, 60% (90) of students will score at Achievement Level 3.0 and higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 56% (84) of students scored at Achievement Level 3 or higher in writing.	In 2013, 60% (90) of students will score at Achievement Level 3.0 and higher 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	1A.1. Need for writing consistency at each grade level	1A.1. Students will use the writing process daily through Writer's Workshop; all writing will be dated and recorded in a notebook and portfolio for monitoring of growth over time.	1A.1. Writing teachers, Instructional Coach, Principal	1A.1. Upon request, students will produce writing folders, notebooks, etc. that will be reviewed by the teacher, coach, Principal, etc.	1A.1. Student writing notebooks, writing portfolios
2	1A.2. Limited released samples of writing and uncertainty of state scoring	1A.2. Teachers and students will look at released anchor papers and student work samples to analyze examples of writing that meets the standard.	1A.2. Writing teachers	1A.2. Writing teachers and students will work together to analyze student samples using writing rubrics, discussing which elements meet the standard.	1A.2. Student work, prompt responses, writing notebooks, writing portfolios
3	1A.3. Students may not see importance of practice writing prompts.	1A.3. Students will take mock writing FCAT tests as well as participate in district writing prompts, to track progress.	1A.3. Writing teachers	1A.3. Samples of prompts will be analyzed and the results will be used to determine safety net/remediation groups.	1A.3. FCAT mock test results, district prompt results, Insight data, class writing profile sheets
4	1A.4. Students may be missing prerequisite skills in writing.	1A.4. Instructional paraprofessionals, coach, and/or teachers will facilitate small group and/or individual instruction for struggling writers.	1A.4. Instructional paraprofessionals, Instructional Coach, writing teachers	1A.4. Writing teachers will look at daily writing/monthly writing prompts to assess growth over time.	1A.4. Writing samples/portfolios, FCAT Writes results
5	1A.5. There is not enough time during the day for writing; Students need extra writing practice.	1A.5. Principal and Instructional Coach will conduct an "After School Writing Academy" for struggling writers.	1A.5. Principal, Instructional Coach	1A.5. Pre and post writing prompts will be administered to students in order to determine student growth and progress.	1A.5. Prompt responses (pre and post), FCAT Writes responses

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

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
Writing Professional Learning Communities (Analysis of Student Work, Scoring, Rubrics)	3rd, 4th, and 5th grade Writing Teachers	Jennifer Collins, Principal, Michelle Hinkley, Instructional Coach	3rd, 4th, and 5th Grade Writing Teachers	Monthly PLC Meetings	Principal and Instructional Coach will conduct class walk-throughs/focus walks to determine if strategies are being implemented. As focus walks are conducted, the Principal and Coach will look at writing notebooks and portfolios to determine student growth and progress. Teachers will bring an artifact from new learning to the upcoming PLC.	Jennifer Collins, Principal, Michelle Hinkley, Instructional Coach
Updates to FCAT Writes 2013	3rd, 4th, and 5th grade Writing Teachers	Jennifer Collins, Principal, Michelle Hinkley, Instructional Coach	3rd, 4th, and 5th Grade Writing Teachers	Monthly PLC Meetings	Principal will monitor writing prompt scores to determine student progress toward a score point of 4.0 on the FCAT.	Jennifer Collins, Principal
Writing Across Content Areas/Common Core State Standards	All teachers	Michelle Hinkley, Instructional Coach	All teachers	Early Release Training... November	Principal will conduct classroom walk throughs and look at lesson plans to determine how writing is being integrated in all subject areas.	Jennifer Collins, Principal, Michelle Hinkley, Instructional Coach

Writing Budget:

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

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

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	In 2013, 5% (25) of our students will have 20 or more absences, 24% (120) of our students will have excessive absences (10 or more), and 6% (30) of students will have excessive tardies (10 or more).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
In 2012, 6% (29) of students had 20 or more absences.	In 2013, 5% (25) of students will have 20 or more absences.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012, 27% (133) students had excessive absences 10 or more days).	In 2013, 24% (120) of students will have excessive absences (10 or more days).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
In 2012, 7% (33) of students had excessive tardies (10 or more).	In 2013, 6% (30) of students will have excessive tardies (10 or more).

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. Student transportation, vacations during the school year, parent schedules that cannot get students to school on time, lack of follow-through strategies	1.1. The Attendance Intervention Team (AIT) will meet monthly to receive referrals of students with excessive absences and/or tardies, and work together with parents to develop strategies for improving attendance.	1.1. Guidance Counselor, District Attendance Social Worker	1.1. Once the AIT has developed strategies with parents/guardians and they have been put into place, attendance/tardy data from each student will be analyzed to determine effectiveness.	1.1. Attendance and tardy logs, Attendance Intervention Team strategies, Individual student data
2	1.2. Time, parent transportation, missed buses	1.2. The Attendance Intervention Team will track absences of students and reward classes with the highest attendance rate each nine weeks.	1.2. Attendance Intervention Team	1.2. Attendance Intervention Team will monitor data of each class to determine if reward system is improving attendance rates.	1.2. Attendance data for students
	1.3. Parents don't	1.3. The Attendance	1.3. CRT,	1.3. Attendance/Tardy	1.3.

3	receive communication through students.	Intervention team will utilize the Duval Connect system, newsletters, and school website to promote attendance and arriving to school on time.	Attendance Intervention Team	data will be tracked after Parent Links and newsletters have provided important information to determine their effectiveness.	Attendance/tardy data
4	1.4 Students lack of effort if no tangible rewards are present	1.4. The Guidance Counselor will track student attendance through the use of a school-wide bulletin board/contest.	1.4. School Counselor	1.4. Attendance Intervention Team as well as teachers will monitor their specific student's attendance and encourage the class to win incentive.	1.4. Bulletin Board to show which classes are doing well.
5	1.5. High rate of absences and tardies in the school	1.5 The teachers and Guidance Counselor will work together on an Attendance committee in order to determine strategies and ideas to improve attendance.	1.5. Attendance team members, Guidance Counselor	1.5. The Attendance committee will analyze attendance/tardy data to determine if the strategies are effective.	1.5. Attendance and tardy data, Genesis and Oncourse reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Intervention Team Strategies	Guidance	Guidance Counselor	Guidance Counselor, Members of the Attendance Intervention Team	Monthly Attendance Intervention Team meetings	Analysis of Attendance/Tardy data	Attendance Intervention Team, Guidance Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1.2. The Attendance Intervention Team will track absences of students and reward classes with the highest attendance rate each nine weeks.	Rewards for classes who have the highest attendance rates each nine weeks	Student Awards	\$250.00
			Subtotal: \$250.00

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 2013, our school will have 5% (25) of our students suspended in-school and 3% (15) of students suspended out of school.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
In 2012, our school had 49 in-school suspensions.		In 2013, our school will have 45 in-school suspensions.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
In 2012, our school had 6 % (31) of our students suspended in-school.		In 2013, our school will have 5% (25) of our students suspended in-school.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
In 2012, our school had 27 out of school suspensions.		In 2013, our school will have 24 out of school suspensions.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
In 2012, our school had 4% (19) of our students suspended out of school.		In 2013, our school will have 3% (15) of our students suspended out of school.			
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 In 2013, our school will have 3% (15) of our students suspended out of school.	1.1. Teachers will use the district bullying curriculum, Second Step, with their students.	1.1. Classroom Teachers, Guidance Counselor	1.1. Lesson plans will be monitored to determine if teachers are providing instruction with this curriculum; Classroom Walkthroughs will reveal evidence of anti-bullying lessons.	1.1. Lesson plans, Discipline data specific to bullying conduct codes
2	1.2. Inconsistency of implementation of school-wide rituals/routines	1.2. Teachers will utilize CHAMPS in their classrooms and common areas.	1.2. CHAMPS trainer, Classroom teachers, Foundations team	1.2. Observations of student behaviors and teacher instruction will be noted during classroom observations, morning routines, cafeteria, playground, and other common areas.	1.2. Classroom discipline charts, Classroom observation notes, Genesis reports
3	1.3. Inconsistent discipline plans/expectations among classes	1.3. Teachers will utilize the school wide discipline plan developed by the work	1.3. Foundations Team, Classroom teachers	1.3. The Principal will monitor clipboard chart as well as number of referrals to determine if	1.3. Discipline data; Classroom clipboard charts

		of the Foundations team, which promotes positive behavior.		student behavior is improving.	
4	1.4. Students committing multiple offenses	1.4. The Guidance Counselor will work with a designated group of students who are struggling with their behavior on a weekly basis.	1.4. Guidance Counselor	1.4. The Principal and Guidance Counselor will review discipline reports and teacher feedback to determine if student in small group is showing improvement in behavior.	1.4. Discipline reports, referrals, teacher observations and feedback
5	1.5. Focus on negative behavior; Time due to no assistant principal	1.5. Teachers will reward students with positive referrals and "STAR" Days to promote good choices and behavior.	1.5. Principal, Classroom Teachers	1.5. The Principal will monitor the number of students receiving positive referrals and "STAR" Day treats on a regular basis.	1.5. "STAR" Day envelopes, positive referral data
6	1.6. Availability of resources	1.6 Guidance Counselor will develop and implement a school-wide character education program for students.	1.6. Guidance Counselor, Classroom Teachers	1.6. The Guidance Counselor will provide support to teachers and speak on the morning news. The Counselor will look at referral data to determine if this is effective on student behavior.	1.6. Referral and discipline data

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
Behavior Interventions/Strategies	All	Jennifer Collins, Principal; Foundations Team	School-wide	Early Release session: February	Discipline reports and referrals will be monitored to determine if teachers are using interventions in the classroom.	Guidance Counselor, Principal, Foundations Team
CHAMPS Training	All	Cassie DeLay, School-Based CHAMPS trainer	School-wide	Early Release/Faculty Meeting: January/February	Classroom Walk Throughs will be conducted to determine if teachers are implementing CHAMPS in the classroom.	Foundations Team, Principal
Second Step Training	All	Amanda Sheroff, Guidance Counselor	School-wide	Early Release sessions: November/March	Classroom Focus Walks will be conducted to observe Second Step lessons; Feedback from students will be collected to determine their attitudes/behavior as a result of Second Step lessons.	Guidance Counselor, Principal

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
1.5. Teachers will reward students with positive referrals and "STAR" Days to promote good choices and behavior.	Rewards for students who earn "STAR" day treats	Student Awards	\$250.00
			Subtotal: \$250.00
			Grand Total: \$250.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		In 2013, 50% (250) of families will participate in school-wide activities.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In 2012, 45% (218) of families participated in school-wide activities.		In 2013, 50% (250) of families will participate in school-wide activities.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parent work schedules, Conflicting schedules	1.1. The teachers will coordinate and implement a Family Academic Night in which they will provide parents with ideas and strategies for helping their children at home.	1.1. Principal, Family Academic Night teacher committees	1.1. The school leadership team will monitor student data of those students who attended Family Academic Night to determine effectiveness/impact on student achievement.	1.1. Family Academic Night attendance log, FCAT and district benchmark results
	1.1. Limited transportation, Students live in a	1.2. Teachers and Leadership Team will hold a parent night at a	1.2. Leadership Team, classroom teachers	1.2. Leadership Team will compare turnout at events hosted at	1.2. Parent attendance data (on campus and

2	variety of apartment complexes and neighborhoods.	local apartment complex in which many of our students live.		school to event hosted off-campus to determine if it has increased parental involvement.	off campus family nights)
3	1.3. Limited access to website, low readership of newsletters and flyers	1.3. School events will be published in the school newsletter, posted on the website and marquee, and sent through the Duval Connect system.	1.3. Principal, School Technology Coordinator, Instructional Coach	1.3. Parent survey will be issued to parents who attend evening events. Results of the survey will be analyzed to determine the most effective way of communication.	1.3. Results of parent survey; Sign in sheets from evening events
4	1.4. Low attendance at evening events and PTA meetings	1.4 Each grade level will present an evening performance for the parents and community.	1.4. Classroom Teachers	1.4. All parents will sign in when attending the performances. The Leadership Team will monitor the number of parents attending events to determine the effectiveness.	1.4. Sign in sheets from nightly events

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
Volunteer/Business Partner Training	All	Michelle Hinkley, Volunteer Coordinator	School-wide	Early Release Session: September	Volunteer Coordinator will review volunteer hours and log to determine if the school is supported. The Volunteer Coordinator will	Michelle Hinkley, Volunteer Coordinator

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
1.1. The teachers will coordinate and implement a Family Academic			

Night in which they will provide parents with ideas and strategies for helping their children at home.	Supplies and materials for Family Academic Night	General Fund	\$500.00
1.2. Teachers and Leadership Team will hold a parent night at a local apartment complex in which many of our students live.	Supplies and materials needed for off-campus literacy night	General Fund	\$250.00
			Subtotal: \$750.00
			Grand Total: \$750.00

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)

School 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. School Safety Goal School Safety Goal #1:		In 2013, 50% (13) of our classes will meet/exceed expectations for cafeteria guidelines on a weekly basis.			
2012 Current level:		2013 Expected level:			
In 2012, 45% (12) of our classes met/exceeded expectations for cafeteria guidelines on a weekly basis.		In 2013, 50% (13) of our classes will meet/exceed expectations for cafeteria guidelines on a weekly basis.			
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 do not follow cafeteria guidelines.	1.1. Principal will reteach the cafeteria guidelines on the morning news.	1.1. Principal, staff member on duty in cafeterias	1.1. Monitoring the cafeteria daily to determine if students are following cafeteria guidelines.	1.1. Cafeteria guidelines, cafeteria checklists, observations
2	1.2. Student motivation	1.2. School will provide a positive reward system for classes meeting/exceeding cafeteria guidelines on a daily basis.	1.2. Principal, Foundations team	1.2. The Principal and Foundations team will monitor the cafeteria data weekly and analyze the number of classes meeting/exceeding the cafeteria guidelines on a weekly basis.	1.2. Cafeteria guidelines compliance checklist, observations
3	1.3. Inconsistent expectations	1.3. The Foundations team will develop and implement a system in the cafeteria to monitor cafeteria behavior.	1.3. Foundations Team, Paraprofessionals	1.3. The Foundations team will monitor the cafeteria on a regular basis to determine if cafeteria guidelines are being met.	1.3. Cafeteria guidelines checklist, observations

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
Volunteer/Business Partner Training	All	Michelle Hinkley, Volunteer Coordinator	School-wide	Early Release Session: September	Volunteer Coordinator will review volunteer hours and log to determine if the school is supported. The Volunteer Coordinator	Michelle Hinkley, Volunteer Coordinator

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 School Safety Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1A.6. Teachers will expose students to complex text through high quality read alouds using literature from the Common Core standards Appendix B.	Complex texts, both literary and informational	Instructional Materials	\$500.00
Reading	2A.2. Teachers will utilize literature circles with an emphasis on literary analysis.	Books for use in literature circles and small groups	Instructional Materials	\$500.00
Mathematics	2A.4. Teachers will encourage students to participate in Sunshine Math to facilitate higher level thinking. Teachers will incorporate it into their instruction and/or homework assignments.	Sunshine Math copies, awards	PTA, Supplies and Printing	\$400.00
Science	1A.1. Third and fourth grade teachers will utilize the district learning schedule as a guide for implementing engaging hands-on science exploration using the 5E instruction model. Teachers will also use strategies such as graphic organizers and word banks to increase vocabulary.	Consumable materials for science hands-on activities and experiments	Teacher Supplies	\$500.00
				Subtotal: \$1,900.00
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
Reading	4A.4. Full Service and SAI tutors and volunteer teachers will provide differentiated learning in small group tutoring before, during, or after school (but not during core instruction).	Tutors and teachers to provide remediation for students in the bottom quartile.	SAI/Full Service Schools Grant	\$2,000.00
Mathematics	4A.2. Full Service and SAI tutors and volunteer teachers will provide differentiated learning in small group tutoring before, during, or after school (but not during core instruction).	Full Service schools and SAI tutors to address the needs of students.	SAI/Full Service Schools Grant	\$2,500.00
	2A.3. Teachers and students will work			

Science	toward the completion of a Science Fair/Invention Convention project to improve their scientific inquiry and discovery.	Materials for Science Fair/Invention Convention	Teacher Supplies	\$200.00
Attendance	1.2. The Attendance Intervention Team will track absences of students and reward classes with the highest attendance rate each nine weeks.	Rewards for classes who have the highest attendance rates each nine weeks	Student Awards	\$250.00
Suspension	1.5. Teachers will reward students with positive referrals and "STAR" Days to promote good choices and behavior.	Rewards for students who earn "STAR" day treats	Student Awards	\$250.00
Parent Involvement	1.1. The teachers will coordinate and implement a Family Academic Night in which they will provide parents with ideas and strategies for helping their children at home.	Supplies and materials for Family Academic Night	General Fund	\$500.00
Parent Involvement	1.2. Teachers and Leadership Team will hold a parent night at a local apartment complex in which many of our students live.	Supplies and materials needed for off-campus literacy night	General Fund	\$250.00
Subtotal: \$5,950.00				
Grand Total: \$7,850.00				

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/11/2012)

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
Consumable materials for science; Exemplar texts from CCSS; Professional materials for teachers	\$750.00

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

Mobilize parent involvement with community/business support
Solicit local businesses for partnerships

Review school performance data and determine the causes of low performance
Advise school on School Improvement Plan quarterly
Gather support and resources to have name of school put on building

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Duval School District DON BREWER ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	82%	63%	53%	279	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	67%	67%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	72% (YES)			120	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*					B	Grade based on total points, adequate progress, and % of students tested

Duval School District DON BREWER ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	82%	80%	53%	295	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	66%			137	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)	57% (YES)			117	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					549	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested