

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SPRING PARK ELEMENTARY SCHOOL

District Name: Duval

Principal: Mrs. Pamela Pierce

SAC Chair: Mr. Ted Corley

Superintendent: Mr. Ed Pratt-Dannals

Date of School Board Approval: October 19, 2012

Last Modified on: 10/20/2012

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

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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	Pamela Bradley-Pierce	MA - Educational Leadership, University of North Florida; BA in Education, Simmons College	6	16	In 2004, Mrs. Bradley-Pierce moved Central Riverside from a C to a B. In 2005, she moved Paxon Middle from a F to a D. Both schools have similar demographics to Spring Park. In 2009, Mrs. Pierce moved Spring Park from a C to an A. In 2010, the % of students meeting high standards in Reading increased by 3%, in Math increased by 3%, and in science increased by 33%. In 2011, under Mrs. Pierce's leadership, Spring Park Elementary moved from Correct II to Correct I. Scores improved in writing by 1%. 3rd grade reading and math showed significant gains: Level 1s decreased by 18% and level 3s increased by 6%. In 3rd grade math: Level 1s decreased by 15% and level 3s increased by 6%. 4th grade math showed gains as well: Level 1s decreased by 6% and level 3s increased by 4%. In 2012 The school grade improved from a C to an A.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Tarra F. Jones	B.A. Elementary Education	2	8	Over the span of her educational career, Tarra Jones has worked as a substitute teacher, Para-professional, classroom teacher, and Coach. Her first 7 years was spent teaching first and fourth grades at Atlantic Beach Elementary school where she took pride in preparing students to score 6s on the writing portion of the FCAT. During her time at Atlantic Beach her strength in 4th grade writing was instrumental in the school consistently maintaining a grade of "A". Most recently, Ms. Jones spent 6 years at Martin Luther King, Jr. F.A.M.E. Academy serving in several capacities, including: Reading First Coach, Reading Coach, Writing Coach, and Turnaround Coach. A proud testament to her record is that she was a part of the team that brought Martin L. King, Jr. Elementary from an "F" school to an "A" school. For the short time she has been at Spring Park Elementary, Ms. Jones worked with 4th grade writing and reading groups who were not proficient. Out of the 26% (10) of students under Ms. Jones' guidance, 90% of them either met proficiency in reading and/or writing, or made gains on the reading and writing portion of the 2011 FCAT. In 2012 Reading scores in the gains and bottom quartile changed from 54% and 52% to 75% and 76% respectively. Increased student performance raised the 2012 school grade from a "C" to an "A".

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Principal and Academic Coaches will meet regularly with all current teachers	Principal Academic Coaches	June 30, 2013	
2	2. Partnering new teachers with mentors	PDF	June 30, 2013	
3	3. New Teachers complete MINT (Mentoring and Induction for Novice Teachers)	District Cadre PDF New Teachers	June 30, 2013	
4	4. Monthly meetings with new teachers and school based Professional Development Facilitator	Principal School based PDF	June 30, 2013	
5	5. New teachers will meet regularly with District Cadre	District Cadre	June 30, 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
0	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
22	9.1%(2)	36.4%(8)	22.7%(5)	31.8%(7)	31.8%(7)	100.0%(22)	4.5%(1)	4.5%(1)	72.7%(16)

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
Cathie Shimp	Ines Carrion	Former Professional facilitator for school ESE background	New teachers complete district Mentoring program, Meet with district Cadre, Monthly meetings with mentor/new teacher team at school, attend district foreign language training. Complete IB training.
Carol Ann DePiro	Tonyota Mack	Board Certified Teacher , ESE certified , extensive experience working with beginning teachers	New teachers complete district Mentoring program, Meet with district Cadre, Monthly meetings with mentor/new teacher team at school, attend district foreign language training. Complete IB training.

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

Services are provided to ensure students requiring additional remediation are assisted through after-school tutoring programs or summer school. The district coordinates with Title I in ensuring staff development needs are provided.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure needs are met. Students are provided breakfast in the classroom.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-

out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students.

Title III

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

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be used for night time programs for students and parents. Students will participate in Reading, Writing, Mathematics, and Science Academic Nights. Students will participate in mini-camps to ramp them up in Reading, Writing, Mathematics, and Science. SAI funds will be coordinated with Title 1 funds to provide equipment, teachers, materials, and summer school for all level 1 & 2 students.

Violence Prevention Programs

- Continuation of Second Step (Anti-bullying program)
This anti-violence program is designed to teach social skills in the areas of empathy, impulse control, and anger management.
- School-Wide Behavior Plan
- Behavior Interventionists through Full Service Schools
- Lunch and Learn Group (group of at risk students will meet once a week for 6 weeks with Guidance counselor for behavior strategies)
- Foundations and CHAMPs Programs are fully implemented and directed by the school-wide Foundations Team

Nutrition Programs

Breakfast in the Classroom – Each student is provided free breakfast each day regardless of their free/reduced lunch status

Housing Programs

N/A

Head Start

N/A

Adult Education

The Title I Parent Resource Center housed at the school offers several educational programs and family training for parents.

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.

Identify the school-based MTSS leadership team.
The following personnel are members of the MTSS TEAM- Pam Pierce-Principal, Kerry Turbet –RTI facilitator- Math Interventionist, Tarra Jones- Reading Coach, Warren Roberts - ESE Inclusion, Stacy McLeod- Guidance Counselor- Patty Houston K- teacher, Lorraine Lee 2nd grade teacher, Amy Alexander- 3rd Grade teacher

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

The MTSS Leadership Team will meet monthly during the school day. The team will attend all district MTSS trainings and will provide training to the faculty on MTSS practices. The MTSS Leadership Team will also review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will monitor the use of the three-tiered model of Response to Intervention school-wide.

During meeting times, the team will review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS Leadership Team.

The school-based MTSS Leadership Team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be reviewed quarterly to support the interventionist (e.g., teacher, MTSS/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

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?

Members of the school-based MTSS Leadership Team have reviewed and provided input in the SIP. They have revised our implementation to increase activities during the school day and monitoring of students in the process. The Team is also utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed to develop 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.

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Baseline data:

- Florida Comprehensive Assessment Test (FCAT): The Florida Comprehensive Assessment Test® is a state assessment that measures student success with the Sunshine State Standard.
- Florida Assessment for Instruction in Reading (FAIR): The FAIR test was developed by the Florida Center for Reading Research in collaboration with Just Read, Florida! This assessment system provides teachers; screening, diagnostic, and progress monitoring information that is essential to guiding instruction.
- FLKRS: This is the Florida Readiness Screener that is given to all Kindergarten students in the state of Florida.
- Duval County Benchmarks (Reading and Math): Duval County Benchmark assessments are given to 3rd-5th graders three times a year to assess where students are, and plan instruction
- District Writing Prompts: District Writing Prompts are writing assessments from the district that mirror what students will be expected to do on FCAT Writes!
- Duval County Math/Science Formatives/Summatives: Formatives and Summative are assessments provided by the district to determine pre and post instructional needs
- Diagnostic Reading Assessment (DRA2): The Developmental Reading Assessment provides teachers with a method for assessing and documenting primary students' development as readers over time.
- Progress Monitoring and Reporting Network (PMRN): The PMRN is the database used in Florida for reporting students' FAIR scores
- Comprehensive English Language Learning Assessment (CELLA): CELLA is the Comprehensive Language Learning Assessment that measures growth of students classified as English Language Learners, and if they are mastering skills necessary for academic achievement
- Office Discipline Referrals: School-based records that document inappropriate student behavior
- Retentions: Record of students being held from continuing on to the next grade

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR): The FAIR test was developed by the Florida Center for Reading Research in collaboration with Just Read, Florida! This assessment system provides teachers; screening, diagnostic, and progress monitoring information that is essential to guiding instruction.
- Diagnostic Reading Assessment (DRA2): The Developmental Reading Assessment provides teachers with a method for assessing and documenting primary students' development as readers over time.
- Duval County Benchmarks (Reading and Math): Duval County Benchmark assessments are given to 3rd-5th graders three times a year to assess where students are, and plan instruction
- District Writing Prompts: District Writing Prompts are writing assessments from the district that mirror what students will be expected to do on FCAT Writes!
- Duval County Math/Science Formatives/Summatives: Formative and Summative are assessments provided by the district to determine pre and post instructional needs
- Progress Monitoring and Reporting Network (PMRN): The PMRN is the database used in Florida for reporting students' FAIR scores

End of year data:

- Florida Assessment for Instruction in Reading (FAIR): The FAIR test was developed by the Florida Center for Reading Research in collaboration with Just Read, Florida! This assessment system provides teachers; screening, diagnostic, and progress monitoring information that is essential to guiding instruction.
- Florida Comprehensive Assessment Test (FCAT): The Florida Comprehensive Assessment Test® is a state assessment that measures student success with the Sunshine State Standard.
- FCAT Writes: The FCAT Writes is a component of the Florida Comprehensive Assessment Test that measures student writing
- Diagnostic Reading Assessment (DRA2): The Developmental Reading Assessment provides teachers with a method for assessing and documenting primary students' development as readers over time.
- Duval County Benchmarks (Reading and Math): Duval County Benchmark assessments are given to 3rd-5th graders three times a year to assess where students are, and plan instruction

Describe the plan to train staff on MTSS.

Professional development will be provided during early dismissal days and small sessions will occur throughout the year. The school-based MTSS Leadership Team will provide in-service to the faculty on designated professional development days (i.e. early dismissal, planning days, and faculty meetings). The MTSS team will also evaluate additional staff PD needs during monthly MTSS Leadership meetings. MTSS training will be job embedded and will also occur during the following:

- Professional Learning Communities
- Collaborative Planning
- Analysis of student work
- Classroom observations

Describe the plan to support MTSS.

Our MTSS meetings with individual staff will allow us to monitor teacher implementation of interventions and student progress.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

The following personnel are members of the Literacy Leadership Team: Pamela Pierce (Principal), Tarra Jones, (Reading Coach), Leslie Boada (Kindergarten teacher), Christine Fegan (First grade teacher), Rachel Myatt (Second grade teacher), Tammy Gayle (Third grade teacher), Paula Raimondo (Fourth grade teacher), Monica Birch (Fifth grade teacher), and Nancy Rentz (Librarian)

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

The Literacy Leadership Team will meet the first Friday of each month. During meetings, the team will often look at student work; analyze the effectiveness of the Instructional Focus calendars, mini-lessons, mini-assessments, formatives, and enrichments to determine any necessary revisions. Team members will also use this time to plan the next steps for instruction based on data. We also meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals. Additionally, the Literacy Team will implement assemblies and

celebrations around reading and writing, to foster a love for the two.

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

The major initiative of the Literacy Leadership Team this year is to have full implementation of the Literacy RTI. Additionally, it is important to portray reading as a fun and exciting activity instead of something boring, or something that you do when there is nothing else. As a team, a huge focus for us this year is to create literacy opportunities (assemblies, school-wide celebrations, and fieldtrips) for students to experience reading in an exciting way. We will align our resources with our PTA and Parent Involvement Facilitator to increase parental support of student literacy. We are hosting 2 family movie nights and a family field trip to the downtown library.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Our school has two Developmentally Delayed Classrooms for students ages 3-5, and two Title One Classrooms for students age 4. One of the Title One Classrooms is also a blended classroom. This classroom allows students in our DD class to participate full time in an inclusion classroom setting. Our Parent Involvement liaison also hosts many workshops for children ages 3-5. The target audiences for these programs are parents who may have older children at our school and parents who are in our Pre-K classes.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	28% (27 students) of students score at a level 3 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% of students (25 students) scored a level 3 in reading.	28% of students will score at a 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	1.A.1 High mobility rate of students	1.A.1 Teachers will administer FAIR, DRA2, FLKRS, and Houghton Mifflin Benchmark Assessments	1.A.1 Principal Academic Coaches Teachers	1.A.1 Teachers will analyze student data from the assessments listed.	1.A.1 FAIR results DRA2 results District Benchmark (reading) 2013 Reading FCAT
2	1A.2. Lack of participation in SES tutoring program	1.A.2. Provide skill-specific academic tutoring safety-net through after school tutoring for 3rd Grades repeaters, and 4th -5th grade level ones.	1.A.2. SES Site Director Principal Teachers	1A.2. FAIR and Progress Monitoring Assessments of those students participating in SES will be analyzed	1.A.2. FAIR results DRA2 results District Reading Benchmark results 2013 Reading FCAT
3	1.A.3. Teachers implementing with fidelity a different approach to implementing vocabulary instruction using a model that includes explicit instruction, guided practices, and independent practice	1A.3. As part of the Literacy Team's monthly meeting, strategies and best practices from Bringing Words to Life will be discussed and a plan for implementation will be put in place	1A.3. Literacy Team SIC Grade Level Teams Principal	1A.3. Monthly meeting agendas Documentation of Team minutes Grade Level minutes Focus walks and classroom observations	1.A.3. Student work Assessment results (classroom, district, and state) Focus walks Classroom observations

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:	28% (26 students) of students will score at a level 4 or 5 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (25 students) of students scored a level 4 or 5 in reading.	28% (26 students) of students will score at a level 4 or 5 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	2.A.1. Teachers spend a large percentage of the reading block supporting lower performing students	2.A.1. Resource teachers will be used to provide enrichment during RtI time, and teachers will provide implementation of higher level choice activities like: Independent Book Studies, Literature Circles, and Book Critiques	2.A.1. Teachers Resource teachers Reading Coach	2.A.1. Tracking student progress on higher complexity questions on District Progress Monitoring Assessments	2.A.1. Data from District Progress Monitoring Assessments
2	2A.2. Higher performing students choosing to use lower complexity strategies in readers response journal	2A.2. Model and monitor the expectation for Response Journals (What to look for when you read?) to achieve a higher level of comprehension, and encourage periodic book reports to document strategies in reading and writing	2.A.2. Teachers Reading Coach	2.A.2. Teachers will monitor student responses on individual entries Text Analysis (Book Report) Individual Reports	2.A.2. Evaluation of student responses in journal
3	2.A.3 Fewer opportunities of advanced students to share skills and knowledge	2.A.3 Implement "Reading Buddies" every 1st Friday at the end of the day. Students will partner with other grade levels and read with them to improve fluency, stamina, confidence, and the love of reading.	2.A.3 Teachers Reading Coach	2.A.3 Teachers will develop a baseline fluency rate and track students throughout the year	2.A.3 Student Book Logs Teacher records and anecdotal notes

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	
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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:	62% of students tested will make learning gains on the 2011 Reading FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (65)	62% (76)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Expanding professional development so teachers can obtain more knowledge in using QAR (Question-Answer-Relationships) to engage students throughout a lesson	3.1. Utilize QAR strategy with students	3.1. Teachers Academic coaches Principal	3.1. Teachers will analyze results from assessments to determine effectiveness of QAR strategy	3.1. Teachers will analyze results from assessments to determine effectiveness of QAR strategy 3.1. FAIR DRA2 District Benchmark 2013 FCAT
2	3A.2. Carving out time within the school day to implement additional activities	3A.2. Provide students with multiple exposures to reading enrichment/ramp-up. Resources will include but are not limited to: F.A.I.R. Toolkit, differentiation using E-books, Faculty/student mentoring, and in-school tutoring	3A.2. Teachers Reading Coach Principal	3A.2. Teachers will monitor and analyze results from F.A.I.R., DRA, Benchmark, and classroom assessments to determine growth	3A.2. FAIR DRA2 District Benchmark

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

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:	71% (24 students) of the lowest 25% of students will make learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% of students in the lowest 25% made learning gains in reading.	71 % of the lowest 25% 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	4.A.1. Increasing teachers' knowledge of delivering instruction that includes explicit instruction, guided practice, and independent practice as well as lesson assessment	4.A.1. Focus lessons will be taught by K-5 teachers based on a review of previous assessments where students were struggling	4.A.1. Teachers Academic Coaches	4.A.1. Student mastery on mini-assessments (formatives) based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught	4.A.1. FAIR DRA2 District Benchmarks 2013 FCAT Limelight
2	4.A.2. Ensuring that all faculty and staff are trained in how to implement the RtI process with fidelity	4.A.2. School wide implementation of RtI schedule	4.A.2. Principal RtI Team Teachers	4.A.2. RtI team will meet bi-weekly to review intervention documentation and student progress graphs	4.A.2. Intervention documentation Student progress graphs
3	4.A.3 Students entering with a wide of reading weaknesses	4.A.3. Utilize Destinations in K-5 with the lowest 25% and set up learning path based on student needs	4A.3. Teachers Academic Coaches Principal	4.A.3. Ongoing progress monitoring of students utilizing	4.A.3. District log of hours students spend on Destination Success

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 # 54% of students (50 students) will reduce their achievement gap by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50% (47 studen	54% (50 studen	59% (49 studen	63% (59 studen	68% (63 studei	

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:	White: 26% Black: 55% Hispanic: 46% Asian: n/a American Indian: n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 27% Black: 56% Hispanic: 47% Asian: n/a American Indian: n/a	White: 26% Black: 55% Hispanic: 46% Asian: n/a American Indian: 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	5B.1. Student attendance and readiness for grade level material	5B.1. Implementation of FCIM through daily focus lessons, instruction, and assessment	5B.1. Teachers Academic Coaches Principal	5B.1. Student mastery on weekly FCIM assessments. The foci of future lessons will be determined based on student performance	5B.1. FCIM Assessments
2	5B.2. Scheduling around the rest of the school day	5B.2. Scheduled daily time for RTI within the instructional day.	5B.2. Teachers Academic Coaches Principal	5B.2. Soar to Success and teacher made assessments will be used to determine effectiveness of the intervention	5B.2. FAIR DRA2 District Benchmark 2013 FCAT

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	67% (2 students) will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% of students (2 students) did not make satisfactory progress in reading.	67% (2 students) will 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
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1	5C.1. Students are not academically proficient in English.	5C.1. Incorporate vocabulary with visuals to expand the student's daily English vocabulary.	5C.1. Teachers Principal Reading Coach	5C.1. Classroom Walkthroughs	5C.1. Classroom Walkthroughs CELLA test
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	70% (7 students) will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% students (4 students) did not make satisfactory progress in reading.	70% (7 students) will 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. Students have disabilities that prohibit them from making satisfactory progress in reading.	5D.1. Students will receive accommodations based on his/her IEP and through services from the VE teacher.	5D.1. VE teacher Gen Ed teacher Principal	5D.1. Documentation of services	5D.1. FCAT 2013

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:	58% (50 students) will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (37 students) did not make satisfactory progress in reading.	58% (50 students) will 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	5E.1. Student attendance and readiness for grade level material	5E.1. Implementation of FCIM through daily focus lessons, instruction, and assessment	5E.1. Teachers Academic Coaches Principal	5E.1. Student mastery on weekly FCIM assessments. The foci of future lessons will be determined based on student performance	5.E.1. FCIM Assessments

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
Book Study "Pathways to Common Core"	Admin Team/Teachers	Principal	Admin Team/Teachers	Collaborative Planning	Collegial conversations	Principal/coaches
Common Planning (content areas, IB, ESE)	K-5	Academic Coaches Admin	School-wide	Weekly	Focus walks Classroom observations Conversations	Principal Reading Coach Teachers
Faculty Professional Development (content areas, IB, ESE)	PreK-5	Academic Coaches Admin	School-wide	Early Release Days	Focus Walks Classroom observations	Principal Academic Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of twice a year, "Movie Night @ The Park". Students will read the book one month, and then see the movie of that book outside on the big screen with snacks. The first book is, "Jumanji"	Resources will secure: rental of an outdoor screen, snacks, prizes	Parent Involvement SAC School Budget	\$3,000.00
Literacy based field trips to include, but not limited to: literacy based trips and assemblies, Douglas Anderson visits	Resources will secure: securing guest readers, Assemblies based on literacy, and buses for field trips	IB Budget	\$1,500.00
Book of the Month books	Resources will enable us to purchase our books of the month	SAC School Budget	\$1,200.00
			Subtotal: \$5,700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,700.00

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.

25% (5)

CELLA Goal # 1:

2012 Current Percent of Students Proficient in listening/speaking:

20% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students are not proficient in their second language, English.	1.1. Use visuals in classrooms that students can refer to for daily use.	1.1. Principal Standards Coach	1.1. Classroom Walkthroughs	1.1. Classroom Walkthroughs CELLA test

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

10% (2)

CELLA Goal # 2:

2012 Current Percent of Students Proficient in reading:

5% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students are reading below grade level due to a language barrier.	2.1. Make books available to the student in their native language that will promote reading.	2.1. Librarian Principal Reading Coach	2.1. Classroom Walkthroughs	2.1. Classroom Walkthroughs CELLA test

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

10% (2)

CELLA Goal # 3:

2012 Current Percent of Students Proficient in writing:

5% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or	Process Used to	Evaluation Tool

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students are not proficient in writing because they lack the reading skills in their second language.	2.1. Ensure opportunities for students to see the correlation between reading and writing during RtI time. Students will cooperatively and independently respond to literature, by following a guided writing process	3.1. Teacher Principal Reading Coach	3.1. Classroom Walkthroughs Student Work	3.1. Classroom Walkthroughs CELLA test

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	29% (26 students) will score at a level 3 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (27 students) will score at a level 3 in math	32% (29 students) will score at a level 3 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	1.A.1. Students have difficulty in foundation concepts and application.	1.A.1. Explicit instruction in core curriculum, using real-life applications to model concepts on strategy charts.	1.A.1. Teachers Principal Math Interventionist	1.A.1. Lesson Plans Classroom Walkthroughs Increased achievement between assessments	1.A.1. District Benchmark Classroom Walkthroughs 2013 FCAT
2	1.A.2. Deciding which lessons to implement on learning schedule	1.A.2. All teachers will implement enVisions Math along with Math Investigations workshop in all classrooms	1.A.2. Teachers Principal Math Interventionist	1.A.2. Focused walkthroughs by principal and math interventionist to ensure all math teachers are implementing Math Investigations and envision	1.A.2. Reports generated from classroom walkthroughs
3	1A.3. Students have difficulty knowing and using grade-level appropriate math vocabulary	1.A.3. Infuse math vocabulary into daily instruction through use of word wall, strategy charts, and accountable talk.	1.A.3. Teachers Math Interventionist	1.A.3. Focus Walks Lesson plan reviews Classroom Observations (formal/informal)	1.A.3. Math journals Classroom Observations (formal/informal)
4	1A.1. Improving content knowledge and/or use of the 5Es model to drive instruction	1A.1. Teachers will implement FCAT strategies in daily instruction in all strands of the science curriculum as measured by the District Benchmark and Learning Schedule Assessments.	1A.1. Teachers Principal IB Coordinator	1A.1. Classroom observations with the expectation of Direct and Guided Inquiry and the use of science journals and notebooks	1A.1. 2013 Science FCAT 5th Grade Science Benchmarks
5	1A.2. Implementation of instructional strategies to improve student achievement	1A.2. The Science Committee will meet bimonthly to focus on instructional strategies and strategies for differentiating instruction for individual student needs	1A.2. Teachers Science Committee	1A.2. Documentation of committee meetings to analyze student work.	1A.2. 2013 Science FCAT Grade level performance tasks
6	1A.3. Increasing teachers' knowledge of effectively using the 5Es research based model to deliver science instruction	1A.3. Use inquiry-based teaching tools to support the 5 Es model for science instruction	1A.3. Teachers Principal	1A.3. Science committee will analyze student work to confirm the effective use of the 5 Es model, direct, and guided inquiry.	1A.3. 2013 Science FCAT Grade level performance tasks

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:	28% (26 students) will score at a level 4 or 5 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (25 students) students) will score at a level 4 or 5 in math.	28% (26 students) will score at a level 4 or 5 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	2A.1. Students have difficulty interpreting the steps required when presented with multi-step math problems.	2A.1. Teachers will present multi-step problems and model how to interpret and organize work required for different steps.	2A.1. Teachers Principal Math Interventionist	2A.1. Student work	Evaluation Tool 2A.1. Student work 2013 FCAT
2	2A.2. Engaging students with questions that require a higher level of cognitive complexity and student led discussions	2A.2. Focus on extended benchmarks for the above proficiency students, using enVisions	2A.2. Teachers Principal Math Interventionist	2A.2. Teachers will keep anecdotal notes on students progress	2A.2. District Benchmark 2012 Math FCAT Monthly District Assessments Florida Test
3	2A.1. Increasing instructional rigor and engaging students at the expected cognitive complexity level of the science benchmarks.	2A.1. Teachers will implement FCAT strategies in daily instruction in all strands of the science curriculum	2A.1. Teachers Principal IB Coordinator	2A.1. Classroom observations with the expectations of Guided Inquiry and use of journals/notebooks	2A.1. 2013 Science FCAT 5th Grade Science benchmarks District LSAs
	2A.2. Teacher's use of	2A.2. The Science Committee	2A.2. Science Committee	2A.2. Documentation of	2A.2. 2013 Science

4	resource materials to address various learning styles	will meet bimonthly to focus on instructional strategies and strategies for differentiating instruction for individual student needs.	Teachers	committee meetings for analyzing student work.	FCAT Grade level performance tasks
5	2A.3. Using prompting and probing techniques when asking questions to promote higher order thinking in science instruction.	2A.3. Use Inquiry based teaching tools to support the 5Es model for science instruction.	2A.3. Teachers Principal IB Coordinator	2A.3. Science committee will evaluate and model plans to confirm the effective use of the 5 Es model, direct, and guided inquiry.	2A.3. 2013 Science FCAT Grade level performance tasks

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:	47% (28 students) of students will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (27 students) of students will make learning gains in math.	82% (76 students) of students will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Students need extended time to fully understand concepts and how to apply them.	3A.1. School will provide extended learning time through Saturday school and after school tutoring.	3A.1. Teachers Principal Math Interventionist	3A.1. Documentation of attendance Increased achievement between assessments	3A.1. Attendance at extended learning activities FCAT 2013
	3A.2. Students need explicit	3A.2 Implement guided math	3A.2. Teachers	3A.2. Classroom walkthroughs	3A.2. Classroom

2	math instruction in small groups	lessons through RtI.	Principal Math Interventionist	Small group lessons Student work	walkthrough logs Lesson plans
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in 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:	71% (23 students) of students in the lowest 25% will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (23 students) of students in the lowest 25% will make learning gains in math	71% (23 students) of students in the lowest 25% will make learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Students haven't mastered prerequisite skills in order to be successful at grade-level skills.	4A.1. Implement small group math lessons through RtI.	4A.1. Principal Teachers Math Interventionist	4A.1. Monitoring student progress through RtI data and assessments	4A.1. District Benchmark 2013 Math FCAT
2	4A.2. Students need extended time to fully understand prerequisite concepts as well as grade-level concepts.	4A.2. Specifically assign activities on Destination Success in order to tailor the learning to their needs.	4A.2. Teachers Math Interventionist between assessments	4A.2. Monitoring student performance via reports Increased achievement	4A.2. District Benchmark 2013 Math FCAT

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 # 51% of students will reduce their achievement gap 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46% (43 student)	51% (47 student)	56% (52 student)	61% (57 student)	66% (61 student)	

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:	White: 53% Black: 51% Hispanic: 52% Asian: n/a American Indian: n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 47% Black: 49% Hispanic: 47% Asian: n/a American Indian: n/a	White: 53% Black: 51% Hispanic: 52% Asian: n/a American Indian: 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	5B.1. Students lack background knowledge to solve the real-world problems presented.	5B.1. Build background knowledge through cross-curricular instruction, and real life experiences through the IB curriculum, including field trips and other related activities.	5B.1. Teachers Math Interventionist	5B.1. Classroom walkthroughs Observations	5B.1. Strategy charts District Benchmark 2013 Math FCAT

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	67% (2 students) will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (2 students) did not make satisfactory progress in math.	67% (2 students) will 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
	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.

1	Students lack background knowledge and/or language skills to solve the real-world problems presented.	Build background knowledge and math vocabulary through cross-curricular instruction and active use of word walls.	Teachers Math Interventionist	Classroom walkthroughs Observations Actively using word wall	Strategy charts District Benchmark 2013 Math FCAT
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	80% (8 students) of SWD will make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3students) of SWD did not make satisfactory progress in math	80% (8 students) of SWD will 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	5D.1. Students have disabilities that prohibit them from making satisfactory progress in math.	5D.1. Students will receive accommodations based on his/her IEP and through services from the VE teacher.	5D.1. VE teacher Gen Ed teacher Principal	5D.1. Documentation of services	5D.1. FCAT 2013

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:	57% (49 students) of ED students not make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (38 students) of ED students did not make satisfactory progress in math.	57% (49 students) of ED students 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	5E.1. Students enter grade levels with a wide range of mathematical weaknesses.	5E.1. Teachers will use the continuous RtI cycle to provide students explicit, prescribed instruction	5E.1. Teachers Math Interventionist	5E.1. Focused Walks Anecdotal/Conference Notes Looking at student work	5E.1. Lesson plans District Benchmark RtI

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Improving Math Achievement Math	K - 5	District Math Coach	School-wide	Every 2 weeks	Grade level meetings/Common Planning meetings	District Math Coach/ school Math Interventionist
Small Group Instruction Based on Student Needs	Math K - 5	District Math Coach/ Math Interventionists	School-wide	Every 2 weeks	Grade level meetings/Common Planning meetings	District Math Coach/ School math interventionist

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	31% (14 students) of students will score a level 3 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:

31% (14 students) of students scored a level 3 in Science.			32% (15 students) of students will score a level 3 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	1A.1. Improving content knowledge and/or use of the 5Es model to drive instruction	1A.1. Teachers will implement FCAT strategies in daily instruction in all strands of the science curriculum as measured by the District Benchmark and Learning Schedule Assessments.	1A.1. Teachers Principal IB Coordinator	1A.1. Classroom observations with the expectation of Direct and Guided Inquiry and the use of science journals and notebooks	1A.1. 2013 Science FCAT 5th Grade Science Benchmarks
2	1A.2. Implementation of instructional strategies to improve student achievement	1A.2. The Science Committee will meet bimonthly to focus on instructional strategies and strategies for differentiating instruction for individual student needs	1A.2. Teachers Science Committee	1A.2. Documentation of committee meetings to analyze student work.	1A.2. 2013 Science FCAT Grade level performance tasks
3	1A.3. Increasing teachers' knowledge of effectively using the 5Es research based model to deliver science instruction	1A.3. Use inquiry-based teaching tools to support the 5 Es model for science instruction	1A.3. Teachers Principal	1A.3. Science committee will analyze student work to confirm the effective use of the 5 Es model, direct, and guided inquiry.	1A.3. 2013 Science FCAT Grade level performance tasks

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.	26% (12 students) of students will score a level 4 or 5
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Science Goal #2a:	in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (11 students) of students scored a level 4 or 5 in science.	26% (12 students) of students will score a level 4 or 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. Increasing instructional rigor and engaging students at the expected cognitive complexity level of the science benchmarks.	2A.1. Teachers will implement FCAT strategies in daily instruction in all strands of the science curriculum	2A.1. Teachers Principal IB Coordinator	2A.1. Classroom observations with the expectations of Guided Inquiry and use of journals/notebooks	2A.1. 2013 Science FCAT 5th Grade Science benchmarks District LSAs
2	2A.2. Teacher's use of resource materials to address various learning styles	2A.2. The Science Committee will meet bimonthly to focus on instructional strategies and strategies for differentiating instruction for individual student needs.	2A.2. Science Committee Teachers	2A.2. Documentation of committee meetings for analyzing student work.	2A.2. 2013 Science FCAT Grade level performance tasks
3	2A.3. Using prompting and probing techniques when asking questions to promote higher order thinking in science instruction.	2A.3. Use Inquiry based teaching tools to support the 5Es model for science instruction.	2A.3. Teachers Principal IB Coordinator	2A.3. Science committee will evaluate and model plans to confirm the effective use of the 5 Es model, direct, and guided inquiry.	2A.3. 2013 Science FCAT Grade level performance tasks

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
Improving Science Performance	PreK - 5	Affatato	School Wide	Early Release	Classroom observations Focus Walks Review of lesson plans	Principal Science Committee
Science Academic Team 5 Es presentation to team and faculty	PreK - 5	Affatato	School Wide	Monthly	Classroom observations Focus Walks Review of lesson plans	Principal Science Committee
District Professional Development	PreK - 5	District Science Coach	School Wide	Bi-Monthly During Common Planning	Classroom observations Focus Walks Review of lesson plans	Principal Science Committee

Science Budget:

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.

Writing Goal #1a:

29% (12 students) of students will score at a level 4 or higher.

2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (4 students) scored a level 4 or higher in writing.	29% (12 students) of students will score at a level 4 or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.A.1. Increasing teachers' knowledge of analyzing data to effectively differentiate instruction	1.A.1. Utilize common planning time and early release trainings to analyze student work samples in grades K-5, and focus on strategies for providing differentiated instruction to support all learners	1.A.1. Principal Academic Coaches	1.A.1. Student writing portfolios will be evaluated periodically by the principal and academic coach	1.A.1. 2013 FCAT Writing District Writing Prompt
2	1.A.2. Increasing teachers' knowledge of modeling effective writing strategies and include rigorous writing instruction across the curriculum	1.A.2. The Literacy Team will meet monthly to analyze student writing, plan writing camp, develop instruction, and share best practices	1.A.2. ELA Teachers Academic Coach	1.A.2. The Literacy Team will meet monthly to analyze student work using the district writing rubric	1.A.2. 2013 FCAT Writing
3	1.A.3. Increase student attendance at after school tutoring	1A.3. Institute mini writing nights that will incorporate skill-specific tutoring focused on narrative and expository writing for 3rd and 4th grade students	1.A.3. Literacy Team ELA Teachers	1.A.3. The Literacy Team will analyze the work of the students participating in the writing camp	1.A.3. 2013 FCAT Writing District Writing Prompt

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:	
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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 camp	4th grade writing	4th grade teachers	4th grade students	4 times a year	District prompts	4th grade teachers Principals
Grading district prompts with rubric	School wide	teachers	School wide	Select early release	District prompts	All teachers

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score	Tool kit used to help score writing	Title I	\$700.00
			Subtotal: \$700.00
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
District training	PD to assist writing	District	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing camp	Extended learning for students	Title I	\$300.00
			Subtotal: \$300.00
			Grand Total: \$1,300.00

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 2012-2013, decrease the number of students with excessive absences (10 or more) by 5% In 2012-2013, decrease the number of students with excessive tardies (10 or more) by 5%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
257 Students were consistently present daily	270 Students will be consistently present daily

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
123	130
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
171	162

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	Overuse of Parent Link notification system	Small group lessons to discuss the importance of being in school daily	Guidance Counselor	Attendance reports and sending a call to parents through Parent Link when their child is absent from school	Attendance reports
2	Lack of funding to purchase student incentives	Quarterly attendance incentives for students meeting set attendance criteria	Guidance Counselor	Attendance reports and sending a call to parents through Parent Link when their child is absent from school	Attendance reports
3	Monitoring of attendance contract	Attendance contract to reduce excessive absences	Guidance Counselor	Students meeting goals of attendance contract	Monitoring School Attendance

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
District Foundations Training	PreK - 5	District Facilitators	K – 5 Guidance	Quarterly district training days	Foundations survey results and implementation of continuous improvement cycle	Principal Administrative Team Foundations Team Chair

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Incentives	Incentives for students who meet their goal	SAC/General Budget	\$300.00
			Subtotal: \$300.00
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: \$300.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	Decrease the number of out of school suspensions by 4.3% (from 12 in 2010 to 10 or less in 2011)
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
12	10
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6	5

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Teacher monitoring of lottery tickets for school-wide rewards	1.1 Continued use of school-wide behavior plan to incorporate positive strategies with weekly school-wide rewards incentives from the "Caught You Doing	1.1 Principal Guidance Counselor Classroom Teachers	1.1. The Administration team will review referrals and address any trends or patterns by providing training to any personnel who has significant referral rates	1.1. Genesis Discipline Data for 2012-2013 school year

		the Right Thing" lottery			
2	1.2. Documentation and Follow-through from school staff	1.2. School staff will document, and communicate more effectively with Children's Home Society staff, parents, and guardians about consequences of misbehaving	1.2. Principal Guidance Counselor Classroom Teachers	1.2. Administration and Faculty will maintain logs and conference/anecdotal notes of communication between them and outside sources	1.2. Parent/Teacher Conference Logs Behavior Management Plans (RtI)

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
Full Service Schools (Various topics, as new services are offered)	Guidance	Full Service Schools	Guidance Counselor	Monthly	School Guidance Counselor will attend monthly Full Service School meetings to become aware of training in behavioral RtI documentation	Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Good behavior incentives for students achieving personal goals	Trinkets that motivate students to win awards	IB/ SIP/ General budget	\$1,000.00
			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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	We expect 40% (152) of parents will participate in school activities during the 2012-2013 schools year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
40% (106) parents participated in school activities	40% (152)

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 Lack of parental access to transportation	1.1 Offer transportation to and from district parent involvement activities	1.1 Parent Involvement Liaison Principal	1.1 Sign-in sheets from the parent workshops and parent/volunteer logs	1.1 Sign-in sheets from the Parent Workshops
2	1.2 Limited funding to provide parents with bus passes and taxi service so they can attend after school workshops	1.2 Offer parent workshops on several topics including effective parent conferences, Literacy, FCAT content knowledge	1.2 Parent Involvement Liaison Principal	1.2 Sign-in sheets from the parent workshops and parent/volunteer logs with an expectation of an increase in parents and volunteers	1.2 Sign-in sheets from the Parent Workshops

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
Parent Involvement liaison participate in faculty meetings to improve parent participation	Pre- K-5	Ms. King	School Wide	Early release meetings	Documentation of parent involvement in classroom and school related activities	Ms. King/Pierce

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Safety Rules	PK - 5	Safety Committee	All teachers and staff	Early Release	Compilation of Accident Reporting Data	Safety Committee

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Offer parent workshops on several topics including effective parent conferences, Literacy, FCAT content knowledge	Refreshments for families who attend Parent Meetings and Training	Parent Involvement Funds	\$1,183.00
Offer parent workshops on several topics including effective parent conferences, Literacy, FCAT content knowledge	Transportation to Reading Celebration and Jacksonville Public Library	Parent Involvement Funds	\$474.00
			Subtotal: \$1,657.00
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
Offer parent workshops on several topics including effective parent conferences, Literacy, FCAT content knowledge	Supplies, printing and postage for parent resource room	Parent Involvement Funds	\$300.00
Offer parent workshops on several topics including effective parent conferences, Literacy, FCAT content knowledge	Child care for parents meetings and trainings	Parent Involvement Funds	\$236.00
			Subtotal: \$536.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
	Parent Involvement materials	Parent Involvement	\$955.00
	Catering services	Parent Involvement	\$1,183.00
	Translating services	Parent Involvement	\$142.00
			Subtotal: \$2,280.00
			Grand Total: \$4,473.00

End of STEM Goal(s)

Additional Goal(s)

Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Safety Goal Safety Goal #1:			Decrease accident reports by 10%		
2012 Current level:			2013 Expected level:		
27			24		
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. Observing safety rules.	1.1. Conduct school wide safety awareness activities.	1.1. Safety committee	1.1. Use of accident reporting forms.	1.1. Comparison of this year's data to last year's 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
Safety	School Wide	Safety Committee	All Teachers & Staff	Early Release 1/month	Agenda/Attendance Sheets	Safety Committee

Budget:

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

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

End of Safety Goal(s)

International Baccalaureate (IB) PYP Program 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. International Baccalaureate (IB) PYP Program Goal	To complete the 3rd year of implementation of the International Baccalaureate (IB) Primary Years Programme (PYP). This goal includes submission of the application to become authorized.
International Baccalaureate (IB) PYP Program Goal #1:	
2012 Current level:	2013 Expected level:
89% of full-time teachers have received training. 4 part-time resource teachers (Art, Music, Media and PE) are currently enrolled in an official IB online course	100% of full-time teachers will attend Category 1 IB workshops.

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. 89% of teachers have attended Category 1 IB workshops. This is required by the IB organization in order to become an authorized IB World School. Teachers need the training in order to create IB units of inquiry, which engage students in the process of inquiry teaching and learning	1.1. All full-time teachers will attend official Category 1 IB workshops. During the second year of implementation teachers will create a total of six (6) IB units of inquiry to engage students in inquiry-based teaching and learning across the curriculum.	1.1. Principal Curriculum Integration Specialist/PYP Coordinator	1.1. A committee of teacher peers will review IB units of inquiry using a rubric. Grade level teachers will complete reflections at the completion of each unit of inquiry. Grade level teachers will analyze student work using both formative and summative assessments.	1.1. Peer review rubric Students' summative assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Official IB Category 1 workshop (PD)	K-5; all subjects	Official IB workshop facilitators	K-5 teachers	Remaining teachers will be trained by July 2013	Training debrief with PYP Coordinator; reflections of IB units of inquiry taught; peer review of units of inquiry developed by grade level teachers	Principal; CIS/PYP Coordinator
Official IB Category 2 workshop (PD)	K-5; all subjects	Official IB workshop facilitators	K-5 teachers	Remaining teachers will be trained by July 2013	Training debrief with PYP Coordinator; reflections of IB units of inquiry taught; peer review of units of inquiry developed by grade level teachers	Principal; CIS/PYP Coordinator
Formative and Summative Assessments (PD)	K-5; all subjects	Chris Overhoff	K-5 teachers	January 2013	Review and refinement of IB units of inquiry created by grade level teams	Principal; CIS/PYP 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 International Baccalaureate (IB) PYP Program Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implementation of twice a year, "Movie Night @ The Park". Students will read the book one month, and then see the movie of that book outside on the big screen with snacks. The first book is, "Jumanji"	Resources will secure: rental of an outdoor screen, snacks, prizes	Parent Involvement SAC School Budget	\$3,000.00
Reading	Literacy based field trips to include, but not limited to: literacy based trips and assemblies, Douglas Anderson visits	Resources will secure: securing guest readers, Assemblies based on literacy, and buses for field trips	IB Budget	\$1,500.00
Reading	Book of the Month books	Resources will enable us to purchase our books of the month	SAC School Budget	\$1,200.00
Writing	Write Score	Tool kit used to help score writing	Title I	\$700.00
Attendance	Attendance Incentives	Incentives for students who meet their goal	SAC/General Budget	\$300.00
Suspension	Good behavior incentives for students achieving personal goals	Trinkets that motivate students to win awards	IB/ SIP/ General budget	\$1,000.00
STEM	Offer parent workshops on several topics including effective parent conferences, Literacy, FCAT content knowledge	Refreshments for families who attend Parent Meetings and Training	Parent Involvement Funds	\$1,183.00
STEM	Offer parent workshops on several topics including effective parent conferences, Literacy, FCAT content knowledge	Transportation to Reading Celebration and Jacksonville Public Library	Parent Involvement Funds	\$474.00
				Subtotal: \$9,357.00
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
Writing	District training	PD to assist writing	District	\$300.00
STEM	Offer parent workshops on several topics including effective parent conferences, Literacy, FCAT content knowledge	Supplies, printing and postage for parent resource room	Parent Involvement Funds	\$300.00
STEM	Offer parent workshops on several topics including effective parent conferences, Literacy, FCAT content knowledge	Child care for parents meetings and trainings	Parent Involvement Funds	\$236.00
				Subtotal: \$836.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount

Writing	Writing camp	Extended learning for students	Title I	\$300.00
STEM		Parent Involvement materials	Parent Involvement	\$955.00
STEM		Catering services	Parent Involvement	\$1,183.00
STEM		Translating services	Parent Involvement	\$142.00
				Subtotal: \$2,580.00
				Grand Total: \$12,773.00

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

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds are used for the following: teacher /support staff salaries for tutoring, teacher grants, funds for student incentives and student personal needs (ie clothing, shoes and underwear). The student incentives can be for academic and Benchmark/FCAT improvement, performance and achievement, attendance and behavior achievement and improvement.	\$2,000.00

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

The School Advisory Council will monitor student achievement and support the school through SAC funds.

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 SPRING PARK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	60%	71%	35%	228	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	54%	70%			124	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?	52% (YES)	63% (YES)			115	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					467	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District SPRING PARK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	69%	70%	54%	258	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	58%	69%			127	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?	39% (NO)	77% (YES)			116	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					501	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested