FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CENTRAL RIVERSIDE ELEMENTARY SCHOOL

District Name: Duval

Principal: Dinah Stewart

SAC Chair: Mrs. Catha Jones

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 11/19/2012

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

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

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2011-2012 Central Riverside Elementary Principal Grade A – Total Points 582 63% of students proficient in Reading 78% of students proficient in Math 76% of BQ students made gains in Reading 64% of BQ students made gains in Math 2010-2011 Central Riverside Elementary Principal Grade B – Total Points 546 71% of students proficient in Reading 86% of students proficient in Math 65% of students make reading gains 40% of BQ students made reading gains 80% of students made gains in Math 67% of BQ students made math gains 36% of Black students made reading gains 88% of Economically Disadvantaged students made reading gains 81% of Black students made math gains 93% of Economically Disadvantaged students made math gains

| Principal | Dinah Stewart | Elementary Education Educational Leadership (All Levels) Principal Leadership (All Levels) | 3 | 10 | AYP – No

2009-2010 New Berlin Elementary Assistant Principal
Grade A- Total Points 537
81% of students proficient in Reading
64% of students made gains in Reading
57% of lowest 25made learning gains
81`% of students made gains in math
66% make of lowest 25% made gains
76% met high standards in writing
55% ,met high standards in science
AYP – No
2008-2009 – Assistant Principal of Curriculum at Eugene J. Butler MS. Supervisor of Renaissance Academy (over-aged students), Math Department, ESE Teachers and Co-chair of the Foundations Team.
Mrs. Stewart was very instrumental in moving Eugene Butler from a school grade of D to C for the 2008-2009 school year. Total points earned 440.
42% proficient in reading
42% proficient in math
91% proficient in writing
13% proficient in science
58% showing gains in reading
64% showing gains in math. AYP was not obtained.
From 2004-2006. Mrs. Stewart served as Assistant Principal of Student Services for 8th grade. She played an important role in helping to move the school from a school grade of "F" to a school grade of "C". |
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
School Instruction Coach (SIC)	Margaret Rohal	MA: Early Childhood Education BS: Education Certification: K – 6 education	3	9	2011-2012 Central Riverside Elementary Instructional Coach
Grade A – Total Points 582
63% of students proficient in Reading
78% of students proficient in Math
76% of BQ students made gains in Reading
64% of BQ students made gains in Math
2010-2011 Central Riverside Elementary

2010-2011 Central Riverside Elementary Instructional Coach
Grade B – Total Points 546
71% of students proficient in Reading
86% of students proficient in Math
65% of students make reading gains
40% of BQ students made reading gains
80% of students made gains in Math
67% of BQ students made math gains
36% of Black students made reading gains
88% of Economically Disadvantaged students made reading gains
81% of Black students made math gains
93% of Economically Disadvantaged students made math gains
AYP – No
Ramona Elementary School, 2004 – 2010
2010 – Grade: C / AYP: No; 2009 – Grade: A / AYP: Yes; 2008 – Grade: C / AYP: No; 2007 – Grade: C / AYP: No; 2006 – Grade: C / AYP: No; 2005 – Grade: C / AYP: No; 2004 – Grade: B / AYP: Yes |

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. Administration and Staff recognition of future staff candidates	Principal	On-going	
2	2. Professional Learning Communities that focus on the following areas: differentiated instruction, data driven instruction and standards based instruction	Standards Coach	June 2013	
3	3. Shared Decision Making Team (SDMT) discusses and contacts possible candidates	SDMT Chairperson	On-going	
4	4. Monthly team building activities to encourage rapport and collegiality	Principal	June 2013	
5				

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
25	0.0%(0)	12.0%(3)	56.0%(14)	28.0%(7)	24.0%(6)	104.0%(26)	4.0%(1)	0.0%(0)	44.0%(11)

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
No data submitted			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A
CRES is currently entering its sixth year of integrating Supplemental educational services, a Title I funded program that provides free after school tutoring in Reading and Math for those students who are on free/reduced lunch. One of the 5th grade faculty members manages this program.

Title I funds also provide for Gizmos, Study Island, and Write Score, online tools which is used to further our students learning in Science, Reading, Writing and Math. Classroom teachers are responsible for the implementation of these programs.

Ready to Learn, a PBS funded program, is held each month for families of current and future K & 1st grade students. This program supports early childhood

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

Principal Dinah Stewart– Provides a common vision for the use of data based decision making, ensures that the team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school based RtI plans and activities.

Instructional Coach: Margaret Rohal – Develops, leads, and evaluates school core content, standards/programs, identifies and analyzes existing literature, scientifically based curriculum/behavior assessment and intervention approaches.

Guidance Counselor: Latonya Fleming – Identifies systematic patterns of student's needs while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk", assists in the design and implementation for progress monitoring, data collecting, and data analysis; and provides support for assessment and implementation monitoring.

Exceptional Student Education Teacher : Patricia Leftwich – Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Select General Education Teachers: Elaine Stanley; Diane Bilyk; Darlene Williamson; Judy Warthen; Dee Harris; Jacqueline Casey – Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

School Psychologist – Participates in collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning and program evaluation.

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?

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?
The team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

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

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

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
The RtI Leadership team discussed data for: Tier 1, 2 and 3 targets, academic and social/emotional areas that needed to be addressed, setting clear expectations for instruction. The facilitator and one team member assisted in the construction of the SIP.

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.

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.
Data
Baseline data: Progress Monitoring and Reporting network (PMRN), DRA2, Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, DRA2, Benchmark Assessments, FCAT Simulation
Midyear : Benchmark Assessments, Florida Assessments for Instruction in Reading (FAIR)

End of Year: DRA2, FAIR, FCAT
Frequency of Data Days: once a month
A system of charts and graphs will be utilized to track and summarize the data collected on students that are targeted.

Describe the plan to train staff on MTSS.

Describe the plan to train staff on RtI.
Staff training will occur throughout the school year during Pre-Planning, Early Release sessions, and grade level sessions. Training will begin with an overview of the purpose, structure, and focus for RtI. Throughout the school year, training will occur with specific grade levels to address specific needs as determined by teacher request and by the student needs indicated by analysis of student performance data.

Describe the plan to support MTSS.

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).
Dinah Stewart, Principal
Margaret Rohal, SIC / 2nd
Elaine Stanley, Kg
Diane Bilyk, 1st
Mrs. Sims 2nd
Kim McCormick 3rd
Judy Warthen, 3rd
Arin Johnson 4th
Jacqueline Casey 5th

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

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The LLT meets several times at the beginning of the school year to coordinate and structure the roll out of RtI and Literacy Initiatives. By September, the team meets monthly to assess student performance data and make recommendations for next steps to improve student performance. At the monthly meetings, the LLT willreview current data from FAIR; benchmarks and classroom assessments to determine areas of instructional focus for classroom instruction (Tier 1) and intervention (Tier 2 and 3).

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

What will be the major initiatives of the LLT this year?
Incorporating and operating the RtI model with instruction will be the main focus for the team this year.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

All children in Duval County have the option of attending the Florida Voluntary Pre-K program (VPK). The objectives for the program are comprehensive and provide a solid foundation for entry into basic kindergarten. Students experience hands on literacy activities that build pre-reading, oral expression, and phonemic awareness skills. Math skills are enhanced through

daily living activities that involve matching, sorting, and counting.

Central Riverside Elementary offers kindergarten education. Within the first 45 days of enrollment, kindergarten students are given two assessments. The Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide for the screening of each child's readiness for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Florida Assessment in Reading (FAIR) for kindergarten. This assesses letter naming fluency and initial sound fluency and assists in gathering information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention.

In addition, Ready to Learn, a PBS funded program, is held each 3rd Thursday evening for families of current and future K & 1st grade students. This program supports early childhood preparation and readiness.

*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:	To increase percentage of students achieving Level 3 in reading to 42%(67).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%(63)	42%(67)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Teacher knowledge of the use of FAIR data for differentiated instruction	1.1 Determine core instructional needs by reviewing previous FCAT results and FAIR assessment data. Plan differentiated instruction using evidence based instruction/enrichments within the 90 minute reading block.	1.1 Principal and SIC and district coach	1.1. Site based coach will provide professional development for use of decision tree for analyzing FAIR data.	1.1 SIC will review ongoing FAIR results and previous FCAT data to determine progress between benchmarks. Principal will monitor differentiated instruction through review of lesson plans.
2	1.2. Lack of knowledge of use of DRA 2 continuum for grouping students for centers and small group instruction.	1.2 Determine core instructional needs by analyzing DRA2 assessments. Plan differentiated instruction in centers and homogeneous grouping for needs based instruction.	1.2 Classroom teachers and SIC	1.2. SIC will meet with grade levels and discuss DRA2 results, providing instructional recommendations to teachers based on student needs	1.2 Principal will monitor differentiated instruction through review of lesson plans and classroom walkthroughs.
3	1.3. Students entering FCAT tested grades reading below grade level. Lacking comprehension and vocabulary skills needed to analyze reading passages.	1.3. Develop a Focus Calendar to target specific FCAT benchmarks and use this data to differentiate instruction to target comprehension and vocabulary skills.	1.3. Classroom Teacher	1.3. Teachers will administer a pre and post-test for each FCAT benchmark and use this data to plan for instruction	1.3. FCIM Pre and Post-tests.

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:

		Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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:	To increase percentage of students achieving in reading to 33% (52)
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
27% (43)	33% (52)

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	2.1. Lack of differentiated and small group instruction by classroom teacher	2.1. Guided reading and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small group.	2.1. Teachers and administration	2.1. Increased DRA scores, moving students through gradient of text.	2.1. DRA and Houghton Mifflin Core Curriculum
2	2.2. Students not challenged in levels of complexity based on Webb's Depth of Knowledge	2.2. Teachers will use higher level questioning and help students to use higher level of cognitive thinking when reading a text.	2.2. Classroom teachers	2.2. Students will be able to answer higher level questions that will be reflected on teacher made/core materials assessments and through teacher observations	2.2. DRA II , Houghtom Mifflin Core Assessments, district assessments
3	2.3. Lack of parental involvement in the intermediate grades. Parents not utilizing communication tools provided by the school.	2.3. Teachers communicating with parents via grade level website, monthly/weekly newsletters and providing incentives to students for parent participation. The district messaging system Parent Link will be used to notify parents of school-wide activities.	2.3. Classroom teachers, and administration.	2.3. Sign-in sheets and student agendas will be used to acknowledge teacher/parent communication. Students will earn incentives when parents access a school base website.	2.3. Administration will use OnCourse to track the number of parents logging on to view grades.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	

Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	To increase the percentage of students making Learning Gains in reading to 78%
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (71)	78% (73).

	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. Teachers and students unfamiliar with how to use the FAIR assessment for planning and determining goals .	3.1. Classroom teachers will Confer with and set targeted goals to develop lesson plans with increased rigor and complexity following the FAIR assessment.	3.1. Principal	3.1.Professional development on Webb's Depth of Knowledge and higher order questioning.	3.1. Administration will review lesson plans and d results of on-going FAIR assessments focusing on rigor and higher order questions.
2	3.2 Teachers lack of knowledge of Webb's Depth of knowledge and higher order questions.	3.2. Professional development on Webb's Depth of Knowledge and higher order questioning	3.2 Principal/ SIC/ Classroom teachers	3.2. Professional development on Webb's Depth of Knowledge and higher order questioning	3.2. Principal will conduct walk throughs and review lesson plans to determine rigor of questioning.
3	3.3. Lack of differentiated and small group instruction by classroom teacher.	3.3.. Guided reading and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small group.	3.3.Classroom Teacher	3.3.Increased DRA scores, District Benchmark data and moving students through gradient of text.	3.3.DRA2 and District Benchmark data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:	To increase percentage of students in the lowest 25% of the school (bottom quartile) making learning gains in reading by 5% (2) goal in this box.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (30)	81% (32)

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	4.1. Time and resources to address the needs of the lowest 25%.	4.1. Teachers will analyze individual student performance data to determine appropriate differentiated instructional activities/enrichment and provide additional instruction for students as needed.	4.1. Principal and SIC	4.1. Provide additional time and instruction for the bottom quartile of students.	4.1. Principal reviews lesson plans and conducts focus walks for differentiated instruction and reviews on-going data collection.
2	4.2 Limited staff	4.2.Common RTI Block	4.2. Principal, SIC, guidance counselor classroom teachers and resource teachers, paraprofessionals and staff.	4.2. RTI data collection and analysis.	4.2. Review of RTI plans and data by RTI Leadership Team and principal.
3	4.3 Time and knowledge of Florida Continuous Improvement Model.	4.3.Teachers will use the FCIM Model to focus instruction on areas of weakness as determined by classroom data.	4.3. Principal, SIC, classroom teachers.	4.3. FCIM data collection and analysis.	4.3. Review of FCIM data.

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

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :	To increase the baseline data from 57% in 2010 to 68% in 2013.

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	All subgroups will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:57% Black: Hispanic: Asian: American Indian	White:77% Black: Hispanic: Asian: American Indian:

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5A.1. Teacher lack of knowledge of Webb's Depth of Knowledge and Higher Order questioning.	5A.1. Inclusion of higher order questions in lesson plans.	5A.1. Principal	5A.1 Professional development on Webb's Depth of Knowledge and higher order questioning	5A.1. Classroom walkthroughs,to monitor questioning; and lesson plans will be reviewed to determine the frequency and level of questioning.
2	5A.2.Understanding the FCIM process and the use and development of a focus calendar.	5A.2. Use instructional focus calendar (IFC) for reading and language arts classes.	5A.2. Reading Committee Chairperson	5A.2. Professional Development on the FCIM process and development of focus calendar.	5A.2. Administration and the School Leadership team (SLT) will be aware of the IFC's upcoming focus and will monitor implementation through classroom walkthroughs. Effectiveness will be determined through FAIR assessments.
3	5A.3. Lack of student background knowledge, experience and vocabulary.	5A.3.. Increased exposure to non-fiction content across the curriculum.	5A.3. Classroom teachers, resources teachers, School Instructional Coach and principal.	5A.3. Analysis of performance data.	5A.3. Review of teacher data.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.	N/A

	Reading Goal #5C:	

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading.

Reading Goal #5D:	Thirty eight percent of our students with disabilities will make profieciency in reading on FCAT 2.2 0.

2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 12%	SWD: 38%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

| 5E. Economically Disadvantaged students not making satisfactory progress in reading.

Reading Goal #5E:	50% of the economically disadvantaged students will make Adequate Yearly Progress in reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (27)	50% (33)

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. Parent communication concerning the SES tutoring and lack of transportation.	5D.1. Provide tutoring before and/or after school	5D.1. Principal/SES Site Manager	5D.1.Number of student's enrolled and participating in SES tutoring.	5D.1. Student growth as measured by FAIR assessments and SES progress

					monitoring tools throughout the school year.
2	5D.2. Lack of parental involvement, tardiness and attendance.	5D.2. Incentives will be provided to students to promote attendance. Parents will be invited to information/training nights at least 3 nights a year.	5D.2. Administration, teachers, VLC's, resource team, ESE teacher	5D.2. Parent feedback forms, attendance records	5D.2. Parent feedback forms, Attendance records via Oncourse
3	5D.3. Lack of differentiated and small group instruction by classroom teacher.	5D.3. Guided reading and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small group.	5D.3. Classroom Teacher	5D.3. Increased DRA scores, District Benchmark data and moving students through gradient of text.	5D.3. DRA2 and District Benchmark data

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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
Student Motivation	K-5	Grade Level Lead	School-wide	Early Release	Teachers will be required to document student goal setting form	Administration
RTI	K-5	LaTonya Fleming	School-wide	Every monthly	PLC"s Agendas, CPST agenda's Implementation of RTI in each classroom, lesson plans, data and monitoring forms.	Administration
How to Help Struggling Readers	K-5	Meg Rohal/ Hawthorne	School-wide	November, 2012	Data, Success Binders, FAIR & DRA Data, Lesson Plans, Guided Reading Groups	RTI, CPST, Adminstration

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Reading Budget:

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

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The goal for the 2012-2013 school year will be 50% scoring at proficiency in listening/speaking

2012 Current Percent of Students Proficient in listening/speaking:
0

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Teachers lack of experience and skill set in working with ESOL students.	Additional training and support for teachers of ESOL students.	1.1. Reading Coach and Guidance Counselor and classroom teacher	Quarterly assessment of student progress.	Oral responses to two extended response questions on the Houghton Mifflin Benchmark.
2	.2. Lack of specific interventions needed to accommodate the learning styles of ESOL students.	Include specific strategies for response to intervention in lesson plans for the ESOL students.	.Principal, Reading Coach	Quarterly monitoring of student progress	Report card; test results
3	Parents lack of English use at home inhibits continuation of strategies and skills at home.	Provide parents with resources to help them to learn and use English at home	. Guidance Counselor and classroom teachers.		

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The goal is for the 2012-2013 year will be 50% scoring at proficiency in Reading.

2012 Current Percent of Students Proficient in reading:
20% (1).

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	. Teachers lack experience and skill set in working with ESOL students	2.1. Additional training and support for teachers of ESOL students	2.1.Reading Coach, guidance e counselor and classroom teacher	2.1.Quarterly assessment of student progress	.FAIR, DRA's ,Benchmarks, and Weekly Reading Assessments
2	Limited English Vocabulary and lack of skills in building back ground knowledge	Teach strategies with an emphasis on building background knowledge to strengthen vocabulary skills	Classroom Teacher and Reading Interventionist	.2. weekly assessments	2.2. RtI Progress monitoring, Fair, and weekly vocabulary test

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

3. Students scoring proficient in writing. CELLA Goal #3:	The goal for the 2012-2013 school year will be 50% scoring at proficiency in Writing.

2012 Current Percent of Students Proficient in writing:

0

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Teachers lack experience and skill set in working with ESOL students	2.1.Additional training and support for teachers of ESOL students	2.1.Reading Coach, Guidance Counselor, and classroom teacher.	2.1. Quarterly assessment of student progress	.1. District Writing Prompts
2	2.2. Limited Reading skills, oral language, and vocabulary skills have a direct correlation to limited writing skills	2.2. Teach strategies to develop reading, oral language and vocabulary skills.	.2. Classroom Teacher and Reading Interventionist	2.2.weekly assessment	2.2. weekly reading assessment, Extended response questions, and weekly writing assignments
3	2.3. Limited Cultural Background Knowledge and experiences	2.3. Involve students in vicarious cultural experiences and provide rich examples during core teaching periods to build background knowledge	2.3. Classroom Teacher and Reading Interventionist	2.3. weekly assessment	2.3. weekly reading assessments, extended response questions and writing assessment

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:	To increase percentage of students achieving level 3 in math to 35% (55)
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (52)	45% (57)

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 knowledge of use of formative and summative data from newly adopted math curriculum.	1.1. Determine core instructional needs by reviewing summative and formative assessment data. Plan differentiated instruction using evidence based instruction/enrichments within the math workshop.	1.1. Classroom Teachers	1.1. Analysis and review of formative and summative data to determine effectiveness of differentiated instruction.	1.1. Administration will conduct walkthroughs. Benchmark Assessment Data
2	1.3. Instructional time and time management.	1.3. Clock/Timer to monitor amount of time for each section of the Workshop Model. Implementation of Rituals and Routines.	1.3. Classroom Teacher	1.3. Peer observation and videotaping.	1.3. Workshop model completed on time.
3	1.2. Attendance, parent involvement.	1.2. Courtesy call to parent, e-mail, website, agenda, invitation to volunteer home visits, refer to guidance. Parent/teacher/student conferences.	1.2. Classroom Teacher	1.2. Improved Student Attendance, improved parent initiated communication.	1.2 Oncourse. Student progress.

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:	To increase percentage of students achieving level 4/5 to 45% (72)
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (68)	45% (72)

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	2.1. Communication and time to plan for advanced/enrichment instruction.	2.1. SIC and Gifted/EDGE teacher will provide recommendations to assist classroom teachers in planning advanced/ enrichment instruction for identified students.	2.1. Classroom Teachers Gifted/EDGE Teacher SIC	2.1. Analyze data to see if students are making gains above the level of proficiency.	2.1. Principal will conduct lesson plan reviews. Principal and SIC will conduct walkthroughs throughout the school year.
2	2.2. Attendance, parent involvement.	2.2. Courtesy call to parent, e-mail, website, agenda, invitation to volunteer, home visits, refer to guidance. Parent/teacher/student conferences.	2.2. Classroom Teacher	2.2. Improved Student Attendance, improved parent initiated communication.	2.2. Improved Student Attendance, improved parent initiated communication.
3	2.3 Acquiring additional Research Based Enrichment Materials	2.3 Purchase additional materials through various resources.	2.3 Administration	2.3 Classroom teachers will monitor increased student performance.	2.3 School/ District Assessments that show high performance.

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:	To increase percentage of students making learning gains in mathematics to 70% (65)
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (60)	70% (65)

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	3.3. Instructional time and time management.	3.3. Clock/Timer to monitor amount of time for each section of the Workshop Model. Implementation of Rituals and Routines.	3.3. Classroom Teacher	3.3. Peer observation and videotaping,.	3.3. Workshop model completed on time.
2	3.1.Teacher knowledge and use of the new envisions math curriculum and assessment system and knowledge of the NGSSS.	3.1. Implement the full Math Workshop Model in the Math Curriculum	3.1. SIC and Principal	3.1. Use of new math curriculum and the use of envisions assessment components.	3.1. Focus walkthroughs by the SIC will be used to ensure all math teachers are using the workshop model and the components of the new curriculum. Feedback generated from walkthroughs
3	3.2. Understanding the FCIM process and the use and development of a focus calendar.	3.2. Utilize the FCIM to identify areas of concern in core curriculum needing intervention and focus.	3.2. School Leadership Team.	3.2.. Professional Development on the FCIM process and development of focus calendar.	3.2. SLT will review student grouping information monthly and ensure groups are redesigned to target the needs of students based on assessment.

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

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	To increase the percentage of students in the lowest 25% making learning gains in mathematics to 68% (63)
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (60)	68% (63)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.2. Lack of Understanding/ Motivation.	4.2. Interesting performance based activities using manipulatives. Small group/ one-on-one instruction, peer tutoring.	4.2. Classroom teacher, ESE teacher	4.2. Student improvement on assessments/test scores. Math Journal writing that demonstrates student understanding of concept or skill.	4.2. Various assessments, evaluation of math journals. Progression of increased scores on core curriculum assessments.
2	4.1. Time and resources for additional differentiated instruction to improve level of skills and conceptual knowledge of math.	4.1. Use student performance data to differentiate instruction and provide appropriate enrichment.	4.1. Principal and School Leadership Team.	4.1.Using the assessment data to differentiate instruction and determine student gains.	4.1. Benchmark Assessment data and Envisions assessment components.
3	4.3. Attendance, parent involvement.	4.3. Courtesy call to parent, e-mail, website, agenda, invitation to volunteer home visits, refer to guidance. Parent/teacher/student	4.3. Classroom Teacher	4.3. Improved Student Attendance, improved parent initiated communication.	4.3. Oncourse. Student progress.

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 #
	The goal for Central Riverside is for all students to reach proficiency in mathematics. Presently 74% of our students scored at profiency on the FCAT 2.0. Our goal is to increase that to 78%.
	5A :

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

	74%	78%	81%	83%	85%	

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:	The goal of Central Riverside Elementary is to make progrsss toward all students making proficiency in mathematics on FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 88%	White: 89%

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	5B.1. Lack of differentiated and small group instruction by classroom teacher.	5B.1.Guided math groups and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small group.	5B.1.Classroom teacher	5B.1.District Benchmark data and weekly assessments	5B.1. District Benchmark data and weekly assessments
3	5B.2. Attendance and parent involvement.	5B.2. Courtesy call to parent, e-mail, website, agenda, invitation to volunteer home visits, refer to guidance. Parent/teacher/student conferences.	5B.2. Classroom Teacher	5B.2. Improved Student Attendance, improved parent initiated communication.	5B.2. Oncourse. Student progress.

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The goal of Central Riverside is that students with disabilites will move from 58% proficiency in mathematics to 62% profiency on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 58%	SWD: 62%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The economically disadvantaged children at Central Riverside will make progress toward proficiency on the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED 68%	ED 71%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time and transportation for after school tutoring.	SAI tutoring for economically disadvantaged students in math after school.	Principal and SIC	Progress monitoring and analysis of data to determine progress toward proficiency.	Benchmark Assessment data; Envisions and Diagnostic assessments components; teacher made assessment
2	Lack of differentiated and small group instruction by classroom teacher	Guided math groups and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small group.	Classroom teacher, ESE teacher	District Benchmark data and weekly assessments	District Benchmark data and weekly assessments

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
K-5	Math	School Wide	September-June 2012-2013	Observations and classroom walkthroughs. Documentation in lesson plans	Principal Math Interventionist	Principal Math Interventionist
3-5	Math	Grade Level, VLC	September-June 2012- 2013	District and school leadership will conduct targeted walkthroughs to monitor effectiveness of differentiated instruction training in using evidence- based instruction/ interventions within mathematics blocks.	Math Interventionist, Principal, SIC	Math Interventionist, Principal, SIC
K-5	Math	PLC, VLC,School wide	September 2012	Modeling of Lessons Classroom visits	Principal Math Interventionist	Principal 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:	To increase percentage of students achieving level 3 in Science to 55% (26).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (26).	55% (28)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Teachers lack of understanding of the 5E planning model.	1.1. Utilize hands on laboratory experiments using the 5E Model.	1.1. Principal	1.1. Analysis of assessment data both formative and summative.	1.1. Focus walkthroughs by the principal will be used to ensure that laboratory experiments are being performed
2	1.2. Tools and resources for science experiments. Student's ability to follow directions and experience with hands on science experiments	1.2. Provide real world science experiments and engaging activities	1.2. Science lead teacher.	1.2. Students ability to do performance tasks.	1.2. Administration will conduct walkthroughs to determine frequency of real world experiences.Look at student work and science journals.

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:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	To increase percentage of students achieving level 4/5 in science by 35%. (18)
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%. (16)	35%. (18)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Tools and resources for science experiments. Student's ability to follow directions and experience with hands on science experiments.	2.1. Provide real world science experiments and engaging activities	2.1. Science lead teacher.	2.1. Students ability to do performance tasks according to the learning schedule and performance on pmas and teacher made tests.	2.1. Administration will conduct walkthroughs to determine frequency of real world experiences. Analylis of PMA data and student work.
2	Students entering the fifth grade lacking knowledge in the scientific method	Consistent use of science data books and journals to help students clear up misconceptions.	Classroom Teachers	Students are able to accurately read a data table and draw conclusions through performance tasks and progress monitoring assessments.	Performance Task and Progress Monitoring Assessments

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

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

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

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

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

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

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

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	To increase the percentage of students scoring at FCAT level 3.0 and higher in writing to 80% (34)
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (32)	80% (34)

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 understanding of how to teach the process of revising and editing.	1.1. Provide professional development and peer modeling so that students effectively use the process of revising and editing in their writing.	1.1. Classroom Teachers	1.1. Teacher/administration chats will take place after each administration of district writing prompts.	1.1. Grade level monitoring form will be turned in to administration.
2	1.2. Lack of understanding of how to utilize the 4th grade FCAT scoring rubric.	1.2. Peer partnerships will be established among teachers to improve the accuracy of scoring student	1.2.Classroom teachers and administrative team	1.2. Teacher/administration chats will take place after each administration of	1.2. Grade level monitoring form will be turned in to administration.

		writing. Teachers will score 20% of a random sampling of their partner's student work.		district writing prompts.	
3	1.3. Time for teachers to collaborate during the school day.	1.3. Implement resource schedule which allows time for built-in collaboration.	1.3. Principal and Administration	1.3. Teacher/administration chats will take place after each administration of district writing prompts. Teachers and students will have bi-weekly data chats during Guided Writing sessions.	1.3. *Grade level monitoring form will be turned in to administration.

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of Florida Writes Rubric and Anchor Papers for scoring writing.	4th grade	Administration	4th grade teachers	3/13		Administration
Teaching the process of revising and editing	K-5th grade	Classroom Teachers	ELA 3rd-5th grade; All primary teachers	3/13		Administration
Write Score	4th grade	Classroom Teacher	4th grade teacher	3/13		Administration

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	To reduce the percentage of students with 10 or more absences by 2%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
22% (77)	20% (67)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
22% (77)	20% (67)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
22% (77)	20% (67)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Parent lack of	1.1.Communicate the	1.1. Principal	1.1.Itemize student	1.1.Genesis/Data

1	transportation, resources, computers and phone communication. Newsletters and school communication not delivered by student.	importance of attending school daily. - Parent Link Phone messaging system - Parent Newsletter - Parent/Teacher Conferences - Parent/Administrator attend related conferences.	Guidance Counselor	attendance data quarterly.	Warehouse
2	1.2. Students who feel disconnected due to low level bullying or feel they are not liked by their peers or teachers.	1.2. All teachers will implement the district Second Step Bullying Curriculum. Greater attention will be given to these students to ensure they feel welcomed and connected	1.2.Classroom Teachers/Guidance Counselor/Attendance Clerk/Administration	1.2. The attendance clerk will monitor the attendance using OnCourse.	1.2. Attendance Records
3	1.3. Student who arrive late due to parents personal issues.	1.3. To provide parent workshops on attendance regarding the impact absenteeism has on student achievement.	1.3. Administration Guidance Counselor	1.3. The attendance clerk will monitor the attendance using OnCourse	1.3. Attendance Records

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
Absenteeism	K-5	Foundations LEad	School-wide	October 2012	Teachers will work with students on attendance goals	administration
Second Step Training	K-3	District Personnel	Teachers new to Central Riverside	December 2012	Lesson Plans	Administration

Attendance Budget:

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

No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	**$0.00**

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:	To maintain or decrease the number of student suspensions from 53 to 40 for the 2012-2013 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
There were a total of 5 in school suspension for 2011/2012	The expected number of in school suspension for 2012/2013 is 3.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were a total of 5 in school suspension for 2011/2012	The expected number of in school suspension for 2012/2013 is 3.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were a total of 53 out of school suspension for 2011/2012	The expected number of out of school suspension for 2012/2013 is 40.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There were a total of 53 out of school suspension for 2011/2012	The expected number of out of school suspension for 2012/2013 is 40.

	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 communication with parents on discipline procedures through CHAMPS and FOUNDATIONS.	1.1. Implement the use of school-wide rituals and routines from the first day of school	1.1. Principal Foundations Team Guidance Counselor School Psychologist	1.1 Itemize dismissal referral data	1.1 Genesis/Data Warehouse
2	1.2. Time for conference and lack of explicit expectations	1.2. Use Teacher/Student conferencing and Administrator/Student Conferencing to communicate expectations	1.2. Teachers Administrators	1.2.Examination of conference logs	1.2. Genesis/Data Warehouse
	1.3. Part time guidance counselor limits the amount of time for	1.3. Implement Classroom Guidance with focus on	1.3. School Counselor	1.3. Report from guidance counselor to administration and	1.3. Genesis/Data Warehouse

	classroom guidance.	conflict resolution, bullying, anger management skills, social skills, and other personal skills		foundations team about lessons and frequency of classroom guidance.	
3					

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
Foundation VLC/Second Steps	All garde ; levels	VLC Lead/Guidance	VLC	Monthly/Weekly	Review agenda/minutes	Foundation Team
Grade Level PLC	All grade levels	Foundations Representative on grade level	PLC	Monthly	Review Agenda /Minutes	Grade Level Chair
CHAMPS training	All grade levels	Administrations	School-wide	Pre-planning	Focus walks to view CHAMPs in action	Administration

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To increase parent involvement with parent programs during and after school to improve healthy parent communication between school and home.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
40% (134)	50% (169)

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 lose agendas or parents fail to check agendas	1.1. Every math teacher communicates with parents through the student agendas concerning progress in student performance.	1.1. Classroom Teacher PTA Liaison	1.1.Teachers will monitor planners on a daily basis.	1.1. Administration will review student agendas to verify compliance. PTA Liaison will attend PTA board meetings to communicate need for daily parental review of student agendas.
2	1.2. Transportation, communication and interest of parents.	1.2. Muffins for Moms and Doughnuts for Dads Literacy Night FCAT Family Night Math Workshop Science Workshop Bullying workshop	1.2. SIC PTA Guidance	1.2. Feedback forms and surveys and sign in sheets to determine level of parent participation.	1.2. Collect participation data based on parent attendance sign in sheets and family surveys.
3	1.3 Forms not being delivered back to school.	1.3 Active recruitment of volunteers at all school activities through the use of volunteer recruitment form.	1.3 PTA President Guidance	1.3 Tracking and collection of forms.	1.3 Collect participation data based on Volunteer Sign-In logs.

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Safety for all students by decreasing the total number of Class II referrals by 20% (94) 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 for all students by decreasing the total number of Class II referrals by 20% (94) Goal Safety for all students by decreasing the total number of Class II referrals by 20% (94) Goal #1:	Safety for all students by decreasing the total number of Class II referrals by 15% (56)
2012 Current level:	2013 Expected level:
20% (69)	15% (56)

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 teacher training on Class I and Class II violations of the Student Code of Conduct	1.1. Foundations Team will develop a plan to determine what violations of the Student Code of Conduct should be referred to the office. This plan will be reviewed with the staff and submitted for approval.	1.1Foundations Team, Teachers, and school administration	1.1. Decrease in student referrals for Class I and Class II violations. Genesis clerk will provide monthly reports.	1.1.Genesis Reports
2	1.2 Lack of parent support based on their own educational experiences related to behavior	1.2. Utilizing the Foundations/CHAMPS curriculum to provide parent training on parenting skills and create a behavior plan.	1.2. Foundations Team/Administration	1.2. Decrease in referrals. Behavior plan signed by parent.	1.2. Behavior Plan completed
3	1.3. Lack of positive referrals and recognition of outstanding behavior.	1.3. Implement positive referral system to recognize students for outstanding behavior	1.3. All staff members and administration	1.3. Decrease in referrals and increase in positive referrals.	1.3. Positive referrals

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

Foundations Monthly Meetings	K-5	Foundations Team	Representative from each grade level	Monthly during 2012-2013 school year	Focus Walks	Foundations Team/Administration
District Foundations Training	K-5	District Facilitator	Foundations Team	September 2012, January 2013, April 2013	Focus Walks	Foundations Team/Administration
Class I/Class II Infractions	K-5	Foundations Team	School-wide	December 2012	Grade Levels will create a common list of consequences for violations of Class I/Class II behavior this will be submitted to the administration for review.	SIC/Guidance

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 for all students by decreasing the total number of Class II referrals by 20% (94) Goal(s)

FINAL BUDGET

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

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

Technology

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

Professional Development

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

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/24/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC at CRES assists the teachers and the principal in many of the school based decisions. Their activities include (but are not limited to) recruitment of new SAC members, SAC elections, and appointment of a chairman. In addition, the SAC will discuss and plan how to best utilize the appropriation allotted to the SAC. Climate surveys, test results, and budget issues are previewed to

help determine school needs. Utilization of the SAC funds to be used in 2012/2013will be determined when the SAC convenes beginning in September, 2012.

The 2012-2013 SIP will be reviewed with the input of the SAC after an analysis of the data and school needs for 2013 and 20134 The budget will be revised according to the new goals. The SIP is continuously monitored by the SAC.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District CENTRAL RIVERSIDE ELEMENTARY SCHOOL 2010-2011	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	86%	65%	72%	294	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	80%			145	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	40% (NO)	67% (YES)			107	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					546	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Duval School District CENTRAL RIVERSIDE ELEMENTARY SCHOOL 2009-2010	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	76%	81%	56%	285	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	79%	75%			154	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?	83% (YES)	70% (YES)			153	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					592	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested