FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SAINT CLAIR EVANS ACADEMY

District Name: Duval

Principal: Shana Adams

SAC Chair: Iva Smith

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Shana Adams	BA Elementary Education K-12,University of North Florida Masters of Education Jacksonville University-Ed. Leadership K-12	3	10	Principal 2011-2012-2nd year at Saint Clair Evans. Reading Mastery 38%, Math Mastery 48%, Science Mastery 25%, Writing 83%. Reading gains 64% and Math gains 69%, Bottom quartile in reading and math was 74% each. 2010-2011. First year at Saint Clair Evans Academy, school grade rose from a C to a B. The school made AYP for the first time. Reading Mastery 51%, Math Mastery 64%, Science Mastery 30%. AYP 100% Principal Brookview Elementary in 2009-10 Grade A, Reading Mastery 78%, Math Mastery 86%, Science Mastery 58%, AYP % 92 2008-09 Grade A, Reading Mastery 84%, Math Mastery 87%, Science Mastery 45%, AYP 100%, 2007-08 Grade A, Reading Mastery 85%, Math Mastery 86%, Science Mastery 51%, AYP 95%,
					Assistant Principal 2011-2012-8th year at Saint Clair Evans. Reading Mastery 38%, Math Mastery 48%, Science Mastery 25%,

| Assis Principal | Greg Dunnington | BA Education-Social Sciences 6-12 Fairmont State: Masters of Education UNF-Ed. Leadership K-12 | 8 | 22 | Writing 83%. Reading gains 64% and Math gains 69%, Bottom quartile in reading and math was 74% each. Assistant Principal 2010-2011 Seventh year at Saint Clair Evans Academy, school grade rose from a C to a B. The school made AYP for the first time. Reading Mastery 51%, Math Mastery 64%, Science Mastery 30%. AYP 100% Vice Principal 2009-2010-Grade C, Reading 49%, Math 55%, Science 20%, Gains Reading 46%, Math gains 64%, AYP 87%. 2008-2009-Grade D, Reading 55%, Math 40%, Science 7%, AYP 77%, 2007-2008 Grade C, Reading 48%, Math 44%, Science 28%, AYP 92% |

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 Coach	Evascette Green	Professional Educator: Elementary Education K-6	1	1	2011-2012 2ndyear as Reading Coach. Grade C, Reading Mastery 36%, Learning gains 64%, Lowest 25 74%, Writing 83%. 2010-2011 First full year Reading Coach. Grade B, Reading Mastery 51%, Learning Gains 60%, Lowest 25 68% 100% met AYP. 2008-2010: moved 40% of her bottom quartile to proficient. 77% overall gains. Received MAP pay two years in a row from a Challenged School. Part of a team that moved Ribault Middle from a D grade to a B grade.
Math Coach	Donneise Thompson	Professional Educator: Elementary Education K-6	1	1	2011-2012 2nd year as Math Coach. Grade C, Math Mastery 48%, Learning Gains 69%, Lowest 25 74%. 2010-2011 First full year Math Coach. Grade B, Math mastery 64%, Learning Gains 80%, Lowest 25 88%. 100% met AYP 2008-2010: proficient scores were 77%-2009 and 88% in 2010. Gains scores were at 90% both years.
Science and Writing	Javaro Giles	Professional Educator: Elementary Education K-6	5	1	2011-2012 61% proficient reading, 82% proficient math, 79% writing, 83% reading gains, 98% math gains, 88% bottom quartile reading, 100% bottom quartile math. 2010-2011 75% proficient reading, 87% proficient math, 87% writing, 75% reading gains, 82% math gains, 100% bottom quartile reading and math.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with PDF and Administration	Principal	Ongoing	
2	2. Partner new teachers with veteran staff for mentoring	Instructional Coaches and Administration	Ongoing	
3	3. Establish a working environment of trust, commitment, and teamwork. Training on building relationships.	Administration-Leadership Team	Pre-planning as well as ongoing	
4	4. Interview multiple candidates for vacant positions in order to select best possible person.	Administration and Leadership Team	Ongoing as positions become available	
5	5.Provide meaningful professional development that strengthens instructional practice.	Administration and Leadership Team	Ongoing.	

| 6 | 6. New teachers participate in the district's MINT program that provides continued support, professional development and mentoring. | Administration , PDF and Leadership Team | Ongoing | |

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
12% (4 out of 37 teachers)	Completion of the MINT program as well as having satisfactory evaluations. Mentor support from grade level teachers. Professional development (school based and district) to improve instructional delivery. Support from Academic Coaches.

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
33	6.1%(2)	54.5%(18)	30.3%(10)	9.1%(3)	33.3%(11)	100.0%(33)	0.0%(0)	3.0%(1)	24.2%(8)

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
Samantha Dixon	Lindsay LaFontaine	Ms. LaFontaine is a beginning teacher from UNF assigned to 2nd grade. Ms. Dixon is the grade level chair as well as the model classroom for 2nd grade.	Participation in the district's MINT program for new teachers at the school level which includes: observing model lessons; demonstration lessons; support with planning instruction, classroom management and implementation of effective teaching strategies.
Meshellia Hughes	Beth McQueen	Ms. McQueen is new to Saint Clair Evans Academy although she has teaching experience at private schools. She is currently assigned to 3rd grade. Ms. Hughes is a veteran 3rd grade teacher who had the	Participation in the district's MINT program for new teachers at the school level which includes: observing model lessons; demonstration lessons; support with planning instruction, classroom management and implementation of effective teaching strategies.

		highest % of proficiency on the grade level.	
Monea Brantley	Verlina Mobley	Ms. Mobley is a beginning teacher assigned to 1st grade. Ms. Brantley is the grade level chair. Ms. Brantley is an experienced Instructional Coach. As a classroom teacher, her students consistently out-performed those on her grade level.	Participation in the district's MINT program for new teachers at the school level which includes: observing model lessons; demonstration lessons; support with planning instruction, classroom management and implementation of effective teaching strategies.
Sonja Sams	Katrina Thomas	Ms. Thomas is a beginning teacher from UNF assigned to 3rd grade. Ms. Sams is the graded level chair as well as a model classroom for Saint Clair Evans. Her scores were the highest % on the grade level.	Participation in the district's MINT program for new teachers at the school level which includes: observing model lessons; demonstration lessons; support with planning instruction, classroom management and implementation of effective teaching strategies.

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 funds are used for additional teachers and support staff to meet the needs of our students. Supplemental Educational Services provide after school tutoring opportunities.

Title I, Part C- Migrant

> N/A

Title I, Part D

>

Title II

> The school receives additional materials to supplement basic education program. Literacy Navigator and Math Navigator from America's Choice are materials to support our lowest performers

Title III

> N/A

Title X- Homeless

> N/A

Supplemental Academic Instruction (SAI)

SAI funds are used to operate Saturday School during February,March, and April. Saint Clair Evans focuses intensive instruction in reading, math, science, and writing during these morning sessions throughout the three months. The school targets our three subgroups in order to meet AYP requirements.

Violence Prevention Programs

Saint Clair Evans offers Character Education in all grades, focusing on being responsible for self. Foundations program provides a framework for an overall safe and civil school. Champs implementation in the classroom provides the necessary tools for positive classroom management

Nutrition Programs

Saint Clair Evans participates in the Breakfast in the Classroom program. Our large percentage of free and reduced lunch students allows us to provide a nutritional breakfast to all students each day.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administration: Principal and Assistant Principal model the school vision of using data to make decision, ensure that RtI is implemented, provide professional development for staff to support RtI, require intervention support for students with documentation, and communicate with parents regarding the RtI process.
RtI Facilitator: Member of the school leadership team, acts as liaison for implementation of RtI at the school level, receives ongoing RtI training and presents information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support RtI.
General Education Teacher: Student data collection, provide staff with core instruction information, coordinates Tier1, Tier2, and Tier3 instruction/interventions/materials for implementation of student activities and collaborates with staff on problem solving.
ESE Teacher: Student data collection, determines if further assessment is necessary, collaborate with general ed. teachers through co-teaching, facilitation, and consultation; coordinate instruction/activities/materials for Tier 2 and Tier3 students.
Instructional Coach: Develop, lead, evaluate school content standards/programs, provides support for assessments, guide the K-5 reading plan, provided professional development for instruction, intervention and support of RtI, data collection and analysis, assists screening programs that provide early intervening services for children considered "at risk", supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
Guidance: Coordinate child-serving and community agencies to the school and families to support students' academic, emotional, behavioral and social success; provides consultation services to general and special education teachers, parents, and administrators; conducts direct observation of student behavior.
Foundations Team Chair: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; collaborates with staff to implement behavioral interventions.

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

The Leadership Team will focus on getting the "best" from the students, staff, and community. Academic and behavioral questions to consider are:
• What do we expect the students to learn?
• How do we know they have or have not learned what was expected?
• What will we do when they do or don't learn?
• What evidence do we have to support our responses to these questions?
During the weekly meetings, the team will discuss the effectiveness of Reading, Math, Science, and Writing instruction based on student data. Students meeting/exceeding expectations, at moderate risk or at high risk for not meeting benchmarks will be identified through the screening data at each grade level. Based on this information, professional development needs, instructional adjustments, or resource availability will be discussed. The priority will be to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The goal is to build consensus on the decision making process.
Each grade level team will carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 core instruction and continuing through Tier 2 supplemental instruction/intervention:
• Identifying and analyzing systematic patterns or student need.
• Identifying appropriate evidence-based differentiation and intervention strategies.
• Implementing and overseeing progress monitoring.
• Analyzing progress monitoring data and determining next steps.
For the most intensive interventions at Tier 3 in the 2011-2012 school year, the current RtI structure will be used collaboratively with the building instructional teams to provide classroom support for students.

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

The Building Leadership Team leads the faculty in the review of the data and with input from the school's instructional teams. The development of the initial draft of the School Improvement Plan utilizes the template provided by the Department of Education. Problem solving strategies are utilized to analyze student data. Concerns are identified. Interventions and strategies are developed to address instructional and achievement concerns in order to meet the goals of the School Improvement Plan. The draft SIP is them presented to the School Advisory Council for review and recommendations. The Leadership Team finalizes the plan.
The School Improvement Plan becomes the guiding document for the work of the school. The RtI/ Leadership Team will regularly review, revise, or update the plan as needs of the school change throughout the school year. The plan includes a review process to ensure that the school has used RtI to inform instruction and make adjustments as data are analyzed.

MTSS Implementation

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

Baseline Data: Aug. Diagnostic (Summative), FAIR, Progress Monitoring and Reporting System (PMRN), DRA, Sept. Benchmark Test, Previous year FCAT, and Aide data.
Progress Monitor: PMRN, OPM, Core Reading Assessments, PMA'S, FCAT Explorer, Success Maker, Florida Achieves
Mid Year: Dec. Benchmark Test, FAIR, DRA, Grade Level scrimmages, FCAT Explorer, Success Maker,Florida Achieves
End of Year: March Benchmark Test, 2013 FCAT, FAIR, DRA, Success Maker,
Frequency of Data Days: Twice a month (Early Release Days)
Behavior tracking is done through the grade levels. Frequency of infractions, locations, and times are studied through our Foundation Team. Possible solutions and interventions are developed. Genesis will provide student information regarding attendance, referrals, and suspensions. Pearson Inform program will manage the data once it is fully deployed.

Describe the plan to train staff on MTSS.

The RtI Leadership Team will participate in district level training. The Team will utilize materials that are provided by the district to train school staff. Early release days, planning days, grade level meetings, as well as resource time will be dedicated to staff development.

Describe the plan to support MTSS.

- Support is provided by the Administration in terms of personnel needed for the system to be successful.
- Release time for teachers to participate in selected meetings.
- Securing a building location as a consistent meeting place.
- Provide relevant professional development to stay abreast of the most current trends in education.
- Selection of dedicated team members whose work is for the good of the school with student's best interest in mind.
- Purchase necessary resources that contribute directly to the school's success.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team is led by the Administration (Shana Adams-Principal and Greg Dunnington-Vice Principal), the Reading Interventionist (Robyn Cooper), Writing Coach (Javaro Giles), and the Reading Coach (Evascette Green). Each grade level will have one representative as part of the Team to serve as decision makers about the curriculum practices in reading and writing. The focus is "best practices" that improve reading and writing performance for all students.

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

The district's reading/language arts philosophy is clear in suggesting that a successful reading teacher not only teaches a child how to read, but also incorporates strategies that foster a love of reading and prepares the student to enjoy a lifetime of reading." In support of the district's reading goals and our school based reading goals, we have established a monthly literacy team data review meeting to assist us in aligning with DCPS Comprehensive K-12 Reading Plan. Team members, review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum.

We further meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students."

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

The major initiative is to raise the proficiency numbers in Reading on the state assessment. Our goal is reduce the non-proficient numbers in all sub-groups of students in grades 3, 4, and 5 by 10% in order to qualify for "safe harbor" in the school grading process. In the primary grades, FAIR assessments, DRA, and PMA's from the core curriculum will be targeted for improvement throughout the school year.
Specific professional development for the staff will include: Effective Guided Reading, Instructional Rigor and High Order Questioning, Differentiated Instruction, using data to drive instruction, value of the anchor lessons, and unpacking benchmarks. These activities will be part of Early Release Days, planning days, grade level meetings, coaching/modeling support, lesson study groups, and faculty meetings.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/9/2012)

*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.

Saint Clair Evans Academy has implemented two Pre-Kindergarten classes for the preschool students residing in the school's attendance area. The Pre-K program is funded via Title 1 money. The program has stringent guidelines and procedures to adhere to. Currently, the enrollment for Pre-K is 18 in both classes. Parents and students must adhere to Pre-K's policies.

Students who attend and master the Pre-K objectives (academic and social) should have a successful transition into an elementary program.

Within the first 45 days of enrollment, Kindergarten students are given 2 assessments: 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 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for kindergarten (Letter Naming Fluency and Initial Sound Fluency) to gather 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.

Saint Clair Evans Academy is currently scheduling a series of workshops and informal meetings for preschool teachers whose students traditionally enter our school. The purpose of these sessions is to give those individuals the opportunity to discuss expectations, curriculum, and simple solutions to common classroom occurrences. In addition each of their preschool classes will be invited to our school during May to tour our school, meet the staff, and eat lunch in the cafeteria

The Reading Coach is responsible for these evaluations as well as safety nets if needed.

*Grades 6-12 Only

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

*High Schools Only

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 25% of the students will achieve a Level 3 Reading Mastery on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (45 students)	25% (52 students)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of instructional rigor that promotes high level thinking.	. From training during pre-planning, the faculty will include higher-order questioning in their daily lessons. Grade levels will develop "question banks" for periodic assessment. Incorporate Science reading material into the Literacy Block to develop informational text skills. Incorporate Common Core practices of Reading, Writing, and Speaking into the daily instruction.	Administration and Instructional Coaches	Lesson plan review. Classroom visits. Informal observations, conversation with students	Classroom observations to determine frequency or higher-order questioning technique. Lesson plan and assessment review
2	Difficulty getting all benchmarks covered prior to the state assessment.	Develop a Content Focus Calendar to ensure heavily tested benchmarks are covered thoroughly prior to FCAT	Grade Level Chair and Instructional Coaches	Administration will monitor through informal classroom observations or walkthroughs. Review the learning schedule against the Focus Calendar.	Core Reading assessments, FAIR assessments, Benchmark Tests, PMA's from the core curriculum, Success Maker, Florida Achieves
3	Analysis of student work.	Provide training in data analysis from a variety of assessments	Administration and Instructional Coaches	Review all assessment data to ensure that students are being introduced to high order questions	FAIR, Benchmark, PMA's from core curriculum

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5, 17% of the students will achieve a Level 4 or 5 Reading Mastery on the 2013 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (25 students)	17% (35 students)

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	Maintaining a high level of performance from Level 4 and 5 students.	2.1. From training during pre-planning, the faculty will include higher-order questioning in their daily lessons. 2.2. Develop "Strive for Five" student focus groups from our highest performers. Provide enrichment activities that will ensure a comfort level on rigorous tasks. 2.3 Ensure a rigorous curriculum for high performing students.	2.1. Administration and Instructional Coaches 2.2. District Literacy Coach Instructional Coaches and Interventionist 2.3 Administration Grade Level Chair Classroom Teacher	2.1. Lesson plan review. Classroom visits. Informal observations, conversation with students 2.2. Assessment data from moderate and high complexity questions. Student survey to determine value of program. 2.3 Assessment Data, comfort level of individual students with rigorous tasks.	2.1. Classroom observations to determine frequency or higher-order questioning technique. Lesson plans review. 2.2. FCAT Reading-State Assessment 2.3 Differentiated activities documented within lesson plans.

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 4 and 5, 70% of the students will achieve learning gains in Reading on the 2013 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (84 students)	70% (91 students)

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<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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<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>
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<td>1</td>
<td>Maintaining the momentum of the Level 3, 4, and 5 students. At the same time, ensuring at least a year's growth from lower achieving students.</td>
<td>3.1. Student conferences to be conducted following Core reading assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Establish RtI block within the instructional day for additional instruction.

3.2.. Students will participate in tutorial programs available at school.

3.3. Media Resource class will support school reading program by teaching reading strategies.
3.4. Reading Interventionist will provide additional instruction to lower performing students.</td>
<td>3.1. Administration, Instructional Coaches, Classroom Teacher

3.2. Administration, Classroom teacher, SES Coordinator, TEAM Up
3.3. Instructional Coaches
3.4. Reading Interventionist</td>
<td>3.1. Administrators will review student conference logs during classroom visits.

3.2. Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction.
3..3. Administrative walkthrough, observations, lesson plans.
3.4. Analyze student work.</td>
<td>3.1. Randomly select students, then ask about instructional conferences with their teacher.

3.2. Formal and informal assessments to determine progress in areas of need.
3.3. Core Reading assessments, scrimmages,Success Maker, Florida Achieves
3.4. Performance data from selected students.</td>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 3-5, 79% of the students in the bottom quartile will achieve learning gains in Reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (24 students)	79% (26 students)

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	Ensuring that students far below grade level achieve at least a year's growth as measured by the state assessment.	4.1. Student conferences to be conducted following Core reading assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Provide accommodations when appropriate to ensure student growth. Establish RtI block within the instructional day for additional instruction. 4.2. Students will participate in tutorial programs available at school. 4.3. Media Resource class will support school reading	4.1. Administration, Instructional Coaches, Classroom Teacher, ESE Inclusion Teacher 4.2. Administration, Classroom teacher, SES Coordinator, TEAM Up 4.3. Instructional Coaches 4.4 Reading Interventionist and ESE Teacher	4.1. Administrators will review student conference logs during classroom visits. Observe the RtI block to ensure its fidelity. 4.2. Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction. 4.3. Administrative walkthrough, observations, lesson plans. 4.4 Analyze student work	4.1. Randomly select students, then ask about instructional conferences with their teacher. Analyze student data to determine levels of improvement. 4.2. Formal and informal assessments to determine progress in areas of need. 4.3. Core Reading assessments, scrimmages, Success Maker, Florida Achieves 4.4. Student

		program by teaching reading strategies 4.4 Identify bottom quartile and develop small group instruction teams.			performance data.

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 # Saint Clair Evans will continue to reduce the achievement gap by the prescribed amounts each year. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	36	44	50	55	61	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In grades 3-5, 42% of the black students will make satisfactory progress in Reading on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (62 students)	42% (82 students)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ensure that all students achieve at least a one year gain as measured on the state assessment regardless of the present level of performance.	5B.1. Student conferences to be conducted following Core reading assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Provide accommodations when appropriate to ensure student growth. Establish RtI block within the instructional day for additional instruction. 5B.2. Students will participate in tutorial programs available at school. 5B.3. Media Resource class will support school reading program by teaching reading strategies	5B.1. Administration, Instructional Coaches, Classroom Teacher, Reading Interventionist, ESE Inclusion Teachers 5B.2. Administration, Classroom teacher, SES Coordinator, TEAM Up 5B.3. Instructional Coaches Administration and Instructional Coach Administration and Instructional Coach	5B.1. Administrators will review student conference logs during classroom visits. Observe the RtI block to ensure its fidelity. 5B.2. Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction. 5B.3. Administrative walkthrough, observations, lesson plans. Grade levels will review results of common assessments every two weeks. Identify progress toward mastery of benchmarks.	5B.1. Randomly select students, then ask about instructional conferences with their teacher. Analyze student data to determine levels of improvement. 5B.2. Formal and informal assessments to determine progress in areas of need 5B.3. Core Reading assessments, scrimmages, etc FAIR, Benchmarks, PMA's from core curriculum.

		Review common assessments to identify instructional needs. Plan differentiated instruction Plan supplemental instruction and intervention—includes explicit instruction, modeled instruction, guided practice, independent work Targeted intervention for students not responding to core and supplemental instruction. Interventions matched to individual student	RtI Team		

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:	This goal is Not Applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	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	No Students	Not Applicable	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:	In grades 3-5, 25% of Students with Disabilities will make satisfactory progress in Reading on the 2013 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (2 students)	25% (5 students)

	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
	Ensuring that students far below grade level achieve at least a year's growth as measured by	5D.1. Student conferences to be conducted following Core reading	5D.1. Administration, Instructional Coaches,	5D.1. Administrators will review student conference logs during classroom visits.	5D.1. Randomly select students, then ask about instructional

1	the state assessment.	assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Provide accommodations when appropriate to ensure student growth. Establish RtI block within the instructional day. 5D.2. Students will participate in tutorial programs available at school. 5D.3. Media Resource class will support school reading program by teaching reading strategies 5D.4. Review common assessments to identify instructional needs. Plan differentiated instruction Plan supplemental instruction and intervention—includes explicit instruction, modeled instruction, guided practice, independent work Targeted intervention for students not responding to core and supplemental instruction. Interventions matched to individual student	Classroom Teacher, ESE Inclusion Teacher, Reading Interventionist 5D.2. Administration, Classroom teacher, SES Coordinator, TEAM Up 5D.3. Instructional Coaches 5D.4. Administration and Instructional Coach Administration and Instructional Coach RtI Team	Observe the RtI block to ensure its fidelity 5D.2. Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction. 5D.3. Administrative walkthrough, observations, lesson plans. 5D.4. Grade levels will review results of common assessments every two weeks. Identify progress toward mastery of benchmarks. Grade levels continue to reviews results every two weeks. Determine progress toward mastery of benchmarks Grade levels continue to review results every two weeks. Determine progress toward mastery of benchmarks	conferences with their teacher. Analyze student data to determine levels of improvement 5D.2. Formal and informal assessments to determine progress in areas of nee 5D.3. Core Reading assessments, scrimmages, etc 5D.4. FAIR, Benchmarks, PMA's from core curriculum, Success Maker, and Florida Achieves

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In grades 3-5, 42% of the students will make satisfactory progress in Reading on the 2013 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (71 students)	42% (88 students)

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
	Ensure that all students achieve at least a one year gain as measured on the state assessment regardless of the present level of performance.	5E.1. Ensure that all students participate in the breakfast in classroom program. Encourage all parents to apply for the lunch program. Eliminate hunger as a barrier to learning.	5E.1. Cafeteria Manager Administration 5E.2. Administration, Instructional Coaches,	5E.1. Observation of the Breakfast in the Classroom program. Observation of lunch program to ensure that all students get a meal.	5E.1. Daily breakfast logs. Lunch serving count. 5E.2. Randomly select

			5E.2. Student conferences to be conducted following Core reading assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Provide accommodations when appropriate to ensure student growth. Establish RtI block within the instructional day. 5E.3. Students will participate in tutorial programs available at school. Media Resource class will support school reading program by teaching reading strategies Plan supplemental instruction and intervention—includes explicit instruction, modeled instruction, guided practice, independent work Targeted intervention for students not responding to core and supplemental instruction. Interventions matched to individual student	Classroom Teacher, Reading Interventionist, ESE Inclusion Teachers 5E.3. Administration, Classroom teacher, SES Coordinator, TEAM Up Instructional Coaches Administration and Instructional Coach RtI Team	5E.2. Administrators will review student conference logs during classroom visits. Observe the RtI block to ensure its fidelity 5E.3. Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction. Administrative walkthrough, observations, lesson plans Grade levels continue to reviews results every two weeks. Determine progress toward mastery of benchmarks Grade levels continue to review results every two weeks. Determine progress toward mastery of benchmarks	students, then ask about instructional conferences with their teacher. Analyze student data to determine levels of improvement 5E.3. Formal and informal assessments to determine progress in areas of nee Core Reading assessments, scrimmages, etc FAIR, Benchmarks, PMA's from core curriculum. Success Maker and Florida Achieves.
	1					

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
Understanding Common Core State Standards	K-5	District Coaches	Selected grade level participants.	Selected grade level participants.	Review of grade level lesson plans Attend grade level meetings	Administration Reading Coach-Interventionist
Using Data to Implement Common Core Standards	K-5	District Coaches	Selected grade level participants	August 8, 2012	Using data from previous year, establish differentiated reading activities.	Administration Reading Coach-Interventionist
Grade Level Meetings—review Common	K-5	Administration Academic Coaches Grade Level	School-wide	August 9, 2012	Grade level minutes submitted. Common Core Questions to be answered by Dana	Administration Reading Coach-Interventionist

Core Material		Chair			Center Training	
Success Maker	K-5	Jennifer Hill	School-wide	Oct. 3, 2012	FCAT Data, pull reports, student time on task	Administration
Response to Intervention Sharing Strategies that Work	K-5	RtI Team Behavior Specialist	School-wide	Nov. 7, 2012	Classroom Focus Walks	Administration, RtI Team
CAST Assessment System	K-5	Administration	School-wide	August 13, 2012	Classroom Observations and Evaluations	Administration
District Literacy Workshops	K-5	District Coaches	Selected grade level participants	August 15, 2012	Report back in grade level meetings/minutes	Reading Coach Interventionist Grade Level Chair
Data Collection Procedures	K-5	Administration Academic Coaches	School-wide	Sept. 9, 2012	Print out reports Establish Differentiated Instruction groups	Administration Reading Coach
Common Core with Dana Center- University of Texas Understanding the Format Vertical Articulation Instructional Alignment	K-5	Joseph Gallegos	School-wide	August 14, 2012	Lesson Plan Review Grade Level Minutes Classroom Instruction Classroom Observations Evaluations	Administration Reading Coach- Interventionist Grade Level Chair Classroom Teachers
Preparing a Data Driven Room Pearson Assessments, Inform, and Limelight	K-5	Administration Academic Coaches	School-wide	August 16, 2012	Print out reports from Inform-Prepare to roll out anchor lessons, set up documentation for Differentiated Instruction.	Administration Reading Coach Interventionist
Implementing Focus Calendar Analyzing Benchmark Data	K-5	Leadership Team	School-wide	Oct. 17, 2012`	Classroom Focus Walks	Administration Reading Coach- Interventionist
Insight and Inform	K-5	Melinda Bachelor	School-wide	Nov. 28, 2012	District Initiative	Administration Reading Coach
Collegial Conversations PLC Analyzing Winter Benchmark	K-5	PLC Leadership Team	School-wide	Dec. 12, 2012	Classroom Observations/Focus Walks	Administration Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCRR Center Resources Classroom Libraries	Leveled books and non-fiction informational text.	Title I Title I	$19,000.00
			Subtotal: $19,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase technology in the classroom. Used for all subject content areas.	Media Carts, Docu Cams, Projectors, Speakers, etc.	Title I	$12,000.00
			Subtotal: $12,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Common Core with Dana Center-University of Texas Understanding the Format Vertical Articulation Instructional Alignment	Presentation by Joseph Gallegos—training for Reading, Math, and Writing.	Title	$5,000.00
			Subtotal: $5,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $36,000.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

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

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

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

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In grades 3-5, 29% of the students will achieve a Level 3 Math Mastery on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (50 students)	29% (60 students)

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. Lack of instructional rigor that promotes high level thinking.	1A.1. Monitor full implementation of the Math Investigation Curriculum and Envision supplemental material. Include rigorous instruction to promote critical thinking. Incorporate Common Core practices of Number, Measurement, Probability and Statistics, Geometry, and Algebra into daily instruction.	1A.1. Administration Math Coach, Math Interventionist, Classroom teachers.	1A.1. Review lesson plans, classroom observations, walkthroughs, student assignments and assessments.	1A.1. Focus walk checklist. Matching Learning Schedule to lesson plans
2	1A.2. Difficulty getting all benchmarks covered prior to the state assessment	1A.2. Develop a math Instructional Focus Calendar to identify when benchmarks will be taught prior to FCAT. Emphasize the moderate and high complexity items.	1A.2. Grade level teachers and Math Coach	1A.2. Administration observations, review lesson plans, grade level meetings	1A.2. Core Math assessments, Benchmark Tests, PMA's from the core curriculum. Success Maker and Florida Achieves.
3	1A.3. Analysis of student work	1A.3. . Provide training in data analysis from a variety of assessments. 1.4. Monitor daily instruction of Calendar Math Skills Block 1.5 Incorporate a Problem of the Day in FCAT format to the daily routine. 1.6 Math Mini Assessments-focus on Reporting Categories	1A.3. Administration and Instructional Coaches, Math Interventionist. 1.4. Administration and Math Coach 1.5 Grade level teachers and Math Coach. 1.6 Math Coach Administration	1A.3. Review all assessment data to ensure that students are being introduced to high order questions. 1.4. Administration observations, review lesson plans, student portfolios 1.5 Administration observations, review lesson plans, student portfolios 1.6 Analysis of scores. Differentiated Instruction to address areas of need	1A.3. Benchmark Tests, PMA's from core curriculum. 1.4. Math Basic Skills assessments, PMA's from core curriculum. 1.5 Math Journals, PMA's of core curriculum, Benchmark Test. 1.6 Benchmark Tests, Core Math 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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, 24% of the students will achieve a Level 4 or 5 on the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (44 students)	24% (49 students)
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	Maintaining a high level of performance from Level 4 and 5 students to ensure a year's growth as measured by the state assessment.	2.1. From training during pre-planning, the faculty will include higher-order questioning in their daily lessons. 2.2. Develop "Strive for Five" student focus groups from our highest performers. Provide enrichment activities that will ensure a comfort level on rigorous tasks. 2.3 Ensure a rigorous curriculum for high performing students.	2.1. Administration Math Coach 2.2. Administration Math Coach 2.3 Administration Grade Level Chair Classroom Teachers	2.1. Lesson plan review. Classroom visits. Informal observations, conversation with students 2.2. Assessment data from moderate and high complexity questions. Student survey to determine value of program. 2.3 Assessment Data, comfort level of individual students with rigorous tasks.	2.1. Classroom observations to determine frequency or higher-order questioning technique. Lesson plans review. 2.2. FCAT Reading- State Assessment 2.3 Differentiated activities documented within lesson plans.

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

2b. Florida Alternate Assessment:	

Students scoring at or above Achievement Level 7 in mathematics.

Mathematics Goal #2b:

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grades 4-5, 74% of the students will achieve learning gains on the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (90 students)	74% (97 students)

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	Maintaining the momentum of the Level 3, 4, and 5 students. At the same time, ensuring at least a year's growth from lower achieving students.	3.1. Student conferences to be conducted following Core math assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Establish RtI block within the instructional day for additional instruction. 3.2. Increase hands on activities and group activities to reinforce concepts 3.3. Monitor the progress and revise instruction and interventions as dictated by student achievement. 3.4 Increase use of Success Maker software to close learning gaps. 3.5 Integrate Florida	3.1. Administration and Math Coach Grade Level Chair 3.2. Administration and Math Coach Classroom Teacher 3.3. Administration and Math Coach Grade Level Chair 3.4 Classroom teacher Math Coach Grade level chair 3.5 Grade Level Chair Classroom teacher Math Coach 3.6 Math Interventionist	3.1. Administrators will review student conference logs during classroom visits. 3.2. Grade level development of center activities. Classroom observations. Student surveys. 3..3. List of interventions in the lesson plans. Differentiated activities 3.4 Improvement of student scores. Mastery of additional benchmarks 3.5 Improvement in all student scores.	3.1. Randomly select students, then ask about instructional conferences with their teacher. 3.2. Benchmark Test, PMA's from core curriculum, student journals 3.3. Benchmark Test, PMA's from core curriculum, student journals. 3.4 Benchmark Test PMA from Core Curriculum Mini Assessments 3.5 Benchmark Test Mini Assessment PMA of Core curriculum

		Achieves as an RtI tool as well as a source of math rigor. 3.6 Math Interventionist provides additional instruction to lower performing students.			

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:

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In grades 4-5, 79% of the students in the bottom quartile will achieve learning gains on the 2013 FCAT Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (24 students)	79% (26 students)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td></td>
<td>Ensuring that students far below grade level achieve at least a year's growth as measured by the state assessment.</td>
<td>4.1.
Student conferences to be conducted following Core Math assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Provide accommodations when appropriate to ensure student growth. Establish RtI block within the instructional day for</td>
<td>4.1.
Administration, Instructional Coaches, Classroom Teacher

4.2.
Administration, Classroom teacher, SES Coordinator, TEAM Up</td>
<td>4.1.
Administrators will review student conference logs during classroom visits. Observe the RtI block to ensure its fidelity.

4.2.
Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction.</td>
<td>4.1.
Randomly select students, then ask about instructional conferences with their teacher. Analyze student data to determine levels of improvement.

4.2.
Formal and informal</td>
</tr>
</table>

			4.3. RtI Team 4.4 Math Interventionist and ESE Inclusion Teachers	4.3. Grade levels continue to review results every two weeks. Determine progress toward mastery of benchmarks	assessments to determine progress in areas of need. 4.3. Common Assessments, Math Navigator, scrimmages
1		additional instruction 4.2. Students will participate in tutorial programs available at school. (SES, TEAM UP, individual teachers. 4.3. Targeted intervention for students not responding to core and supplemental instruction. Interventions matched to individual student 4.4 Identify bottom quartile and develop small group instruction teams.			

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 # Saint Clair Evans will continue to reduce the achievement gap by the prescribed amounts each year. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	53	57	62	67	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In grades 3-5, 53% of the minority students will make satisfactory progress in Math on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (93 students)	53% (110 students)

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
Black: Ensure that all students achieve at least a one year gain as measured on the state assessment regardless of the present level of performance.	5B.1. Student conferences to be conducted following Core reading assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Provide accommodations when appropriate to ensure student growth. Establish RtI block within	5B.1. Administration, Instructional Coaches, Grade Level Chairs, Classroom Teacher 5B.2. Administration, Classroom teacher, SES Coordinator, TEAM Up	5B.1. Administrators will review student conference logs during classroom visits. Observe the RtI block to ensure its fidelity. Attend grade level meetings to review next steps. 5B.2. Check roster of tutorial programs. Encourage	5B.1. Randomly select students, then ask about instructional conferences with their teacher. Analyze student data to determine levels of improvement. Review lesson plans and grade level minutes

1		the instructional day for additional instruction. 5B.2. Students will participate in tutorial programs available at school. (SES, TEAM UP, Individual Teachers, Sat. School in the Winter.) 5B.3. Review common assessments to identify instructional needs. Plan differentiated instruction Plan supplemental instruction and intervention—includes explicit instruction, modeled instruction, guided practice, independent work Targeted intervention for students not responding to core and supplemental instruction. Interventions matched to individual student	5B.3. Administration and Instructional Coach Administration and Instructional Coach, Grade Level Chairs RtI Team	parents to take advantage of the additional instruction. 5B.3. Grade levels will review results of common assessments every two weeks. Identify progress toward mastery of benchmarks Grade levels continue to reviews results every two weeks. Determine progress toward mastery of benchmarks Grade levels continue to review results every two weeks. Determine progress toward mastery of benchmarks	5B.2. Formal and informal assessments to determine progress in areas of need 5B.3. Benchmarks, PMA's from core curriculum, scrimmages. Benchmarks, PMA's from core curriculum. Benchmarks, PMA's from core curriculum

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:	Not Applicable-No Students in this subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	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	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In grades 3-5, 35% of Students with Disabilities will make satisfactory progress in Math on the 2013 FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:

29% (5 students)	35% (7 students)

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	Ensuring that students far below grade level achieve at least a year's growth as measured by the state assessment.	5D.1. Student conferences to be conducted following Core Math assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Provide accommodations when appropriate to ensure student growth. Establish RtI block within the instructional day. 5D.2. Students will participate in tutorial programs available at school. 5D.3. Review common assessments to identify instructional needs. Plan differentiated instruction Plan supplemental instruction and intervention—includes explicit instruction, modeled instruction, guided practice, independent work Targeted intervention for students not responding to core and supplemental instruction. Interventions matched to individual student	5D.1. Administration, Instructional Coaches, Classroom Teacher 5D.2. Administration, Classroom teacher, SES Coordinator, TEAM Up 5D.3. Administration and Instructional Coach Administration and Instructional Coach, Grade Level Chairs RtI Team	5D.1. Administrators will review student conference logs during classroom visits. Observe the RtI block to ensure its fidelity 5D.2. Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction. 5D.3. Grade levels will review results of common assessments every two weeks. Identify progress toward mastery of benchmarks. Grade levels continue to reviews results every two weeks. Determine progress toward mastery of benchmarks Grade levels continue to review results every two weeks. Determine progress toward mastery of benchmarks	5D.1. Randomly select students, then ask about instructional conferences with their teacher. Analyze student data to determine levels of improvement 5D.2. Formal and informal assessments to determine progress in areas of nee 5D.3. Benchmarks, PMA's from core curriculum Benchmarks, PMA's from core curriculum. Benchmarks, PMA's from core curriculum

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 3-5, 53% of Economically Disadvantaged students will make satisfactory progress in math on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (93 students)	53% (110 students)

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

| | | Ensure that all students achieve at least a one year gain as measured on the state assessment regardless of the present level of performance. | 5E.1.
Ensure that all students participate in the breakfast in classroom program. Encourage all parents to apply for the lunch program. Eliminate hunger as a barrier to learning.

5E.2.
Student conferences to be conducted following Core reading assessments, scrimmages, benchmark tests, and differentiated class activities to determine level of understanding. Provide accommodations when appropriate to ensure student growth. Establish RtI block within the instructional day.
5E.3.
Students will participate in tutorial programs available at school.

Plan supplemental instruction and intervention—includes explicit instruction, modeled instruction, guided practice, independent work

Targeted intervention for students not responding to core and supplemental instruction. Interventions matched to individual student | 5E.1.
Cafeteria Manager Administration

5E.2.
Administration, Instructional Coaches, Classroom Teacher

5E.3.
Administration, Classroom teacher, SES Coordinator, TEAM Up

Administration and Instructional Coach, Grade Level Chairs.

RtI Team | 5E.1.
Observation of the Breakfast in the Classroom program. Observation of lunch program to ensure that all students get a meal

5E.2.
Administrators will review student conference logs during classroom visits. Observe the RtI block to ensure its fidelity
5E.3.
Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction.

Grade levels continue to reviews results every two weeks. Determine progress toward mastery of benchmarks

Grade levels continue to review results every two weeks. Determine progress toward mastery of benchmarks | 5E.1.
Daily breakfast logs.
Lunch serving count

5E.2.
Randomly select students, then ask about instructional conferences with their teacher. Analyze student data to determine levels of improvement
5E.3.
Formal and informal assessments to determine progress in areas of need

Benchmarks, PMA's from core curriculum, Success Maker, Florida Achieves

Benchmarks, PMA's from core curriculum, Inform reports |
| 1 | | | | | | |

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
Understanding Common Core State Standards for Math	K-5	District Coaches	Selected grade level participants	August 7, 2012	Review of grade level lesson plans Attend grade level meetings	Administration Math Coach-Interventionist
Using Data to Implement Common Core Standards in Math	K-5	District Coacher	Selected grade level participants	August 8, 2012	Using data from previous year, establish differentiated reading activities.	Administration Math Coach-Interventionist

Grade Level Meetings—review Common Core Material	K-5	Administration Academic Coaches Grade Level Chair	School-wide	August 9, 2012	Grade level minutes submitted. Common Core Questions to be answered by Dana Center Training	Administration Math Coach-Interventionist
Common Core with Dana Center-University of Texas Understanding the Format Vertical Articulation Instructional Alignment	K-5	Joseph Gallegos	School-wide	August 14, 2012	Lesson Plan Review Grade Level Minutes Classroom Instruction Classroom Observations Evaluations	Administration Math Coach-Interventionist Grade Level Chair Classroom Teachers
District Math Workshops	K-5	District Coaches	Selected grade level participants	August 15, 2012	Report back in grade level meetings/minutes	Math Coach Interventionist Grade Level Chair
Preparing a Data Driven Room Pearson Assessments, Inform, and Limelight	K-5	Administration Academic Coaches	School-wide	August 16, 2012	Print out reports from Inform-Prepare to roll out anchor lessons, set up documentation for Differentiated Instruction.	Administration Math Coach Interventionist
Data Collection Procedures	K-5	Administration Academic Coach	School-wide	Sept. 9, 2012	Print out reports Establish Differentiated Instruction groups	Administration Math Coach
Success Maker	K-5	Jennifer Hill	School-wide	Oct. 3, 2012	FCAT Data, pull reports, student time on task	Administration
Implementing Focus Calendar Analyzing Benchmark Data	K-5	Leadership Team	School-wide	Oct. 17, 2012`	Classroom Focus Walks	Administration Math Coach-Interventionist
Response to Intervention Sharing Strategies that Work	K-5	RtI Team Behavior Specialist	School-wide	Nov. 7, 2012	Classroom Focus Walks	Administration, RtI Team
Insight and Inform	K-5	Melinda Bachelor	School-wide	Nov. 28, 2012	District Initiative	Administration Math Coach
Collegial Conversations PLC Analyzing Winter Benchmark	K-5	PLC Leadership Team	School-wide	Dec. 12, 2012	Classroom Observations/Focus Walks	Administration Leadership Team

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

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In 5th grade, 30% of the students will achieve a Level 3 Mastery on the 2012 FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (11 students)	30% (21 students)

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 instructional rigor that promotes high level thinking.	1.1. Explicit instruction in using the 5E model for experiments. 1.2. Monitor full implementation of the Science curriculum. Include rigorous instruction to promote critical thinking. Incorporate Common Core practices of Reading Informational Text into daily instruction. 1.3.. Implement GIZMO software within Science lessons Provide relevant/real world science experiences Students will participate in tutorial programs available at school. Develop an Instructional Focus Calendar for Science ensuring benchmarks are taught prior to FCAT.	1.1. Instructional Coach Classroom Teacher District Coach 1.2. Administration Instructional Coach District Science Coach 1.3. Administration and Instructional Coach Instructional Coach and Grade Level Chair Administration, Classroom teacher, SES Coordinator, TEAM Up Grade Level Chair and Instructional Coaches District Coach	1.1. Classroom Observations Review Lesson Plans Walkthroughs 1.2. Review lesson plans, classroom observations, walkthroughs. 1.3. Review lesson plans, classroom observations and walkthroughs. Teachers will incorporate real-life science situations of the world into daily lessons. Check roster of tutorial programs. Encourage parents to take advantage of the additional instruction. Administration will monitor through informal classroom observations or walkthroughs. Review the learning schedule against the Focus Calendar	1.1. Benchmark Test PMA's from core curriculum 1.2. Focus walk checklist. Matching Learning Schedule to lesson plans. 1.3. Benchmark Test, PMA's from core curriculum. Benchmark Test, PMA's from core curriculum. Formal and informal assessments to determine progress in areas of need Core Science assessments, Benchmark Tests, PMA's from the core curriculum, Success Maker, Florida Achieves.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In 5th grade, 6% of the students will achieve a Level 4 or 5 on the 2013 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (2 students)	6% (4 students)

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	There were 2 Level 4 or 5 students in Science the previous year.	2.1. Higher order questioning will become part of the daily instruction in Science. 2.2. Target a "Strive for Five" group for intensive enrichment instruction. 2.3 Provide relevant/real world science experiences.	2.1. Administration and Instructional Coaches, District Coach, Grade Level Chairs and classroom teachers. 2.2. District Coach and Instructional Coach 2.3 Instructional Coach and Grade Level Chair District Coach	2.1. Lesson plan review. Classroom visits. Informal observations, conversation with students 2.2. Assessment data from moderate and high complexity questions. Student survey to determine value of program. 2.3 Teachers will incorporate real-life science situations of the world into daily lessons.	2.1. Classroom observations to determine frequency or higher-order questioning technique. Lesson plans review. Student performance on moderate to high level complexity questions. 2.2. FCAT Science-State Assessment 2.3 Benchmark

				Tests, PMA's from core curriculum.

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
New Science Adoption-Part 1	5th Grade	District Coach	5th Grade	August 7, 2012	Classroom implementation of new science materials	Administration Science Coach
New Science Adoption-Part 2	5th Grade	District Coach	5th Grade	August 8, 2012	Implementation of new science materials	Administration Science Coach
District Science Workshops	K-5	District Coach	Selected grade level participants	August 15, 2012	Report back in grade level meetings/minutes	Administration-Grade level chair-Science Coach
What's New in Science	K-5	Science Lead Teacher	School-wide	August 16, 2012	Implementation of new science materials	Administration Science Coach

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In 4th grade, 52% of the students will achieve a Level 4 on the 2013 FCAT Writing. In 4th grade, 100% of the students will achieve a Level 3 or higher in writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (31 students) Level 4	52% (33 students) level 4 100% level 3 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	Maintaining the high level of performance on the state assessment.	1.1. Students will participate in meaningful writing each day using journals and writing folders Incorporate Common Core practices in Writing into daily instruction. (Text Types and Purpose, Production and Distribution of Writing, and Research to Build and Present Knowledge) 1.2. Growth over time writing rubric will be explicitly taught. (K-5th) 1.3. Instructional Coach will establish a Writing	1.1. Administration Instructional Coach, Classroom teachers 1.2. Administration Instructional Coach, classroom teacher 1.3. Instructional Coach TEAM UP teachers Classroom teachers 1.4 Instructional Coach, Classroom teachers, ESE Inclusion teacher.	1.1. Review student journals and writing folders. 1.2. Review lesson plans, administrative walkthroughs. Conversations with students. 1.3. Review student writing drafts Review student prompt writing 1.4 Analyze student work 1.5 Analyzed student work	1.1. Improvement on each writing prompt throughout the school year. 1.2. Students can explain the writing rubric. 1.3. Improvement on each writing prompt throughout the school year. Student growth in writing. 1.4 Grammar scoring rubric—School wide use.

		Camp designed for small group instruction. (Will include all 4th graders) Use of extended tutoring time to provide opportunities for practice 1.4 Incorporate Jeff Anderson Mechanically Inclined (grammar, usage, style) into Writer's Workshop. 1.5 Use of Write Score Inc. Practice Assessments	1.5 Instructional Coach, Classroom teachers, ESE Inclusion teacher.			1.5 Write Score Inc. scoring service.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Insight and Inform	K-5	Melinda Bachelor	School-wide	Nov. 28, 2012	District Initiative	Administration Writing Coach
Understanding Common Core State Standards	K-5	District Coaches	Selected grade level participants	August 7, 2012	Review of grade level lesson plans Attend grade level meetings	Administration Writing Coach-Interventionist
Common Core with					Lesson Plan	

Dana Center-University of Texas Understanding the Format Vertical Articulation Instructional Alignmen	K-5	Joseph Gallegos	School-wide	August 14, 2012	Review Grade Level Minutes Classroom Instruction Classroom Observations Evaluations	Administration Writing Coach-Interventionist Grade Level Chair Classroom Teachers
School Wide Writing with Grammar	K-5	Writing Coach	School-wide	Sept. 5, 2012	Classroom Focus Walks Monitor use of Grammar Rubric	Writing Coach Grade Level Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Jeff Anderson Mechanically Inclined	Building Grammar, Usage, and Style into Writer's Workshoop	Title I	$2,000.00
Write Scores Inc.	Writing Assessments and Scoring with suggestions for follow up instruction.	Title I	$3,000.00
			Subtotal: $5,000.00
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: $5,000.00

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:	There will be a 20% reduction in the number of students with excessive absences (52 students).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Average Daily Attendance for 2012 was 92.9%	In 2013, average daily attendance will increase by 2%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
260 (55% of the students)	208 (44% of the students)

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
70 students (15%)	47 students (10%)

	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. Educate parents and students to the importance of being in school each day.	1.1. Attendance awards will be issued during quarterly recognition ceremonies. 1.2. Include attendance concerns when holding parent conferences 1.3. Phone calls to parents when children are absent. Encourage daily attendance. Use of district attendance committee conferences with parents to improve attendance. Use creative and exciting instructional delivery to spark student interest.	1.1. Administration and Guidance 1.2. Classroom teacher 1.3. Classroom teacher Guidance Administration Guidance District Personnel Classroom teacher	1.1. Monitor daily attendance 1.2. Individual attendance improvement 1.3. Individual attendance improvement Individual attendance improvement Attendance improvement	1.1. Attendance rate for the school. 1.2. Attendance rate for the school. 1.3. Attendance rate for the school. Daily attendance rate. Daily attendance rate.

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
Maintaining accurate attendance in Oncourse	K-5	PRC Operator Assistant Principal	School-wide	Pre-Planning days and selected Early Release days	Monitor daily attendance rates.	Administration, PRC Operator, Classroom teacher.
Protocol for handling attendance issues	K-5	Guidance Counselor	School-wide	Pre-Planning days and selected Early Release days	Monitor daily attendance rates. Check excuse notes for validity.	Administration, Guidance, Classroom teacher.
Building Positive Relationships with School Community	K-5	Administration and Guidance	School-wide	Early return and Pre-Planning Days	Monitor daily attendance rates. Parent feedback on Climate Survey.	Administration, Guidance, Classroom teacher.

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
Purchase Student Agendas for each student to enhance the communication between school and home.		School Improvement and Grant from Full Service schools	$3,000.00
			Subtotal: $3,000.00
			Grand Total: $3,000.00

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:	There will be a 20% reduction in the number of suspension days for 2012-2013.
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
58	35
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

	50 (10%)		30 (6%)		

			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	Training students to handle problems in a non-violent manner and respectful manner.	1.1. Implement the Student of the Week program to promote academic and behavioral achievement. 2. Daily teacher-parent communication regarding student behavior through agenda plan books. 3. Instruction of Character Education Lessons in the classroom. Student Success Skills taught in grades 3-5 Implement "Caught You Doing Good" program. Implement "Steps To Success" program for selected students. Initiate a Discipline Team to promote Foundations and Champs Model for student behavior	1.1. Administration and Guidance Dept. 2. Administration and classroom teacher. 3. Guidance counselor Guidance Counselor Guidance Counselor and classroom teachers. Communities in Schools staff. Administration Guidance	1.1. Analyze data regarding academic success and behavioral referrals 2. Spot check student agendas, conversations with parents regarding this communication. 3. Lesson plans, classroom observations Guidance counselor logs of classroom visits Number of student tickets—caught doing the right thing Track student data on the selected students Classroom observations Common area observations	1.1. Number of "new" student of the week selections. 2. Chart number of referrals written –per individual classrooms. 3. Frequency of out of school suspensions Number of referrals written— per individual classrooms. Frequency of out of school suspensions. Frequency of students meeting their agreed upon goals of improved grades and elimination of discipline referrals. Number of Code of Conduct infractions

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
Building Positive Relationships within the Classroom	K-5	Administration Guidance Foundation Team	School-wide	Early Release days and District Training Workshops	Conferences with students, Student Climate Survey, Track Code of Conduct violations	Administration, Guidance, Foundation Team

Instructional Rigor and Lesson Planning to remove inactive time in the classroom	K-5	Administration Academic Coaches	School-wide	Pre-Planning days and Early Release days.	Review lesson plans and classroom activities for effective instructional delivery as a means of classroom management	Administration and Academic Coaches
Foundation and Champs Training	K-5	Administration Guidance Foundation Team	School-wide	Pre-Planning days and selected Early Release days, District Training Workshops	Classroom observations, track referrals sources—common areas, classrooms.	Administration and Foundation Team

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parent attendance at Open House, PTA, parent conferences, and school sponsored Parent Workshops will increase by 20% at each event.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
20% (97)	20% increase in parent attendance at Parent Involvement Activities. (PTA, SAC, Open House, Workshops) (116)
Problem-Solving Process to Increase Student Achievement	
	Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Presenting educational activities at parent meetings that will equip them with necessary skills to help their children at home.	1.1. School web site, school phone system, and Duval Connect parent notification system will be updated regularly to inform parents of school news. 1.2. School Marquee will inform the public of events 1.4 Flyers sent home the day before important events. 1.4 Provide door prizes and books to those in attendance 1.5 Make and take activity nights involving parent and child working together. 1.6 Include student performances to PTA and Parent Involvement meetings to boost attendance.	1.1. Administration and Media Specialist 1.2. Administration and School Tech Support 1.3. Administration and School Clerical staff 1.4Administration and PTA rep., school clerical staff, Parent Involvement rep. 1.5PTA rep., SAC rep., BusinessPartner, Parent Involvement Rep. 1.6Instructional Coach, Parent Involvement rep.	1.1. Parent feedback 1.2. Total number of participants at PTA, SAC, and Parent Involvement meetings and activities. Number of volunteer hours. 1.3. Total number of participants at PTA, SAC, and Parent Involvement meetings and activities. Number of volunteer hours 1.4Total number of participants at PTA, SAC, and Parent Involvement meetings and activities. Number of volunteer hours 1.5Total number of participants at PTA, SAC, and Parent Involvement meetings and activities. Number of volunteer hours 1.6Total number of participants at PTA, SAC, and Parent Involvement meetings and activities. Number of volunteer hours	1.1. Sign in sheets of all parent activities. 1.2. Parent Climate Survey Parent Involvement Survey 1.3. Parent Climate Survey Parent Involvement Survey 1.4Parent Climate Survey Parent Involvement Survey 1.5Parent Climate Survey Parent Involvement Survey 1.6Parent Climate Survey Parent Involvement Survey

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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
Cultural Sensitivity	K-5	Administration Guidance	School-wide	Pre-Planning days and selected Early Release Days	Informal feedback from parents. Parent participation/attendance at school activities.	Administration, Parent Involvement rep., SAC rep.
Parent Compact Training	K-5	Assistant Principal	School-wide	Selected Early Release Day	Number of parent conferences held and Parent Compacts signed per classroom	Assistant Principal, Parent Involvement rep.

Conducting Parent Conferences	K-5	Administration Guidance	School-wide	Pre-Planning and selected Early Release days	Administration sits in on conferences, informal feedback from parents, Climate Survey.	Administration, Guidance, Grade Level Chair.
How to Use Volunteers in the Classroom	K-5	Administration Volunteer Coordinator	School-wide	Selected Early Release Day	Number of volunteer hours logged for the school. Feedback from parents and volunteers.	Administration, Parent Involvement rep.

Parent Involvement Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Continue to stock the Parent Resource Center with appropriate materials for parent check out.	Scholastic Books, Educational Games, Parenting Brochures, Resource Materials	Title I	$2,000.00
			Subtotal: $2,000.00

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
Red Ribbon Week Celebration- Muffins for Moms and Donuts for Dads.	Catering for this event	Title I	$125.00
Flyers, Handouts, Notices, etc. (Copying Needs)	Printing and Paper supply	Title I	$200.00
Technology Night-Access to Oncourse, online resources and software, passwords	Catering for this event	Title I	$125.00
Book Fair Night-understanding reading levels and picking appropriate materials.	Catering for this event	Title I	$125.00
FCAT Night-educating parents to state expectations.	Catering for this event	Title I	$125.00
Data Chat Night-parent and student view and discuss individual student data, analyze student work.	Catering for this event	Title I	$125.00
			Subtotal: $825.00
			Grand Total: $2,825.00

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)

Reduce the number of safety incidents by 1 each monthe 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. Reduce the number of safety incidents by 1 each monthe Goal Reduce the number of safety incidents by 1 each monthe Goal #1:	Reduce the number of safety incidents by 1 each month.
2012 Current level:	2013 Expected level:
4 per month	3 per month

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 Maintain consistent supervision of students	1.1. Through Foundations Committee, identify areas of concern. 1.2. Revamp arrival and dismissal procedures to increase number of adults assigned to common areas for supervision. 1.3. Regular practice of fire drills, code yellow, code red. 1.4. Enhance teacher awareness and supervision techniques.	1.1. Administration Foundations Committee Chair. 1.2. Administration Grade Level Chair 1.3. Administration Grade Level Chair	1.1. Number of Safety incidents each month. 1.2. Number of Safety incidents each month. 1.3. Monitor effectiveness of each drill.	1.1. Safety report, accident reports, Climate Survey. 1.2. Monitor duty stations of individual staff members. 1.3. Observation of drills and supervision techniques of staff.

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
Review arrival and dismissal						

| procedure. Assign duty stations for all staff members. Discussion of effective supervision techniques. | K-5 | Administration | School-wide | Pre-Planning and Selected Early Release Days | Observation of implemented procedures. Number of safety incidents. | Administration Foundation Chair |

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 Reduce the number of safety incidents by 1 each monthe Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCRR Center Resources Classroom Libraries	Leveled books and non-fiction informational text.	Title I Title I	$19,000.00
Writing	Jeff Anderson Mechanically Inclined	Building Grammar, Usage, and Style into Writer's Workshoop	Title I	$2,000.00
Writing	Write Scores Inc.	Writing Assessments and Scoring with suggestions for follow up instruction.	Title I	$3,000.00
Parent Involvement	Continue to stock the Parent Resource Center with appropriate materials for parent check out.	Scholastic Books, Educational Games, Parenting Brochures, Resource Materials	Title I	$2,000.00
				Subtotal: $26,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase technology in the classroom. Used for all subject content areas.	Media Carts, Docu Cams, Projectors, Speakers, etc.	Title I	$12,000.00
				Subtotal: $12,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core with Dana Center-University of Texas Understanding the Format Vertical Articulation Instructional Alignment	Presentation by Joseph Gallegos—training for Reading, Math, and Writing.	Title	$5,000.00
				Subtotal: $5,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Purchase Student Agendas for each student to enhance the communication between school and home.		School Improvement and Grant from Full Service schools	$3,000.00
Parent Involvement	Red Ribbon Week Celebration-Muffins for Moms and Donuts for Dads.	Catering for this event	Title I	$125.00
Parent Involvement	Flyers, Handouts, Notices, etc. (Copying Needs)	Printing and Paper supply	Title I	$200.00
Parent Involvement	Technology Night-Access to Oncourse, online resources and software, passwords	Catering for this event	Title I	$125.00
Parent Involvement	Book Fair Night-understanding reading levels and picking appropriate materials.	Catering for this event	Title I	$125.00
Parent Involvement	FCAT Night-educating parents to state expectations.	Catering for this event	Title I	$125.00
Parent Involvement	Data Chat Night-parent and student view and discuss individual student data, analyze student work.	Catering for this event	Title I	$125.00
				Subtotal: $3,825.00
				Grand Total: $46,825.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

◌ Priority	◌ Focus	◌ Prevent	◌ NA

Are you a reward school: ◌ Yes ◌ No

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

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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
Classroom Libraries Technology Student Incentives	$5,500.00

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

- Assist in writing the School Improvement Plan
- Assist in creating the school budget
- Monitor and Evaluate the School Improvement Plan
- Reach out to the community to obtain more partners in education
- Fund important activities for the school, i.e. Student Planner Books, student incentives, school-wide activities
- Assist the school in analyzing data regarding parent involvement and student achievement

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District SAINT CLAIR EVANS ACADEMY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	64%	75%	30%	220	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	60%	80%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	88% (YES)			156	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					516	
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 SAINT CLAIR EVANS ACADEMY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	55%	90%	20%	214	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	46%	64%			110	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?	53% (YES)	74% (YES)			127	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					451	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested