FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GREENFIELD ELEMENTARY SCHOOL

District Name: Duval

Principal: Mr. Art Lauzon

SAC Chair: Mrs. Jennnifer Barerra

Superintendent: Mr. Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/18/2012

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)
					Greenfield Elementary 2010-11 High Standards Reading – 72% Math - 74% Writing – 53% Gains – Reading – 64%, Math –59% Louis S. Sheffield Elementary – 1999 – C 2000 – B 2001 – C 2002 – A High Standards Reading – 75% Math - 69% Writing – 58% Gains – Reading – 66%, Math – 81% 2003 – A High Standards Reading – 72% Math - 63% Writing – 83% Gains – Reading – 71%, Math – 72% 2004 – A High Standards Reading – 78% Math - 74% Writing – 82% Gains – Reading –75%, Math

Principal	Art Lauzon	MA/ Speech Correction, Hearing Impaired, School Principal	1	25	– 83% 2005 – A High Standards Reading – 85% Math - 79% Writing – 82% Gains – Reading – 76%, Math – 75% 2006 – A High Standards Reading – 85% Math - 78% Writing – 67% Gains – Reading – 66%, Math –66% 2007 – A High Standards Reading – 81% Math - 83% Writing – 68% Gains – Reading – 79%, Math – 71% 2008 – A High Standards Reading – 83% Math - 85% Writing – 75% Gains – Reading – 69%, Math – 71% 2009 – A High Standards Reading – 85% Math - 85% Writing – 82% Gains – Reading – 71%, Math – 63% 2010 – A High Standards Reading – 88% Math - 86% Writing – 84% Gains – Reading – 74%, Math – 62%
Assis Principal	Erica Shay	Bachelors: Business Administration, Public Communications and Elementary Education Masters in Organizational Management PhD Level Educational Leadership Certifications Elementary Education, Educational Leadership all levels, School Principal all levels		6	Grade: A 2011-12 Englewood Elementary-Reading Mastery 57%, Math Mastery62%, Writing 88% Science Mastery 42% Reading Gains 84% Math Gains 77% Lowest 25% Reading 96% Lowest 25% Math 85% 2010-11 Englewood Elementary and Grade: A Hendricks Avenue Elementary-Reading Mastery 73%, Math Mastery 76% Writing 75% Science Mastery 54% Reading Gains 57%, Math gains 62%, Lowest 25% Reading 47%, Lowest 25% Math 63% AYp 79% criteria met White and black subgroups met math proficiency Grade: B Oceanway Elementary Grade: A Mandarin High The house that I was in charge of for 9th and 10th grade made their targets in all areas. Grade: B Mandarin High

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.

	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)
No data submitted					

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. Restructuring of the School Based Management Program to include more responsibility for Professional Learning	Art Lauzon/ Erica Shay	8-12	
2	1. Professional Development activities focused on a teacher survey conducted at the end of the 2011/12 school year as well as follow up at the beginning of the 2012/13 year to make sure that we focus on our needs or add to the needs from last year.	Art Lauzon, Erica Shay, Cluster Coaches	6-12	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
40	0.0%(0)	62.5%(25)	157.5%(63)	25.0%(10)	37.5%(15)	100.0%(40)	12.5%(5)	12.5%(5)	170.0%(68)

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
Nancy Meehan	Sarah Murray	Same class types, newer teacher, new to school	Bi Weekly Meetings finish mentorint and induction for novice teacher (MINT)
Natalie Self	Victoria Warren	Changed to new school, newer teacher	Completion of the Mentoring and Induction for Novice Teacher (MINT) and PLC activities with the new grade level and regular meetings

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Art Lauzon, Erica Shay, Jessica Bush, Amy Kelley, Susan Mota, Jessica Carew, Jodi Ashe, Leslie Luck

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 school based RTI/Leadership Team meets twice a month to monitor student achievement and the implementation of the RTI process. These activities are coordinated with the other school-wide PLCs including Writing, Reading, Math and Science.

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

The RTI team and the other PLCs were involved in the analysis of test scores prior to the end of the school year. Strategies were developed at that time to provide remediation, on a school-wide basis for the areas of weakness on the tests and students who were not achieving at grade level. Materials were suggested for purchase and training recommended.
This year we are purchasing a computer based assessment that will help us to identify students who are having emotional/behavioral difficulties and provide interventions. We have purchased intervention materials for reading fluency,

reading comprehension, and math skills for all grade levels.

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.

We analyzed data using district and state data from FCAT, DCPS Benchmarks and FAIR, disaggregated by sub-group and by teacher. We used parent, student and employee survey results focused on behavior and school climate.
We will implement the computer assisted diagnostic tool when it arrives to help us develop interventions to students with emotional / behavioral issues.

Describe the plan to train staff on MTSS.

We will continue to implement a train the trainer model in which our Leadership Team will receive training at the district level and provide the same information through Faculty Meetings, Early Dismissal Training and small group meetings. We purchased materials to use in Tier II interventions. At the beginning of the school year the RTI facilitator provided training to all staff on the RTI process and provided materials.

Describe the plan to support MTSS.

MTSS will continue to be supported through monthly meetings, purchase of materials for intervention, and ongoing monitoring of students in the lower quartile.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Art Lauzon, Susan Mota, Jessica Carew, Leah Laning, Elizabeth Jackson, Leah Cohen, Erica Shay

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

The Writing and Reading PLCs meet monthly as a vertical planning team to monitor the implementation of our writing and reading initiatives, which include implementation of a more rigorous vocabulary instruction program and focus on developing literacy capacity with all students.

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

The PLCs will focus on revising our implementation of the writing process from Kindergarten through Fifth grades including: providing training in grade level groups, purchase of mentor texts to be used in writing instruction and a year-long review of the implementation of Writers Workshop to teach writing strategies. The Reading PLC will focus on the development of rigorous vocabulary instruction and guided reading at all grade levels through grade level meetings during which we will review selection of materials, and running records for documentation. We plan to purchase materials to use during the Professional Development with our staff

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Our Goal is increase the percentage of students achieving Level 3 by 3% by moving students from Levels 1 and 2. The data indicates that approximately 1/3 of our students achieved Level 3 on last year's FCAT. Analysis of the strand scores indicates a weakness in the areas of vocabulary and comprehension.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (91)	40% (98)

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. Need to increase parental support and understanding of the reading process	1.1. a) Develop Parent Information Nights (PIN) to focus on the Reading process b) Provide information about reading in student newsletters c) Emphasize the use of on-line services and programs including: OnCourse Parent Portal, Accelerated Reader Home Connect, FCAT Explorer, Florida Achieves and Destination Success	1.1. Literacy Leadership Team (LLT), Principal, Assistant Principal, School Technology Contact (STC)	1.1. a) Track the use of the on-line services through available reports. b) Monitor attendance at Parent Information Nights by taking attendance. c) While student newsletters will be available on-line and as a hard copy, their effectiveness will be difficult to assess without the ability to poll all parents	1.1. a) On-line reporting for the on-line services b) Attendance figures for PINs c)An electronic file for the newsletters will be available for audit.
2	1.2. Lack of instructional supplies and classroom supplies	1.2. a) Purchase supplemental materials to use for Professional Development with teachers in developing skills in remedial Reading instruction	1.2. Principal,Assistant Principal School Advisory Council (SAC), Englewood Full Service School	1.2. a) Purchase orders will be available to track purchases of instructional materials	1.2. a) Documentation of the effectiveness will be in the form of anecdotal reports from teachers in the staff climate surveys. b) Student achievement will increase with the use of specific instructional tools. and strategies
	1.3. Many students lack prerequisite skills and confidence in their ability	1.3. a) Implementation of the RTI process b) Implementation of Tier 2 strategies with targeted students groups c) Professional Development for teachers	1.3. RTI Team, Principal, Assistant Principal, Cluster Reading Coach	1.3. a) We will have the agendas and notes from RTI and Professional Development training sessions b) The acquisition of supplemental materials	1.3. a, b, c) Effectiveness will be seen in the increase in student achievement scores on Progress Monitoring Assessments

3		specifically in strategies designed to remediate reading skills d) Provide supplemental tools for the delivery of remedial instruction		will be documented by purchase orders and statements of donations	(PMA) and through the restructuring of RTI groups based on the PMA results. d) The effectiveness of supplemental instructional tools will be noted in the increase of PMA scores.
4	1.4 Student attitudes toward reading are not conducive to high levels of achievement	1.4 Continue to develop programs to provide incentives for reading: Reading Celebration, Accelerated Reader, and Dolphins Flip Millions	1.4 LLT, Principal, PTA	1.4 a) Accelerated Reader (AR) reports b) Student participation in the annual Reading Celebration	1.4 a) AR reports will show continuous progress b) 80% of the student body will reach the goal for participation in the Reading Celebration
5	1.5 The Reading level criteria for exiting a grade level is not challenging enough	1.5 The climate for students evaluation must increase the rigor and expectations for excellence	1.5 LLT, Principal, Assistant Principal	1.5 Grade levels will set an exit level for Reading achievement and hold students accountable for reaching that goal (AR goals will be set)	1.5 Initially, we anticipate and increase in failing grades as the rigor increases
6					

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:

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Our Goal is to increase the percentage of students achieving Level 4 by 3% by moving students from Level 3 to Level 4/5. The data indicates that approximately 30% of our students achieved either Level 4 or 5 on last year's FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

30% (74)			33%(81)	

			Problem-Solving Process to Increase Student Achievement		

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. a) Students need to be challenged to read more challenging fiction and non-fiction selections	2.1. a) Provide reading multiple copies of high quality literature to the reading teachers for use in Literature Circles b) Provide Professional Development to Reading Teachers in the Intermediate grades in the implementation of Literature Circles. c) Increase the availability of library materials that meet the criteria of high interest, higher levels of readability and quality literature.	2.1. Cluster/ District Reading Coach Principal, Assistant Principal, Media Specialist LLT	2.1. a) We will be able to document an increase in the use of Literature Circles by monitoring Lesson Plans. b) Purchase orders will be available to document the purchase of materials for the library collection, given funding.	2.1. a) Walk throughs b) Anecdotal evidence of student attitudes about reading
2	2.2. a) Students need to practice their reading skills frequently and with rigor	2.2. a) Provide access to on-line resources such as Accelerated Reader Home Connect and Destination Success and monitor their use.	2.2. Reading teachers School Technology Contact (STC)	2.2. Teachers will be able to print reports from the services provided such as: AR, FCAT Explorer, Florida Achieves and Destination Success	2.2. Effectiveness will be monitored through the use of monitoring reports from the on-line services and through PMS results.
3	2.3 a) Students are not confident and familiar with responding to Higher Order Thinking (HOT) Questions	2.3 a) Provide HOT questions reference cards to teachers b) Provide Professional Development for teachers to develop an understanding of the need for and use of HOT questions and appropriate student responses	2.3 Principal, LLT, Cluster Coach	2.3 a) Teachers will include 2-3 HOT questions in their daily lesson plans	2.3 a) Class walk-through instruments b) Lesson plans c) Student conferences during walk-throughs

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

			Problem-Solving Process to Increase Student Achievement		

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Our Goal is to increase the percentage of students making learning gains by 6%. The data indicate that approximately ½ of our s
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(157)	70%(172)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	3.1. a) Teachers need more information/ training to be able to effectively target students in need of support	3.1. a) Provide Professional Development training for staff on the use of available tools for tracking student achievement, including: Limelight, Inform and AR b) Provide Professional Development for teachers in the use of remedial techniques with identified students.	3.1. Cluster/ District Instructional Coach, LLT, Pearson Technology personnel (Limelight/Inform), Principal, Assistant Principal	3.1. a) Teachers will be able to identify students and group them for instruction using the data from the programs available. b) Classroom walk-throughs c) Lesson plans indicate revision of groups based on data d)Looking at the teacher's data collected on students	3.1. a) Reports drawn from the various monitoring programs b) Lesson Plans c) Walk-through monitoring tools d) Conversations with teachers about their students
2	3.2. a) Teachers need more information and training to more confidently implement Reader's Workshop.	3.2. a) Provide 1.additional Professional Development to Reading Teachers about how to more effectively implement Readers' Workshop as an instructional model 2.Book Study	3.2. Assistant Principal- Erica Shay, Principal- Art Lauzon	3.2. a) Classroom walk-throughs b) Monitoring of lesson plans	3.2. a) Walk-through monitoring tools b) Lesson plans
3	3.3. Teachers need more training, information and materials to implement Guided Reading with fidelity	3.3. a) Provide Professional Development for teachers in the implementation of Guided Reading as an instructional strategy.	3.3. Assistant Principal- Erica Shay, Principal- Art Lauzon	3..3. a) Classroom walk-throughs b) Monitoring of lesson plans c)Cast observations	3.3. a) Walk-through monitoring tools b) 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:	
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:	Our Goal is to improve the percentage of students making Learning Gains in this sub-group by 3% and/or to maintain the current level. An analysis of the data indicates that over 80% of the students identified in the Lowest Quartile made gains on the 2010 FCAT in Reading. A review of their scores indicates that the words and phrases strand and the comprehension strand are both areas of weakness.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (30)	52% (32)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Students appear to have a poor attitude towards the work required to be successful readers.	4.1. a) Provide high interest materials for checkout in the Media Center. b) Provide incentives for meeting reading goals c) Provide more frequent monitoring of student achievement to allow students to progress more quickly once they reach a target.	4.1. RTI Team, LLT, Parent Teacher Association (PTA), Classroom Teachers, Principal, Assistant Principal	4.1. a) As funding is available, materials will be purchased for the Media Center. The use of those materials can be monitored to see if they are being checked out by students. b) An increase in the achievement of reading goals in the revised Reading Campaign (Dolphins Flip Millions) can be monitored by the number of students receiving the awards. c) Class profile sheets will provide documentation of more frequent monitoring of student achievement through Running Records.	4.1. a) Media Center circulation logs b) Million Word Campaign monitoring sheets c) Class profile Running Records sheets
	4.2. We need to increase the level of parent support	4.2.Parent Information Nights b) Provide information in	4.2. LLT, Reading teachers,	4.2. a) Agendas, schedules and sign in sheets will be	4.2. a) PIN files b) Dolphin News

2	for the rigor needed for our students to be successful readers	newsletters c) Partner with the Public Library to help improve student access	Business Partnership coordinator, Principal, Assistant Principal	used to document Parent Information Nights b) Newsletters will indicate the involvement of the Public Library	files
3	4.3 Students lack basic skills and confidence to be successful	4.3 a) Implement the RTI process b) Provide Professional Development to teachers and volunteers to enhance the implementation of Soar to Success c) Provide students with access to and assignments in Destination Success d) Encourage "Snuggle up and Read" in Primary Grades e) Provide DI pull-out for specific students in need based on RTI f) Provide Professional Development in conferencing skills for classroom teachers.	4.3. LLT, Children's Librarian – Jacksonville Public Library, Cluster/District Academic Coach	4.3. a) Agendas and notes from RTI team meetings and early dismissal day RTI grade level meetings will indicate the implementation f the process and student achievement. b) Lesson plans will indicate more extensive use of Soar to Success as a remedial strategy c) Reports form Destination Success will indicate student use and achievement. d) Information will be provided in newsletters and in Kindergarten registration packets. e) DI will only be used as a result of the RTI process. f) Teachers will have logs indicating conferences and next steps with students.	4.3. a) RTI Leadership team files and grade level RTI notes b) Lesson Plans c) Destination Success records d) Dolphin News files and Kindergarten Registration information packets e) DI lesson plans, if utilized f) Conferencing logs

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Students in our 2 ethnically identifiable groups failed to make AYP. Our Goal is to improve the performance of thee groups by 3% on the FCAT. These students will also be impacted by the interventions we will have in place for other areas of instructional improvement. These students will also be impacted in the interventions we will have in place for other areas of instructional improvement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 68% (85) Black:57% (38) Hispanic: N/A Asian: N/A American Indian: N/A	White:72% (90) Black: 60%(40) Hispanic: N/A Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Analysis of the student data indicates that about half of our students with disabilities made AYP. We will continue the strategies we are using with them. Additionally, most of the students in this sub-group are included in other sub-groups and will be recipients of the strategies assigned to those groups. Additionally, most of the students in this sub-group are included in other sub-groups and will be recipients of the strategies assigned to those groups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (22)	50% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5C.1 Students lack basic skills to be successful	5C.1 a) Provide Professional Development to teachers and volunteers to enhance the implementation of Soar to Success b) Provide students with	5C.1 LLT, Principal, Children's Librarian – Jacksonville Public Library, Cluster/District Academic Coach	5C.1 a) Agendas and notes from RTI team meetings and early dismissal day RTI grade level meetings will indicate the implementation f the	5C.1 a) RTI Leadership team files and grade level RTI notes b) Lesson Plans c) Destination

1		access to and assignments in Destination Success c) Encourage "Snuggle up and Read" in Primary Grades d) Provide DI pull-out for specific students in need based on RTI e) Provide Professional Development in conferencing skills for classroom teachers.		process and student achievement. b) Lesson plans will indicate more extensive use of Soar to Success as a remedial strategy c) Reports form Destination Success will indicate student use and achievement. d) Information will be provided in newsletters and in Kindergarten registration packets. e) DI will only be used as a result of the RTI process. f) Teachers will have logs indicating conferences and next steps with students.	Success records d) Dolphin News files and Kindergarten Registration information packets e) DI lesson plans, if utilized f) Conferencing logs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The data indicates that about 60% of our Economically Disadvantaged students met AYP. The words and phrases strand was significantly lower than others indicating that students do not have the vocabulary skills needed to be successful. Our goal will be to provide support and instruction targeted at remediating this strand.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39%(51)	35%(46)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	5D.1. Students lack the background knowledge and vocabulary to be successful on FCAT 2.0	5D.1. a) Focus on using the vocabulary skills strands of the core reading series when working with this target group b) Provide additional Professional Development to all reading teachers in the skills needed to enhance vocabulary development c) Write a grant to provide at least one Elements of Reading Vocabulary kit per grade level for use with targeted student groups	5D.1. Cluster/District Coach, Principal, LLT, SAC Reading teachers	5D.1. a) PMAs focused on vocabulary skills development will indicate an increase in achievement by the targeted students. b) If utilized, reports from the Elements of Reading program will indicate student growth over time.	5D.1. a) Lesson plans b) Inform reports c) Elements assessments

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

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

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

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Our goal is to increase the number of ELL students proficient in speaking by 10%.

2012 Current Percent of Students Proficient in listening/speaking:
Kindergarten 7%, 1st Grade 20%, 2nd Grade 100%, 3rd Grade 37%, 4th Grade 50%, 5th Grade 100% Overall 31%.

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	Language skills may not be reinforced in home environment.	ESOL Para will work with students not proficient in speaking English in small groups	ESOL coordinator- Leslie Luck, Betty Donze	Ongoing Assessments small group progress monitoring	CELLA Classroom assessments

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:	Our goal is to increase the number of ELL students proficient by 5%
2012 Current Percent of Students Proficient in reading:	
Kindergarten 0%, 1st Grade 27%, 2nd Grade 75%, 3rd Grade 0%, 4th Grade 25%, 5th Grade 50% overall 14%.	

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	Parents may not be able to write in English and help students at home.	Classroom teacher and paras will provide accomodations for ESOL students. ESOL para will instruct students in small groups.	Principal- Art Lauzon, Assistant Principal- Erica Shay, ESOL coordinator- Leslie Luck, ESOL Para Betty Donze, Classroom teachers/Paras	Classroom tests and assessments. Progress in small groups.	Data from CELLA and great leaps
2					

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:	Our goal is to increase the percentage of students achieving Level 3 by 4% by moving students from levels 1 & 2. The data indicates that approximately 1/3 of our students achieved Level 3 on last year's FCAT. Analysis of the strand scores indicates a weakness in the areas of Number Sense and Algebraic Thinking
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (81)	36% (89)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Skills may not be reinforced in the home environment	ESOL Para will work with students not proficient in speaking English in small groupsusing Great Leaps	ESOL Coordinator-Leslie Luck, Betty Donze, AP Erica Shay, Principal Art Lauzon	Ongoing assessments small group progress monitoring	Cella Classroom Assessments
2	1.2. Teachers need to become more familiar with the curriculum and resources available/ needed to address the FCAT 2.0	1.2. a) Have Math teachers attend district led Math workshops. b) Ensure that all teachers have the core curriculum/benchmark materials to teach c) Provide manipulative materials for instruction	1.2. Math Leadership Team, Administration	1.2. a) Classroom Walk Throughs will provide evidence of implementation of strategies from the workshop. b) Manipulatives in use in instruction and also inventory manipulatives	1.2. Teachers will report to Grade Level during Grade Level Meetings about acquired information from district trainings. Grades 3-5 monthly allignment/vertical planning meetings
3	1.3. There is a need to develop fluency in mathematics	1.3. Provide materials for daily, quick reviews of basic math skills	1.3. MLT, Principal and Assistant Principal	1.3. Teachers will use student assessments from the EnVisions program, benchmarks scores, PMA/LSA and Insight and Inform, to determine the level of fluency	1.3. Student assessments from benchmarks, PMA's, and Insight and Inform
4	1.1. We need to adjust teaching strategies to meet the challenges of FCAT 2.0	1.1. a) Provide Professional Development for teachers. To Develop a deeper understanding of the NGSSS b) Provide workshops to help teachers understand the cognitive complexity required with FCAT 2.0	1.1. Math Leadership Team (MLT), Administration	1.1. Focus walks following training to ensure implementation of acquired skills	1.1. Focus Walk Collection Tool

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:	Our goal is to increase proficiency on Levels 4,5,6 of the Math Alternate Assessment from 30% to 80%

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	30% (6)	80% (16)

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	1B1 Need to increase availability of manipulatives, counters and number lines in CSS classrooms.	1B1 Provide teachers with the hands-on materials to use in the CSS and Inclusion classrooms.	1B1 CSS Site Coach	1B1 Monitor use of manipulatives in the classrooms. Workshops by grade level. Students will work daily with math manipulatives.	1B1 Lesson plans Walk through by CSS site coach
2	1B2 The need to educate parents on math standards and curriculum	1B2 Provide teachers with appropriate training on math curriculum.	1B2 CSS Site Coach	1B2 Conference with parents as needed. Offer parent nights	1B2 Log sheets
3	1B3 Students do not understand math concepts	1B3 Provide students with hands on math curriculum daily	1B3 CSS Site Coach	1B3 Pre and post test using Number Worlds math curriculum.	1B3 Lesson plans Walk through by CSS site coach Number Worlds Assessments Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Our goal is to increase the percentage of students achieving Level 4 by 3% by moving students from Level 3 to Level 4/5 The Data indicates that approximately 1/3 of our students achieved either Level 4 or 5 on last year's FCAT. The weakest strand for these students is Data Analysis.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(94)	40%(98)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Teachers focus a majority of time on the lowest performing students and need to develop strategies that allow them to engage higher achieving students	2.1. During RTI time, resource teachers will be pushed in to allow for the implementation of enrichment activities that will address higher order thinking skills	2.1. Math Leadership Team, Administration	2.1. We will be able to document an increase of student performance of 4th and 5th graders using the developmental scale score.	2.1. We will use FCAT scores and Benchmark scores to determine growth.
2	2.2. Students need to develop strategies to solve more rigorous Math problems	2.2. Continue to implement Workshop model and conceptual teaching/instruction	2.2. Classroom teachers	2.2 Formal assessments through district wide assessments	2.2. Student participation in the district competition

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: | Our goal is to increase the percentage of students scoring level 7 of the Math Alternate Assessment

2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (5)	80% (16)

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	2B1 Need to educate parents on math standards	2B1 Increase visual aids in the classroom. Offer parent night explaining standards	2B1 CSS Site Coach	2B1 Scheduled conferences with parents. Parent night	2B1 log sheets
2	2B2 Need to use math Number Worlds daily in CSS and Inclusion classrooms	Coninued use of math curriculum in classroom. Provide teachers with training and materials	CSS Site Coach	Pre- and post tests using Number Worlds curriculum assessment	Lesson plans CSS Site Coach walk-through

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:	Our goal is to increase the percentage of students making learning gains by 3%. The data indicates that approximately 2/3 of our students showed learning gains.

2012 Current Level of Performance:	2013 Expected Level of Performance:
59%(145)	62%(153)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.2. Many students are absent or tardy during math instruction.	3.2. a) Attendance Intervention Team (AIT) will be proactive in meeting with parents who's children show excessive absences or tardies. Teachers will notify AIT time of Excessive absences or tardies b) Use of Destination Success to provide additional practice for students who are absent.	3.2. AIT, CRT, Administration, Teachers, Parents	3.2. a) Teachers will be able to monitor attendance-using Oncourse and should notice a decline in absences and tardies after Parent contact. b) Teachers will be able to monitor student use of Destination Success by students.	3.2. a) OnCourse Attendance b) Destination Success reports
2	3.1. Teachers need to develop skills and confidence in monitoring the levels of individual students and being able to individualize instruction.	3.1. Provide Professional Development training for staff on the use of available tools for tracking student achievement, including Limelight and Inform	3.1. District Instructional Coaches, Math Leadership Team, Administration	3.1. Teachers will be able to identify students and group them for instruction using data from the available programs. Monitoring lesson plans for differentiation of	3.1. Reports drawn from the various monitoring programs. Lesson plan monitoring

				instruction	

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

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:

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B1 Students understanding math concepts.	3B1 Provide students with hands on math curriculum	3B1 CSS Site Coach	3B1 Pre and post tests using Number Worlds curriculum	3B1 Lesson plans CSS Site Coach walk-through
2	3B2 Educate parents	3b2 Increase visual aids	3B2 CSS Site Coach	3B2 conference with parents as needed	3B2 log sheets
3	3B3 Increase availability of manipulatives, counters, number lines in CSS	3B3 Provide teachers with hands on materials to see in CSS and Inclusion rooms.	3B3 CSS Site Coach	3B3 Monitor use of manipulatives in classrooms. Workshops and Early Release trainings. Students work with manipulative.	3B3 Lesson plans Walk-throughs

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:	Our goal is to improve the percentage of students making Learning Gains in this sub group by 4% and/or to maintain the current level. An analysis of the data indicates that about 50% of the students in the Lowest Quartile made gains on the 2011 FCAT in Mathematics. A review of their scores indicates that Algebraic Thinking and Number Sense are both areas of weakness.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%(31)	55%(34)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Student confidence is low and directly correlates to performance on the FCAT	4.1. RTI Small Group instruction during class time and morning RTI School Wide time	4.1. Teachers, Math Leadership Team, Administration.	4.1. a)Reports and data from the Inform program will track student b) Monthly assessment monitoring by grade levels	4.1. Inform Reports,
	4.2.Students lack basic	4.2.	4.2.	4.2.	4.2.

2	skills and / or confidence to be successful	a) Implement the RTI process b)Parent Information Nights c)Provide information in Newsletters d) Provide Math fluency training and practice	Teachers, Math Leadership Team, Administration.	a) Agendas and notes from the RTI Team meetings will indicate the implementation of the RTI process. b) Practice materials for math fluency will be in use in classrooms.	Lesson Plans, Dolphin Splash, RTI Logs

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	All subgroups except Black students, met AYP on the 2010 FCAT in Math. We will continue to implement the strategies we have in place for working with these specific groups. For the Black students we will intensify our efforts through RTI time to address the achievement gap
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black: 48%(32) Hispanic: Asian: American Indian	White: Black:52% (34) Hispanic: Asian: American Indian

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	Individualized Instruction Time	a) Implement the RTI process	Teachers, Math Leadership Team, Administration.	Benchmark and FCAT data will be analyzed to ensure progress is being made.	Benchmark results and FCAT
2	5A.1. White: Black: No Hispanic: Asian: American Indian:	5. A.1. a) Implementation of the RTI process b) Implementation of Tier 2 strategies with targeted students groups c) Professional Development for teachers specifically in strategies designed to remediate reading skills d) Provide supplemental tools for the delivery of remedial instruction	5. A. 1 RTI Team, Principal Cluster Math Coach	5.A.1 a) We will have the agendas and notes from RTI and Professional Development training sessions b) The acquisition of supplemental materials will be documented by purchase orders and statements of donations	5.A.1 a, b, c) Effectiveness will be seen in the increase in student achievement scores on Progress Monitoring Assessments (PMA) and through the restructuring of RTI groups based on the PMA results. d) The effectiveness of supplemental instructional tools will be noted in the increase of PMA scores.

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:	
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Analysis of the student data indicates that about 2/3 of our students with disabilities made AYP. We will continue the strategies we are using with them. Additionally, we will implement RTI to address the individual needs of students
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(18)	40%(16)

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	5C.1. Students lack the basic foundation in Mathematics	5C.1. a) Implement the RTI process to address individualized needs b) Practice with math fluency c) Use of computer assisted instruction	5C.1. Teachers, Math Leadership Team, Administration, ESE teachers	5C.1. a)Benchmark and FCAT data will be analyzed to ensure progress is being made. b) Monitoring Lesson Plans for differentiation of instruction	5C.1. Benchmark results and FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Analysis of the student data indicates that about 65% of our students listed as Economically Disadvantaged made AYP. We will continue the strategies we are using with them. Additionally, half of these students fall within the Lowest Quartile. .
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (47)	33% (43)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the basic foundation in Math	Implement the RTI process to address individualized needs	Teachers, Math Leadership Team, Administration.	Benchmark and FCAT data will be analyzed to ensure progress is being made.	Benchmark results and FTCA
2	Teachers lack a familiarity with the special needs of students from poverty	a) Write a grant to provide the instructional staff with the book "Star Teachers of Children in Poverty" b) Conduct a book study with the book: "Star Teachers of Children in Poverty" c) Write a grant to provide Ruby Payne materials for use in professional development	Englewood Full Service School, Volunteer Coordinator, Principal, District Staff	a) A grant will be submitted to the Full Service School requesting the funds to purchase materials. b) A survey will be conducted to determine attitudinal changes resulting from the workshops and book study	Zoomarang survey

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
Workshop Model infused with Strategy charts and anecdotal records. Vertical articulation in reference to analyzing student work.	K-5	AOM representives and district Math coach	school-wide	Early Release days and 3-5 monthly math meeting allignment	meeting minutes administration attendance of meetings artifacts from student work.	Assistant Principal

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
STAR Math Website VMATH: Voyager Math STAMS	Teir 2 and 3 interventions for RTI		$3,000.00
			Subtotal: $3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Teachers of Students in Poverty	Professional development book		$500.00
			Subtotal: $500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,500.00

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:	An analysis of the FCAT data from 2011 indicates that approximately 60% of our students achieved proficiency in Science. Our goal is increase proficiency by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (24)	37% (25)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Teacher lack the in depth knowledge to move students forward to levels 4 & 5on the FCAT	1.1. a) Provide teachers with access to Gizmos to supplement their content knowledge b) Provide additional Professional Development on the standards and test specifications c) Provide materials to use in hands-on experiments	1.1. Science 1.1. Lead Team(SLT), Principal, Cluster Science Coach	1.1. Monitor use of Gizmos by teachers Workshops by grade level Students will be able to conduct hands on experiments in their classrooms	1.1. Walk-through monitoring tools, Lesson plans.
2	1.2. A segment of our population lacks the resources to assist their students	1.2. Develop a Science Fair program that will allow students to develop the knowledge and skills needed to implement the scientific investigation process.	1.2. SLT, Principal, PTA	1.2. Students in grades 3-5 will produce a Science Fair project	1.2. Evaluation of the Science Fair entries

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The data indicates that approximately 30% of our students scored either level 4 or 5 on the 2011 FCAT. Our goal is to increase the number of students scoring in this range by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (21)	32% (24)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The amount of time teachers have during the day	2.1. Offer extended science activities through magnet, extended day, and Super Science Day/Mad Scientist Day. Also, educational enhancement with Science and Technology magnet by adding designated School wide Science on Fridays after lunch and every Wednesday non-Early Release days.	2.1. Science Lead Team, Administration	2.1. Benchmark tests and FCAT data will be analyzed to determine effectiveness	2.1. Benchmark data, FCAT results

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

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
Training on new Science curriculum	all grade levels	Science Lead Team				Assistant Principal

Science Budget:

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

End of Science Goals

Writing Goals

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

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

	1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The data indicates that 97% of our students scored Level 3 or above on the 2011 assessment. Our goal is to improve the percentage of students who achieve level 4 and above.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	97% (75)	97% (75)

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent understanding of the requirements of the Florida Writes!	a) Provide information to parents during Parent Information Nights- target specific parents for workshops to help at home. (try to have food to help bring them in) b) Include articles in the student newsletter about writing improvement c) teacher website resources d)parent teacher conferences	Literacy Lead Team (LLT), Principal, Assistant Principal, Individual teacher document	a) The effectiveness of student newsletters is unproven however we will have an electronic file of the newsletters sent home b) Parent Information Nights will be documented through agendas and sign in sheets	a) Electronic files b) Sign in sheets and agendas
2	Teachers indicate that student attitude toward writing is not conducive to improved achievement	a) Provide fidelity of implementation of the Writers' Workshop model of instruction b) Provide regular conferencing with students to improve the quality of their writing c) Improve vocabulary instruction to facilitate better writing d)Invite authors to inspire students to want to write	Principal,Assistant Principal, Ms. Hardee, WLT	a) Monitoring lesson plans b) Class walk-throughs c) Monitoring of conferencing logs/notes	a) Lesson Plans b) Walk-through instruments c) Conferencing logs
3	Students need to develop better organizational skills in order to write effectively.	a) Provide graphic organizers for student use b) Provide Professional Development in the use of graphic and other organizational tools, ex. TWIRL for SWD students c) Develop a graphic organizer for our students d) Students in grades 2-5 will respond to on demand writing prompts e)organiz and implement Writer's Boot Camp	Principal, WLT	a) Monitor the use of graphic organizers from the core reading program and supplemental programs b) Monitor the implementation of special programs ex, TWIRL c) Teachers in grades 2-5 will evaluate student response to the on-demand prompts and inform their instruction	a) Graphic organizers from the core reading program and supplemental programs b) School specific graphic organizer
	Students lack the vocabulary skills needed to produce excellent writing	a)Improve vocabulary instruction to facilitate better writing b)Create print rich	Principal, WLT, PTA, Assistant Principal, Ms. Hardee, classroom	Lesson Plans, vocabulary kit	Lesson Plans

4	environment- vocab words- each grade level takes a subject area, morning news/word of the day add every month	teachers/paras		

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Writing Budget:

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

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our Goal is to improve student attendance by reducing the number of students who are absent or tardy excessively; however, we realize that at this level this is not a student issue.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
49% students with fewer than 10 absences (235)	52% (250)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
51%(298)	47%(272)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
21%(125)	18% (86)

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	Parental attitude toward attendance and tardiness	a) Provide information to parents in newsletters and other sources stressing the importance of daily attendance b) Encourage parents to provide excuses for any absences, especially for excused absences c) Review Guidelines for Success to emphasize attendance as an important element in school success	Classroom teachers, CRT Operator, Principal,Assistant Principal, Leslie Luck	a) We will be able to monitor the number of students receiving Perfect Attendance and attendance through the incentive program b) The Guidelines for Success will be revised and posted in the hallways and in the classrooms	a) Perfect Attendance lists b) Incentive lists c) Guidelines for Success Translation files will be available
	Student attitudes	a) Students will be able	Principal,	a) The number of	a) Lists of

2	toward school attendance	to receive recognition quarterly if they have perfect attendance. b) Teachers will contact parents for a conference when the students have 3 or more absences/ tardies in 9 weeks	Classroom teachers, CRT Operator, Assistant Principal	students receiving recognition should increase b) Record of parent contacts	students receiving the awards

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

We actually have very few suspensions, either in school

1. Suspension	or out of school. An analysis of the data reveals that some of these include students who were eventually staffed into special needs programs. These numbers indicate that approximately 99% of our students are not suspended.
Suspension Goal #1:	
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
15	20
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3	5
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
8	10
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6	5

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	While we would like to maintain or improve the suspension rate, we cannot allow any student to endanger the staff, themselves or others.	a) Develop a peer mediation program starting with 3rd – 5th graders b) Include anti-bullying materials in the Student Agendas c) Provide information to parents about cyber bullying and how to prevent it d) Utilize referrals to the Full Service School program for students who have repeated referrals or particularly aggressive behavior	Guidance Counselor, Classroom teachers, PTA, Full Service School, Principal, Assistant Principal, Betty Donze	a) A cadre of Peer Mediators will be available to help their peers to handle disagreements b) Students will report incidents of bullying to the appropriate staff c) Students referred to the Full Service School program will receive the counseling and support they need and their behavior will show improvement	a) Lists of trained Peer Mediators b) Documentation of referrals and corrective actions c) Schedule of appointment times for Full Service Counselors
2	Some of our students have emotional / behavioral issues which interfere with their ability to stay in class	We have located a computer based diagnostic tool which will assist us in identifying intervention strategies to use with these students	RTI Team, Principal, Assistant Principal, Betty Donze	We will use the tool once it arrives and track its effectiveness	Diagnostic and intervention reports

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	We have a history of excellent community support and parent involvement including receiving the Five Star School Award and Golden School Award for volunteer participation. Last year over 216 volunteers provided 3,937 hours of volunteer service to our students. This includes 25 mentors from Junior Achievement who provided 125 mentor hours.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Golden School Award	Golden School Award and Five Star School Award
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	Many of our parents think that membership in our PTA requires that they volunteer at school during the day. They are unable to do so because they have jobs and therefore do not join PTA.	a) PTA brochures and information will encourage flexibility in volunteer opportunities b)The PTA will sponsor several activities focused on family involvement c) The school will sponsor Parent Information Nights to help parents understand how they can support their children's academic achievement d) The PTA will be provided with a weekly information spot in the school newsletter	PTA President, Principal, Assistant Principal	a) We will see continued support for the school in terms of volunteer participation and community involvement b) Parents will be aware of the activities of the PTA and supportive of their efforts	a) Application for the Five Star School Award b) Application for the Golden School Award c) Electronic files for the Dolphin News d) Agendas for PIN nights
2	We have a fairly high mobility rate and the community is sometimes not aware of opportunities available at the school	a) Provide a literature rack in the parent waiting area to supply information about services available in the community b) Provide information about the school in the weekly newsletters	Principal, Assistant Principal,Guidance Counselor, Volunteer Coordinator, PTA President, SAC Chair	a) Materials placed in the literature rack will be removed by parents and guests	a) Literature rack will be in place
3	a) Our ELL population is increasing causing challenges in communicating with some of our parents	a) Create files for the major communications used with our parents translated to the languages most frequently used b) Provide training for the office staff in the use of TransAct to access documents already translated	ELL Contact, ESOL Office, Principal, Assistant Principal	Our ELL parents will be able to access communications more readily – assumes literacy in the native language	a) Files will be available b) Staff will be able to access TransAct files
4	Need to increase/ improve communications between the school and the community	Create a school blog site.	Principal	The blog site records the number of "hits"	Check blog site

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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
No Data Submitted						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

School Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. School Safety Goal School Safety Goal #1:	We will continue to implement the Safe and Orderly School programs, Foundations and CHAMPS during the coming year. An examination of the SESIR will be done.
2012 Current level:	2013 Expected level:
N/A	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	unsafe behavior	1.1. a) Foundations Team will review in pre-planning for faculty what a Champs classroom should look like with rituals and routines posted: daily schedule, assignments, classroom rules with consequences and rewards. b.) Incorporate Foundations training and resources into our daily routines as well as our classwork/homework.	1.1. Foundations Team, Principal,Assistant Principal Media Specialist, Classroom Teachers	1.1. a) The Foundations Team will administer surveys to parents, students and staff at mid-year and at the end of the year. The team will evaluate results. b) Classroom walk-throughs	1.1 a) Foundations surveys. c)Walk through instruments
2	1.2. The PTA. coordinates the activities for Red Ribbon Week. The only real obstacle is the necessity to trade academic instruction time for these activities.	1.2. Provide week of activities celebrating Red Ribbon Week, including Anti-bullying instruction, Character Development and Conflict Resolution through classroom/video instruction.	1.2. PTA Board, Principal,Assistant Principal Classroom Teachers	1.2. a) Students will begin to develop skills in conflict resolution resulting in a reduction in bullying reports and requests for assistance from teachers.	1.2. a) Anecdotal observations from classroom teachers.
3	1.3. We have a small number of students who ride bikes to school; however, we have observed them not following bicycle safety procedures. This is a Saturday activity. The barriers will involve student transportation to allow participation.	1.3. Provide a Bicycle Safety Saturday to promote safety rules and the wearing of helmets. This is done in conjunction with our local Cub Scout troop and the Full Service School at Englewood HS.	1.3. Full Service Schools, Cub Scout Cubmaster, PTA Board	1.3. a) Students who attend the training day will exhibit improved biking skills on the way to school b) Students who attend the program will receive a free bicycle safety helmet and will wear them	1.3. a) Observations of students arriving and leaving school grounds on bicycles

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

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

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

Budget:

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

End of School Safety Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	STAR Math Website VMATH: Voyager Math STAMS	Teir 2 and 3 interventions for RTI		$3,000.00
				Subtotal: $3,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Teachers of Students in Poverty	Professional development book		$500.00
				Subtotal: $500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $3,500.00

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.

No Attachment (Uploaded on 10/4/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The activities of SAC for the upcoming school year include reviewing and analyzing school data of past years and the current year in

regards to FCAT and F.A.I.R.to determine areas of weakness that we need to focus on to help maintain our school's current "A" grade. It also includes gaining more business partnerships with local companies, and working with the PTA to keep the community involved in our school events and activities. SAC will also be working on the "Transition to Kindergarten" project with the Kindergarten teachers to help educate and prepare incoming Kindergarten families about what to expect during the first year of elementary school. We want to let the community know what a great school Greenfield is and make sure that it is better marketed around town.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
GREENFIELD ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	74%	53%	59%	258	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	59%			123	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	51% (YES)			99	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					480	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District
GREENFIELD ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	73%	84%	62%	293	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	60%			129	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?	45% (NO)	68% (YES)			113	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					535	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested