

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: CEDAR HILLS ELEMENTARY SCHOOL

District Name: Duval

Principal: Marie Antoine

SAC Chair: Cheryl SAbb

Superintendent: William Pratt-Dannals

Date of School Board Approval:

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	Marie Antoine	ESOL (Grades K-12), English (6-12), School Principal (All levels), and Educational Leadership (K-12) three years as assistant principal for student services at Northwestern Middle School,		11	Principal 2011-12 School: Whitehouse, Grade: A, School # 3051 68% Reading Mastery/ 71% Math Mastery/ 86% Science Mastery/ 82% Writing Mastery Principal 2010-11 School: Whitehouse, Grade: B, School # 3051 AYP: No 78% Reading Mastery/ 82% Math Mastery/ 80% Science Mastery/ 73% Writing Mastery Principal 2009-10 School: Whitehouse, Grade: A, School # 3051 AYP: No 76% Reading Mastery/ 84% Math Mastery/ 63% Science Mastery/ 79% Writing Mastery Principal 2008-09

		one year as vice-principal at Matthew W. Gilbert Middle School			School: Whitehouse, Grade: A, School # 3051 AYP: Students with disabilities and black students did not make AYP. 79% Reading Mastery/ 80% Math Mastery/ 45% Science Mastery/ 80% Writing Mastery Principal 2007-08 School: Whitehouse, Grade: A, School # 3051 AYP: Yes 82% Reading Mastery/ 82% Math Mastery/ 63% Science Mastery/ 68% Writing Mastery
Assis Principal	Simaran Bakshi	B.A Education M.Sc Business M.Ed Educational Leadership Certified in: Elementary Education K – 6 Middle School Mathematics 5-9 Educational Leadership, All Levels	1	1	Assistant Principal 2011-12 School: Cedar Hills, Grade: A, School # 3097 AYP: Yes 49% Reading Mastery/ 63% Math Mastery/ 44% Science Mastery/ 86% Writing Mastery School Math Coach 2010-11 School: Andrew Robinson, Grade: D, School # 262 AYP: No 60% Reading Mastery/ 66% Math Mastery/ 33% Science Mastery/ 80% Writing Mastery School Math Coach 2009-2010 School: Andrew Robinson, Grade: C, School # 262 AYP: No 62% Reading mastery/ 73% Math Mastery/ 24% Science Mastery/ 89% Writing Mastery 4th Grade Math Teacher 2008-2009 School: Andrew Robinson, Grade: A, School # 262 AYP: Yes 66% Reading Mastery/ 72% Math mastery/ 29% Science Mastery/ 93% Writing Mastery 4th Grade Math Teacher 2007-2008 School: Andrew Robinson I Grade: C, School # 262 AYP: No 53% Reading mastery/ 52% Math mastery/ 18% Science mastery/ 85% Writing mastery

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
All	Kharmayne Kannada	Masters in Human Resource Management Bachelor in Social Science;		1	School Math Coach 2010-11 School grade: B school #243 AYP: No 67% Reading Mastery/ 76% Math Mastery/ 68% Writing Mastery/ 40% Science Mastery 4th Grade Math teacher 2009-10 School Grade: B school #243 AYP: No 68% Reading Mastery/ 77% Math Mastery/ 75% Writing Mastery/ 36% Science Mastery 3rd & 4th Grade (inclusion) Math teacher 2008-09 School Grade: A school #243 AYP: No 67% Reading Mastery/ 74% Math Mastery/ 87% Writing Mastery/ 41% Science

27	14.8%(4)	29.6%(8)	29.6%(8)	29.6%(8)	29.6%(8)	100.0%(27)	7.4%(2)	7.4%(2)	44.4%(12)
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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
Cheryl Sabb	Alyse Newton	Ms. Newton is a first year Pre-K teacher. Ms. Sabb has 8+ years of experience and participated in the District Mentoring Program.	The mentor and mentee meet bi-weekly to discuss evidence-based strategies for each domain and their progress towards meeting the goals set forth by the Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning.
Kharmayne Kannada	Ashley Callhan	Ms. Callahan is a first year 1st grade teacher. Ms. Pearson has 10+ years of experience and participated in the District Mentoring Program (CET). Both the teachers are teaching 1st grade.	The mentor and mentee meet bi-weekly to discuss evidence-based strategies for each domain and their progress towards meeting the goals set forth by the Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning.
Kharmayne Kannada	Michelle Vess	Ms. Vess is a first year Kindergarten teacher. Ms. Pearson has 10+ years of experience and participated in the District Mentoring Program (CET).	The mentor and mentee meet bi-weekly to discuss evidence-based strategies for each domain and their progress towards meeting the goals set forth by the Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning.
Kharmayne Kannada	Breanna Haines	Ms. Haines is a first year 3rd grade teacher. Ms. Kannada has 6+ years of teaching and coaching experience and participated in the District Mentoring Program (CET). She is the Instructional Coach at the school.	The mentor and mentee meet bi-weekly to discuss evidence-based strategies for each domain and their progress towards meeting the goals set forth by the Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning.

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.

Services are provided to ensure students requiring additional remediation time built into every classroom teacher's instructional schedules for reading and math. In addition, the school provides free SAI Tutoring to low performing students.

Title I, Part C- Migrant

The District Social Worker provides resources and support to migrant students and parents.

Title I, Part D

Title II

Title III

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

Title X- Homeless

The district social worker will provide resources such as clothing, school supplies, and social serves referrals for students identified as homeless to eliminate barriers for a fee and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I to provide SAI school tutoring to Cedar Hill's low quartile students in Reading and Math. Tutoring services will be offered four days a week for half an hour each day. The Tutoring Instructors will collect data every three week to monitor and determine academic gains.

Violence Prevention Programs

In support of the Superintendent's goal to establish safe and secure schools, the district provides Foundations and CHAMPS training to our schools' Foundations team.

Nutrition Programs

The school participates in the Breakfast in the Classroom program which provides a nutritious breakfast for all students.

Housing Programs

Head Start

To transition other pre- k programs into the elementary setting, Cedar Hills Elementary will hold tours for families with students who will enter Cedar Hills Elementary as kindergarteners.

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.

Marie Antoine – Principal
•Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing

RTI; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RTI implementation; and communicates with parents regarding school-based RTI plans and activities.

Simaran Bakshi – Assistant Principal

•Assists the principal by monitoring the school based MTSS/RTI team and monitoring the implementation of intervention support and documentation.

Kharmayne Kannada- Instructional Coach

Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk; "assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Karen McCormick- Guidance Counselor

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions, and conducts direct observation of student behavior.

Janelle Caras (SWD Teacher) 1st, 3rd, 5th

Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Robin Murray (SWD teacher) Kdg, 2nd, 4th

Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Anna Belle Memminger (Speech Pathologist)

Participates in collection, interpretation, and analysis of data; facilitates in development of intervention plans; provides support for intervention with fidelity and documentation; intervention planning; and program evaluation; facilitates data based decision making activities.

Cheryl Sabb (PDF)

Conducts assessment of MTSS/RTI skills of school staff; ensures adequate professional development to support RTI implementation.

RTI Lead: Cynthia Oliver

Leads the student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through common planning. Coordinates with the Instructional Coach and the administrators to ensure quality implementation of MTSS/RTI and planning.

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 regularly to discuss interventions to increase positive student behavior and overall student academic achievement. The interventions are monitored, and then reviewed to ensure that progress is being made. If there is no progress, the team looks at various alternatives to achieve the goal outlined for the students.

The RTI Team will focus their meetings around two essential questions:

1. What do we expect our students to learn?
2. How will we respond when students do not learn as we expect?
2. How will we respond when students do not learn as we expect?

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

The MTSS/RTI leadership Team and the grade level instructional teams meet to review data. With input from teachers the initial draft of the SIP was developed. After the draft was finalized it was taken back to the teachers for approval. The Leadership Team then finalized the plan. The SIP becomes the guiding document for the work of the school. The Leadership Team will bimonthly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school will use MTSS/RTI to guide instruction and make mid-course 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.

1. Classroom Data Tracking Sheets: Used to monitoring weekly and cumulative assessments and to plan for FCIM lessons in individual, small and whole group. Data Tracking sheets identify the bottom quartile for the class and school.
2. Interim District Benchmark Limelight Reports: Used as beginning, mid, and end of year progress monitoring of students on individual assessed benchmarks. Target Focus Calendars are created and updated in response to data. Data is summarized Mid-year SIP and Mid-Year Stakeholders Meetings. All data is presented in graph form on the data wall.
3. FAIR Decision Tree: Used to disaggregate FAIR data to drive individual groupings of target instruction.
4. DRA 2 Focus for Instruction: Used to differentiate and plan for Guided Reading.
5. RtI Summary Sheets: Wednesday Meeting data and outcome is documented for Tier 2 and Tier 3 using a template with guiding questions.

Tier 1 Behavior:

1. Retentions
2. Office Discipline Referrals
3. Absences and Tardies
4. Attendance data
5. Behavior Sheets

Tier 2 Behavior:

1. Retentions
2. Office Discipline Referrals
3. Absences and Tardies
4. Attendance data
5. Behavior Sheets

Tier 3 Behavior:

1. Retentions
2. Office Discipline Referrals
3. Absences and Tardies
4. Attendance data
5. Behavior Sheets

Describe the plan to train staff on MTSS.

Professional Development will be offered to the RtI Team by the district.

Professional Development will be offered to the RtI Team by the district.

RTI professional development will be ongoing throughout the year: pre-planning, early dismissal, and faculty meetings, small study groups, webinars, etc. These in-service opportunities will include, but are not limited to the following:

- Problem Solving Model
- Positive Behavioral Intervention and Support
- Data based decision making to drive instruction
- Foundations will monitor the implementation of behavioral RtI
- Tools utilized to identify specific discrepancies in reading
- Analysis of student work
- Book Study
- Lesson Study

Describe the plan to support MTSS.

Professional Development will be offered to the MTSS/RtI Team by the district, instructional coach, and administrators. The school will purchase common resources for reading, math, and science and the teachers will be using the same assessment/data collection system.

MTSS/RTI professional development will be ongoing throughout the year: pre-planning, early dismissal, and faculty meetings, small study groups, webinars, etc.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team is comprised of one grade level representative specializing in literacy, the instructional coach, guidance counselor, and the administration.
Ms. Antoine, Ms. Kannada, Ms. McCormick, Ms. Page, Ms. Sabb, Ms. Hendrix, Ms. Elliott, Ms. Perkins, Ms. Palmer.

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

The Literacy Leadership Team meets monthly after school to analyze school, grade level, classroom, and individual student data collected weekly from ELA teachers. This data is desegregated and trends are analyzed. Subgroups and learning gains are tracked and interventions put into place and monitored as needed. All Literacy Leadership takes an active role in performing Classroom Walk-Throughs, modeling, training, and debriefing with ELA teachers to increase learning gains.

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

For the 2012 and 2013 school year, increasing proficiency while maintaining student learning gains will be the primary focus for student and school improvement. All teachers will be trained and monitored on effective Tier 1 Core Instructional Practices that match the rigor of Common Core and 2.0 content expectations. To support the process, all teachers will attend and actively participate in weekly 90 minute grade level PLCs, early release trainings, and modeling by coaches. Our main goal is for Tier 1 instruction is to be consistent, rigorous, and explicit across content areas so that 80% of all students are responding to instruction that is aligned to the content standards and the school and district reading / language arts philosophy.

3-5 teachers will be taking through an explicit training where unpacking each benchmark of the Next Generation Sunshine State Standards and understanding the FCAT specifications will be the primary focus in order to align Core Teaching Practices.

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.

Cedar Hills will hold a Welcome to Elementary School Day/ Night for parents of children preparing to enter elementary school. We plan to offer tours to families of pre k students. During the summer, Cedar Hills will offer a Jump Start to school to familiarize students with the school and to see helpful faces prior to the first day. This will be an orientation for the parents as well. Information will be provided regarding daily school routines, the lunch process and school wide behavior.

*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:	An analysis of 2011 and 2012 FCAT Reading data shows that in 2012 our scores increased 3% from the previous year. Based on 2012 data, 26% of all students achieved proficiency (level 3- only) in reading, and the expected level for 2012-13 is 32%. Therefore our minimum goal is an increase of at least 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (38)	32% (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
1	1a.1 Students' lack of vocabulary and language skills.	1a.1. Professional Development for teachers teaching strategies to increase vocabulary and appropriate use of language.	1a.1. Principal, Assistant Principal Classroom teachers and Instructional Coach	1a.1. Instructional Coach will model vocabulary strategies and co-teach in grades 3-5. 'Building Academic Vocabulary' by Marzano will be utilized during professional development trainings. Steck Vaughn Vocabulary kits for primary grade levels will be purchased to build foundational vocabulary skills.	1a.1. Weekly mini-assessments, monthly Progress Monitoring Assessments, Themed Benchmarks, and District Reading Interim Benchmark will be utilized to track the progress of students and ultimately teacher effectiveness.
2	1a.2. 2011-2012 37% of students were absent 10 or more days causing a loss of instruction. 2011 -2012 and 10% (44) students suspended out of school causing students to miss extension, enrichment instruction.	1a.2. Teachers being trained on CHAMPS, and Foundations. School wide discipline plan to be followed with fidelity. The office staff will contact parents after the second unexcused absence. Inhouse detentions to be implemented to reduce suspensions.	1a.2. All classroom teachers, Instructional Coach, Principal, Assistant Principal Office Staff	1a.2. Absence and tardy records, suspension records, and parent contact updates to be monitored bimonthly.	1a.2. Attendance and referral records.
3	1a.3. Maintaining the rigor of learning and instructional goals as last year.	1a.3. Provide goal sheets to all 3-5 students to track their progress from the beginning of the school year. Teachers using the goal tracking sheets during individual conferences.	1a.3. Principal, Assistant Principal Classroom teachers and Instructional Coach	1a.3. Progress Monitoring, Data Chats	1a.3. Assessment Sheets

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:	
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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:	An analysis of 2010 and 2011 FCAT Reading data shows that in 2010 we showed a decline of 32%% from the previous year. Based on 2011 data, 71% of all students achieved above proficiency (levels 4&5)in reading, and the expected level for 2012 is 49%. Therefore our minimum goal is an increase of at least 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (85)	49% (84)

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	2011-2012 37% of students were absent 10 or more days causing a loss of instruction. 2011 -2012 10% (44) suspended out of school causing students to miss extension, enrichment instruction	2b.1. Teachers being trained on CHAMPS, and Foundations. School wide discipline plan to be followed with fidelity. The office staff will contact parents after the second unexcused absence. Inhouse detentions to be implemented to reduce suspensions. Promote parental involvement at all grade levels that will encourage reading involvement.	2b.1. Principal, Assistant Principal, Instructional, Classroom Teachers, and Office Staff	Absense and tardy records, suspension records, and parent contact updates to be monitored bimonthly.	Attendance, and referral records.
2	2b.2. Students struggle in the area of reading comprehension.	2b.2. Purchase and implement Accelerated Reader in classrooms. Provide staff development for best practices in reading strategies, aligned with FCAT, Benchmarks, and NGSSS.	2b.2. Principal, Instructional Coach, Assistant Principal, Media Specialist, Classroom teachers	2b.2. Collect DATA and analyze information collected to assess student progress and needs	Accelerated Reader 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 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:

An analysis of 2011 and 2012 FCAT Reading data shows that our school increased 13% from the previous year. Based on 2012-13 data, 69% of students made Learning Gains in reading, and the expected level for 2012-13 is 73%. Therefore our minimum goal is an increase of at least 4%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

69% (100)

73% (105)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. Students are not motivated towards reading.	3a.1. Increased focus on the million word campaign. Rewards for meeting the Accelerated Reader Goals. Classroom Book logs Research based programs being provided to support the core reading program for all groups and subgroups.	3a.1. Principal, Instructional Coach, media specialist, Classroom Teachers	3a.1. Observation, library statistics, student survey Classroom charts	3a.1. Million Word Campaign documentation, AR Logs, and book logs
2	3a.2. 2011-2012 37% of students were absent 10 or more days, 10% (44) students were suspended out of school causing a loss of instruction. They	3a.2. Teachers being trained on CHAMPS, and Foundations. School wide discipline plan to be followed with fidelity. The office staff will contact	3a.2. Principal, Assistant Principal, Standards Coach, classroom teachers	3a.2. Absence and tardy records, suspension records, and parent contact updates to be monitored bimonthly.	3a.2. Attendance and referral records. Classrooms walk throughs for CHAMPS implementation.

	missed the extension, and enrichment instruction.	parents after the second unexcused absence. In-house detentions to be implemented to reduce suspensions			
3	3a.3. Lack of rigor in classroom instruction.	3a.3. Provide PLC's, and CLC's (Continuous Learning Cycle) trainings for classroom teachers. Conduct collaborative planning at every grade level in the content area of reading.	3a.3. District Literacy Coaches, Instructional Coach, Principal, Assistant Principal, and Classroom Teachers	3a.3. Principal, Assistant Principal, Instructional Coach, and Peer observations of demonstration lessons	3a.3. Pre and post assessments, classroom 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:

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:	An analysis of 2011 and 2012 FCAT Reading data shows our school increased by 29% from the previous year. Based on 2012-13 data, 79% of students in the Lowest Quartile made learning gains in reading, and the expected level for 2012-13 is 83%. Therefore our minimum goal is an increase of at least 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (23)	83%(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
4a.1. Lack of vocabulary necessary for success in grade level texts.	4a.1. Provide various opportunities to build vocabulary through the use of classroom tools	4a.1. Principal, Classroom Teachers, and Media Specialist, Instructional Coach	4a.1. Utilization of listening centers, online books, and classroom tools.	4a.1. Teacher generated activities, Weekly skills assessments

1		and strategies. Provide scientifically research-based programs to promote academic success with all subgroups. Monthly Focus Plans created based on the identified needs. Teachers will use center activities to build vocabulary skills.			
2	4a.2 Time for intervention strategies	4a.2 Designated grade level RTI time to provide in-school intervention for students who are not meeting expectations.	4a.2 Principal, Instructional Coach, classroom teachers	4a.2 Documentation of RTI	4a.2 Weekly selection tests, teacher made pre and post assessments
3	4a.3. Progress monitoring with fidelity	4a.2. Progress monitoring monthly using data to drive instruction, intervention, and enrichment.	4a.3. Principal, Instructional Coach, classroom teachers	4a.3. Progress monitoring, Data Meetings	4a.3. Progress Reports, Report Cards, Skills Assessment Sheets, RTI data collection
4	4a.3. Students need to increase their stamina in reading in order to improve comprehension	4a.3. Teachers will incrementally increase the amount of time students spend reading daily and also increase the length of reading passages.	4a.3. Principal, Assistant Principal, Instructional Coach, classroom teachers	4a.3. Determine baseline reading stamina with students and set individual goals.	4a.3. Classroom visits, observations, lesson plans, goal sheets

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 : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	An analysis of 2011 and 2012 FCAT Reading data shows that our white subgroup showed a 9% decline and our black student subgroup showed a 1% increase from the previous year. Based on 2011 data, 48% of white students and 48% of black students achieved proficiency in reading, and the expected level for 2012-13 is 63%. Therefore our minimum goal is an increase of at least 15% for white students and 15% for black students which will allow us to achieve AYP via Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 48% (29) Black: 48% (24)	White: 63% Black: 63%
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	5B.1. White: A lack of high-interest in reading materials. Black: Lack of high interest and support at home for reading.	5B.1. Provide professional development in the selection of appropriate selection of materials. Use available funds to purchase more high-interest reading materials Provide family support by providing check out materials at the Parental Involvement Center, and providing effective information during parent workshops.	5B.1. Principal, Assistant Principal, media specialist and classroom teachers, Instructional Coach	5B.1. Library, and parental involvement center inventories and statistics	5B.1. Student Surveys
2	5B.2. Lack of motivation. Negative attitude toward reading.	5B.2. Focus on the million-word campaign. Teachers will conference individually with students to set reading goals and select the appropriate texts. Educational Field trips and in school programs promoting reading	5B.2. Principal, Assistant Principal, Instructional Coach, media specialist, Classroom teachers	5B.2. Observation, library statistics, student surveys Classroom charts	5B.2. Student surveys
3	5B.3 2011-2012 37% of students were absent 10 or more days, 44 students were suspended out of school causing a loss of instruction. 2011 -2012 20% of students were tardy 10 or more times causing students to miss extension, enrichment instruction.	5B.3 Teachers being trained on CHAMPS, and Foundations. School wide discipline plan to be followed with fidelity. The office staff will contact parents after the second unexcused absence. In house detentions to be implemented to reduce suspensions	5B.3 Principal, Assistant Principal, Instructional Coach, media specialist, Classroom teachers, and the office staff	5B.3 Absence and tardy records, suspension records, parent contact updates to be monitored bimonthly	5B.3 Attendance and referral records

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:

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
1	5D.1. Students are reading at levels which are 2-4 grade levels below	5D.1. Model and encourage the use of literacy strategies in all content areas. Grade level instructional materials for all core curricula with differentiated instruction as needed. Use Positive Behavioral support/incentives throughout the day. Provide increased opportunities for pleasure reading.	5D.1. Teachers, Reading Interventionist, Varying Exceptionalities Teacher, Media Specialist, Administration, Instructional Coach	5D.1. Progress monitoring of Benchmark Assessments, classroom assessments, teacher observations, student portfolios	5D.1. Benchmarks Assessment data, Weekly Assessments, FAIR, Accelerated Reader logs
2	5D.2. Limited Vocabulary Skills	5D.2. Continue to focus on instruction to expose students to vocabulary in a meaningful manner. Use of Interactive word walls. Professional development in additional strategies for teaching strategies.	5D.2. Teachers, Reading Interventionist, Varying Exceptionalities Teacher, Media Specialist, Administration, Instructional Coach	5D.2. Evaluate Student Data	5D.2. District and School Assessments
3	5D.3. Students need scaffold support while learning new reading skills	5D.3. Teachers will use gradual release model or instruction, including the "I Do", "We Do", "You Do" strategies.	5D.3 Teachers, Reading Interventionist, Varying Exceptionalities Teacher, Media Specialist, Administration, Instructional Coach	5D.3. Progress monitoring of fluency and accuracy in reading passages.	nistration, Instructional Coach . 5D.3. Progress monitoring of fluency and accuracy in reading passages.
4	5D.4. Classroom teachers and Exceptional Education teachers are not properly communicating and using IEP goals to service SWD students with the most effective strategies and resources.	5D.4. Training will be provided for all faculty and staff on understanding of IEPs and appropriate tools, strategies, and resources available through the district and school.	5D.4. Literacy Leadership Team Instructional Coach District Reading Coach MTSS/RTI Leadership Team Academic Awareness Team District ESE Staff Guidance Counselor	5D.4. RTI and MRT Meetings Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	5D.4. Benchmarks Assessment data, Weekly Assessments, FAIR, IEPs

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:	Based on 2012 data, 69% of Economically Disadvantaged students made Learning Gains in reading, and the expected level for 2013 is 73% Therefore our minimum goal is an increase of at least 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(100)	73%(106)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1 Teachers are not consistently implementing differentiation strategies during the literacy Block	5E.1 Teachers will receive professional development on how to effectively analyze data and consistently implement differentiated instruction (e.g., learning centers and small group guided reading) to address individual student needs.	5E.1 Literacy Leadership Team Instructional Coach District Reading Coach MTSS/RTI Leadership Team	5E.1 Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	5E.1 FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report FCAT Explorer Reports Student Portfolio Inform Reports
2	5E.2. Teachers lack the ability to create a variety of entry points to ensure that student differing abilities, strengths, and needs are all taken into consideration	5E.2. Provide professional development on the importance conducting and understanding students' learning and thinking styles surveys	5E.2 Administration, Instructional Coach, MTSS/RTI Leadership Team	5E.2 Weekly mini-assessments, Biweekly Progress Monitoring Assessments District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	5E.2 FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report FCAT Explorer Reports Student Portfolio Inform Reports
3	5E.3 Limited Access to independent level reading materials at home	5E.3 Provide free books for students to have as their own and to read outside of the school day. Check out reading materials for parents	5E.3 Media Specialist, Classroom teachers, Administration	5E.3 Increased interest in checking out books from school library	5E.3 Check out logs, Accelerated 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
The						

Workshop Model Guided Reading Conferencing	K-5 Reading	Instructional Coach and Literacy Leads	K-5 Teachers and small groups for more intensive training	Early Release Days – (Every other Wednesday)	Focus Walks, Teachers Observations	Principal, Assistant Principal, and Instructional Coach
FAIR Data Analysis/ Common Core Standards	3rd – 5th Grade	Instructional Coach, District Reading Coach	3rd, 4th, 5th ELA teachers Coaches (PLC)	Weekly PLCs	, 4th, 5th ELA teachers Coaches (PLC) Weekly PLCs	Instructional Coach District Reading Coach Administration
Instructional Rigor workshops	K-5 All teachers	District Literacy Cadre, Assistant Principal, Instructional coach	K-5 Teachers in grade level groups	Three days in September	Classroom Walk throughs	Administration, and the Instructional Coach
Text Complexity and Rigor	K-5 All teachers	Instructional Coach and Literacy Leads	K-5 Teachers in grade level groups	Early release workshops and weekly PLCs	Demonstration lessons, Peer observations, administrative observations	Administration, and the Instructional Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase the number of high interest books for student checkout as well as multiple copies of selected books	Current chapter books geared towards boys, updated biographies and other high interest titles	Budgeted money, Book Fair, Grants	\$0.00
After School Tutoring/Reading Camps	Teacher salaries and materials for targeted after school tutoring	SAI and SES	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Listening center equipment Reading A-Z Accelerated Reader	Tape and CD players, earphones, more listening center kits Computer software and online resources	Budgeted money, Book Fair, Grants Budgeted money	\$4,000.00
			Subtotal: \$4,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Development books for all the teachers to improve teaching strategies	Professional Development Book: Teach like a Champion	Budgeted money, Book Fair, Grants Budgeted money	\$600.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,600.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	

CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	An analysis of 2011 and 2012 FCAT math data shows that in 2012 our school had a decrease of 4% from the previous year. Based on 2012 data, 30% of students had proficiency (Level 3s) in math, and the expected level for 2012 is 34%. Therefore our minimum goal is an increase of at least 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (44)	34% (49)

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 students' prior background knowledge of math vocabulary	1a.1. Full implementation of the Math workshop model using the core curriculum of Math Investigations and enVision. Item Specifications will be used as an aid in developing the lessons. Infuse math literature into daily instruction. Center activities focusing on math vocabulary. Infuse math literature into daily instruction.	1a.1. Principal, Assistant Principal, Instructional Coach	1a.1. Focused walkthroughs by administration will be used to ensure all math teachers are implementing the curriculum with fidelity. Review guided math lesson plans and anecdotal notes.	1a.1. Progress of all students on pre and post assessments, formative assessments, and summative assessments
2	1a.2. Students have difficulty with math concepts and transfer of those concepts.	1a.2. Math lessons will be written using Item Specifications as a guide. Differentiated Guided Math lessons will be written based on students' needs and implemented with fidelity. Use of multiple representations of concepts. Data chats with students about goals and progress will occur regularly. Implement Everyday Counts daily.	1a.2. Principal, Assistant Principal, Instructional Coach	1a.2. Daily observations during math instruction will occur. Review assessment data and item analysis sheets to ensure instruction is aligned to rigor of assessment. Differentiated Guided Math lessons will be compared to data collected on students.	1a.2. Progress will be evaluated by: new DCPS math assessments, Benchmark assessments, Limelight assessments.
	1a.3. Student data is not being used for ongoing progress monitoring.	1a.3. School-based Instructional Coach and District Math Coach will collaborate to provide	1a.3. Administrators, Instructional Coach, and District Math Coach	1a.3. Data Notebook Review, Data Chats (individual and grade level), Lesson Plans, Monitoring Forms	1a.3. Diagnostic assessments, FCIM assessments, End-of-Unit

3	teachers with professional development that focuses on using data (benchmarks and weekly assessments) to monitor student progress and using that data to make accommodations in instruction that meets the needs of individual students.	assessments, and district benchmark assessments that are aligned with the Next Generation Math Standards
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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:

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:	An analysis of 2011 and 2012 FCAT math data shows that in 2012 our school had an increase of 13% from the previous year. Based on 2012 data, 33% of students had proficiency (Levels 4 and 5) in math, and the expected level for 2012 is 37%. Therefore our minimum goal is an increase of at least 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (47)	37%(53)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Consistency of enrichment and differentiated lessons / activities.	2a.1. Full implementation of the Math workshop model using the core curriculum of Math Investigations and enVision. Implement guided Math lessons to differentiate Math instruction in all Math classrooms	2a.1. Principal, Assistant Principal, Instructional Coach	2a.1. Focused walkthroughs by administration will be used to ensure all math teachers are implementing the curriculum with fidelity. Review guided math plans and anecdotal notes.	2a.1. Progress of all students on pre and post assessments, formative assessments, and summative assessments. Focus walks.
	2a.2.	2a.2.	2a.2.	2a.2.	2a.2.

2	New and novice faculty not familiar with NGSS Standards	PLC's per grade level/ per week with the coach to gain knowledge on appropriate strategies to use during differentiated instruction	Principal, Assistant Principal, Instructional Coach	Common data management tools to measure student progress towards meeting proficiency of the standards will be utilized with fidelity. Teachers will analyze the tracking sheets in their data notebooks and conference with the Administrators, Instructional Coach, and Math coach.	Assessment data sheets, walk throughs, data note books, lesson plans.
3	2a.3 Teachers are not utilizing student data to effectively provide enrichment activities for all students	2a.3 School-based Instructional coach and district math coach will provide professional development for teachers on using data to plan appropriate enrichment activities for all students in the form of extension lesson utilizing performance based tasks. The school-based coach will facilitate analysis of student work and data during common planning time.	2a.3 Principal, Assistant Principals, Instructional Coach, and District Math Coach	2a.3 Focus Walks, Lesson Plans	2a.3 Interim District Benchmark FCIM Mini-Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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:		An analysis of 2011 and 2012 FCAT math data shows that in 2012 our school had an increase of 49% from the previous year. Based on 2012 data, 83% of students had learning gains in math, and the expected level for 2012 is 87%. Therefore our minimum goal is an increase of at least 4%.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		

83% (85)			87%(87)		
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	Consistency and quality of differentiated instruction	Analyze data using assessment results and create rigorous and relevant differentiated activities. Instructional Coach will model implementation of differentiated activities.	Principal, Instructional Coach, and classroom teachers	Instructional Coach will assist teachers in the analyzing of data collected. Administration will ensure that activities are implemented daily. Grade Level/Principal meetings to review classroom and grade level mathematics data.	Assessment data sheets, walk throughs, steno pads, lesson plans, conversation concerning next steps for each student
2	New and novice faculty not familiar with NGSS Standards, Item Specifications, and Content Limits	PLC's per grade level/ per week with the coaches to gain knowledge on appropriate strategies to use during differentiated instruction. School-based Coach will provide professional Development on FCAT Test Item Specification, tested benchmarks, and content limits for the FCAT 2.0	Principal, Assistant Principal, Instructional Coach	Common data management tools to measure student progress towards meeting proficiency of the standards will be utilized with fidelity. Data chats will occur with teachers concerning next steps according to data that is analyzed.	Assessment data sheets, walk throughs, data note books, lesson plans
3	Shortage of time and resources for tiered interventions	Grade level PLCs will work together to discuss intervention methods and collaborate to provide extra support.	Administrations, Classroom Teachers, RTI Facilitator, Instructional Coach	Classroom Observations, Benchmark results, and weekly data	Benchmark and skills assessment data

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	An analysis of 2011 and 2012 FCAT math data shows that in 2012 our school had an increase of 25% from the previous year. Based on 2012 data, 72% of lowest 25% students made gains in math and the expected level for 2012 is 76%. Therefore our minimum goal is an increase of at least 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (21)	76% (22)

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' prior background knowledge, attendance, and home life/support.	Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student	Principal, Assistant Principal, Instructional Coach, Classroom teachers, RTI team	Maintain a record of strategies and interventions utilized with the lowest 25 percentile. Grade-level teams will review results of common assessment.	Increased achievement between assessments documented in Data notebook. Formative and common assessments
2	Adequate time to provide math interventions and effective implementation of differentiated instructional strategies	Each grade level will provide a designated time for RTI in math. School based coach will plan, develop and implement Focus lessons with teachers that address individual student needs.	Principal, Assistant Principal, Instructional Coach, Teachers	Documentation of RTI. Teachers will monitor the progress of the lowest 25 percentile and revise instruction. Data Chats (individual and grade level), Lesson Plans Classroom Observations	Math Assessments District Math Benchmark Assessment.
3	Students' lack of basic math facts.	Through the use of vertical team planning, teachers will provide students with skills necessary to be proficient in math. Purchase and implement in Grades 1-5 Math Facts in a Flash to help strengthen knowledge of basic math facts.	Principal, Assistant Principal, Instructional Coach, Teachers, Media Specialist	Collect and analyze data to assess student progress through online reports.	Increased achievement between assessments documented in data notebook.

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	An analysis of 2011 and 2012 FCAT math data shows that in our white subgroup showed a 0% decline and our black student subgroup showed a 9% increase from the previous
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satisfactory progress in mathematics. Mathematics Goal #5B:	year. Based on 2011 data, 62% of white students and 59% of black students achieved proficiency in math, and the expected level for 2013 is 66%. Therefore our minimum goal is an increase of at least 4% for white students and 4% for black students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 62% (41) Black: 59% (39)	White: 66% (44) Black: 63% (42)

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' prior background knowledge, attendance, and home life/support.	Develop an Instructional Focus Calendar for Math. Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts	Leadership Team, Principal, Assistant Principal, Instructional Coach, and classroom teachers	Leadership team will be aware of FCIM's upcoming focus and will monitor implementation through classroom walkthroughs. Instructional Coach will assist teachers in the creation of enrichment/differentiated lessons, and administration will ensure activities are implemented.	Pre and post assessments along with FCAT results. Progress of students on assessments.
2	Lack of high interest and support at home for doing math activities.	Provide professional development in the selection of appropriate selection of materials. Use available funds to purchase more high-interest math reading materials. Provide family support by providing check out materials at the Parental Involvement Center, and providing effective information during parent workshops.	Principal, Assistant Principal, media specialist and classroom teachers, Instructional Coach	Library, and parental involvement center inventories and statistics	Student Surveys
3	2011-2012 37% of students were absent 10 or more days, 44 students were suspended out of school causing a loss of instruction. 2011 -2012 20% of students were tardy 10 or more times causing students to miss extension, enrichment instruction.	Teachers being trained on CHAMPS, and Foundations. School wide discipline plan to be followed with fidelity. Parents will be contacted by the office staff after the second unexcused absence. In house detentions to be implemented to reduce suspensions	Principal, Assistant Principal, Instructional Coach, media specialist, Classroom teachers, and the office staff	Absence and tardy records, suspension records, parent contact updates to be monitored bimonthly	Attendance and referral records

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:	An analysis of 2011 and 2012 FCAT Math data shows that in our SWD subgroup had a 41% proficiency rate. The expected level for 2013 is 50%. Therefore our minimum goal is an increase of at least 9% for SWD students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (5)	50% (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	Consistency in instructional practices among all grade levels K-5 and ESE.	Administrative and leadership team members, and VE Teachers will analyze this past year's math data and meet with grade level teams to discuss rigorous and relevant instructional plans	Administration, VE Teachers, Leadership Team	Review of data with leadership team, discussion of data with teachers during team meetings	Student Assessment results, Informal and formal classroom observations, Lesson Plan reviews and data meetings.
2	Consistency of data analysis between classroom teachers, VE teachers, and teachers within a grade level	Individual student progress monitoring based on school-wide, district and/or state assessments and students' IEP goals.	Administration, VE Teachers, Leadership Team	Student data provided by teachers during scheduled data meetings.	Student data, teacher data notebooks, Pupil Progression Data Matrix
3	Students lack of proficiency with basic math facts	Implement Facts in a Flash, and Accelerated Math during center time	Administration, Classroom teachers, VE teachers	Bi-weekly data collection from these online programs	Skills assessment data

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	An analysis of 2011 and 2012 FCAT math data shows that in 2012 our school had an increase of 49% from the previous year. Based on 2012 data, 83% of Economically Disadvantaged students had learning gains in math and the expected level for 2013 is 87%. Therefore our minimum goal is an increase of at least 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (85)	87% (87)

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 haven't mastered prerequisite skills in order to be successful at applying on grade level skills	Implement Facts in a Flash, and Accelerated Math during center time	Principal, Assistant Principal, Instructional Coach	Monitoring of student performance via reports generated from the program	Skills assessment data
2	Student's prior background knowledge, attendance and home life/support.	Provide after school tutoring opportunities through SES and SAI Funds.	On Site Facilitator for SES, Administration.	Attendance, Directors from each company will monitor the small group sessions.	Progress of all participants on pre and post test.
3	Ramping students up quickly to remediate the skills they haven't mastered and covering grade level specific work	Students will use various research based resources like, Destination Success, math Facts in a Flash, to build and remediate grade level content not mastered.	Principal, Assistant Principal, Instructional Coach	Monitoring of student performance via reports generated from the program	Student reports generated from the programs, weekly skills assessments

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher – made tests using Pearson Limelight/Insight	School wide	Instructional Coach Principal, Assistant Principal	School Wide	On-going	Analysis of student data	Principal, Assistant Principal and Instructional Coach
Implementation of the Instructional Focus Calendar	School-wide	Principal, Assistant Principal, Instructional Coach	School-wide	October 2012- April 2013	Modeling of lessons, observations of lessons	Principal and Instructional Coach
Calendar Math (vertical)	K-5 teachers	Instructional Coach	K-5 Teachers	September	Observation of Calendar Math, verifying alignment with NGSSS benchmarks and CCSS Standards	Principal, Assistant Principal, Instructional Coach
Instructional Rigor using Common Core Standards	K-5 Math Teachers	Assistant Principal, Instructional Coach	K- 5 math teachers	On-going	Observations of lessons, data chats	Principal, Assistant Principal, Instructional Coach
Instructional Rigor using Common Core Standards	K-5 Math Teachers	Assistant Principal, Instructional Coach	K- 5 math teachers	On-going	Observations of lessons, data chats	Principal, Assistant Principal, Instructional Coach
TERC - Using Data	3-5 Math Teachers	Data Coach	3-5 Math Teachers	On-going	Observations of lessons taught from analyzed data, biweekly meetings with teachers	Principal, Assistant Principal, Data Coach

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
Implement in grades 1-5 Math Facts in a Flash program to strengthen basic math knowledge.	Online program	Title 1 School Budget	\$1,900.00
Calendar Math Online Software for Interactive Boards	Web Based Program	Title 1 Budget	\$1,000.00
			Subtotal: \$2,900.00
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
Provide after school tutoring opportunities for our lowest quartile in math.	Salaries and supplies for after school tutoring in math.	SAI Funds	\$2,500.00
			Subtotal: \$2,500.00
			Grand Total: \$5,400.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		Increase the number of proficient students from 15% to 20%			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
28% (13)		32% (18)			
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	Teachers' knowledge and familiarity with curriculum	Provide professional development for teachers in understanding of content area	Administration and Instructional Coach	Attendance and PLC's	FCAT and Benchmark results, lesson plans, focus walks, and student artifacts
	Time constraints and fidelity to curriculum	Science workshop scheduled and	Administration, Instructional	Increase hands-on-science experiences,	FCAT and Benchmark

2		implemented in grades K-5, use of Explore Learning and other technology	Coach, Classroom Teachers	to include virtual investigation	results, lesson plans, and focus walks
3	Monitoring of student progress	Data driven instruction using District Benchmark Assessment and Progress Monitoring Assessments	Administration, Instructional Coach, and 5th grade teachers	Benchmark, Progress Monitoring, and Classroom Assessment Data	Dissagregaton of data and FCAT results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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:	Increase the number of proficient students from 15% to 20%
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (7)	20% (11)

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	Limited exposure to inquiry-based learning	Professional development for K-5 teachers in using the 5E instructional model of inquiry learning	Administrators, Instructional coach, and Science leads	Monitor instruction plans, classroom observations, and focus walks	Lesson plans, formative and summative assessments
2	Limited exposure to hands on experiments	After school Science Club for 5th grade students Use of Gizmos	Science Teachers	Informal assessments, Student assessment data	Benchmark, Formative, and Summative assessment data
3	Students' weak reading and science vocabulary skills	Cross curricula teaching of science during reading block	Administrators, Instructional coach, and	Informal assessments, Student assessment data	Benchmark, Formative, and Summative

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
Explore Learning	K-5	Instructional Coach, technology team, science leads	Classroom and resource teachers	Early Release Days and planning periods	Focus walks and PLCs	Administrators and Instructional coach
Professional Development thru the Academy of Science	K-5	Instructional Coach, Ms. Kelley	Classroom and resource teachers	Early Release Days and Planning periods	Focus walks, lesson plans, PLC's	Administrators, Instructional Coach and Grade level chairs
Components of 5E inquiry based learning	K-5	Instructional Coach, Science PLC	Classroom and resource teachers	Early Release days and planning periods	Lesson plans and focus walks	Administrators and Instructional 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
United Streaming	Web Based program for SMART Boards	Title 1	\$2,700.00
Increase student motivation through engaged science activities	Explore Learning	District	\$0.00
			Subtotal: \$2,700.00
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 materials to use in inquiry based investigations	Consumable supplies	School Based Budget	\$100.00
			Subtotal: \$100.00
			Grand Total: \$2,800.00

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.		Maintain or increase students achieving adequate yearly progress in writing.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
86% (47)		90% (48)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints of the VE teachers servicing students weekly.	The Instructional Coach and VE Resource teacher will model writing workshop, RtI small group instruction and provide best practice strategies in lesson plans.	Instructional Coach, VE Resource Teachers, Lead Teacher	Student assessment data, Observations, Conference Logs	Schedules, lesson plans, data notebooks, post conference, writing portfolios
2	Lack of vocabulary, and spelling knowledge, including basic grammar usage.	Daily skills block, functional word walls, and vocabulary activities.	Classroom teacher, Instructional Coach, and District Reading Coach	Increase the use of vocabulary through meaningful vocabulary activities. Application of language skills.	Written and oral assessments, observations, and District Writing Prompts

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
FCAT Writing Prompt writing strategies	4th grade ELA	School Instructional Coach	4th grade ELA PLC	August - June Early Release Wednesdays/ Bi-weekly PLCs per grade level per week	Classroom Walk Through, post conference, assessment data, modeling of lesson	Administration, School Instructional Coach, District Literacy Coach
Using researched based writing strategies to teach writing genres	K-5 ELA	Instructional Coach	K-5 ELA PLCs	August - June Early Release Wednesdays/ Bi-weekly PLCs per week	Classroom Walk-Through, post conference, assessment data, modeling of lessons	Administration, Instructional Coach, District Literacy Coach
Creating and using effective Teaching Learning Rubrics	K-5 ELA	School Instructional Coach	K-5 ELA PLCs	August - June Early Release Wednesdays/ Bi-weekly PLCs per grade level per week	Classroom Walk Through, post conference, assessment data, modeling of lesson	Administration, School Instructional Coach, District Literacy Coach
Using the Common Core standards and elements to effectively teach, integrate and assess student writing.	K-5 ELA	Instructional coach, District Literacy Coach	K-5 ELA PLCs	August - June Early Release Wednesdays/ Bi-weekly PLCs per week	Classroom Walk Through, post conference, assessment data, modeling of lessons	Administration, Instructional Coach, District Literacy Coach
Effective conferencing to move students toward meeting the standards	K-5 ELA	Instructional Coach	K-5 ELA PLCs	August - June Early Release Wednesdays/ Bi-weekly PLCs per grade lever per week	Classroom Walk-Through, post conference, assessment data, modeling of lessons	Administration, School Instructional Coach, District Literacy Coach

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:		The percentage of students with 10 or more absences will decrease from 38% (155) to 30% (110); the percentage of students with 20 or more absences will decrease from 13% (55) to 10% (37)			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
38% (155) of 400 students had 10 or more absences during 2011-12 school year. 13% (55) of 400 students had 20 or more absences during the 2011-12 school year		The percentage of students with 10 or more absences will decrease from 38% to 30%; the percentage of students with 20 or more absences will decrease from 13% to 10%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
155 of 400 students had 10 or more absences during the 2011-12 school year. 55 of 400 students had 20 or more absences during the 2011-12 school year		110 of 368 students will have 10 or more absences during the 2012-2013 school year. 37 of 368 students will have 20 or more absences during the 2012-2013 school year			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
27% (110 of 400) of students had excessive tardies during the 2011-12 school year		22% of (80 of 368) will have excessive tardies during the 2012-2013 school year			
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
	Many parents are not	Parents will be informed	CRT, Principal,	Monitor checkout and	Oncourse reports

1	aware of DCPS attendance, tardy, and early release policies	of DCPS attendance , tardy, and early checkout policies at orientation, open house, family connections nights, and parent workshops. Flyers and letters will be sent home to inform them of these policies, too.	Assistant Principal, guidance counselor and classroom teachers	tardy logs. Baseline data will be collected at the beginning of the school year. Monthly data checks will be conducted in effort to determine effectiveness.	and data comparison.
2	Failure of staff to call parents after the third consecutive student absence.	Provide professional development to instructional staff regarding the expectation of communicating with parents.	Office Staff	Monitor attendance, periodically review parent communication logs	Analyze data and trends to determine the effectiveness of staff education
3	Parents not attending the scheduled meetings.	Conduct monthly attendance meetings for all students with chronic attendance problems. Parents and students will be counseled on the importance of attending school on a regular basis in order to succeed in their child's education.	Guidance and Attendance Clerk.	Baseline data will be collected at the beginning of the school year. Monthly data checks will be conducted in effort to determine effectiveness.	Data Comparison
4	Students may not have correct address on file.	Send home an attendance letter to all students who have missed more than two days in a nine week period.	Attendance Clerk	Baseline data will be collected at the beginning of the school year. Monthly data checks will be conducted in effort to determine effectiveness.	Data Comparison.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Communication	Pre-k through 5	Principal, Assistant Principal	School-wide	Monthly	Instructional staff; Office staff; contact logs	Principal, Assistant Principal, and Guidance Counselor
RTI Academic and Behavior Child Study Teams	Pre-k through 5	Principal, Assistant Principal, Guidance Councilor	School-wide	Monthly	Monitoring of attendance in progress	Principal, Assistant Principal, and Guidance Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students getting quarterly certificates and ribbons for			

perfect attendance. Students getting certificates and plaques for perfect attendance for the year.	Certificates, Award ribbons, Plaques	School Budget	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

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:	To reduce the number in and out of school suspensions from the 2011-12 school year by 4% (70/368). In selected cases of discipline we will use ISSP instead of OSSP where appropriate. This will lead to a higher number of ISSP's.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
2	10
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
100	70
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
44	30

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 not aware of expectations in the classroom and common areas of school.	Re-implement Foundations for common area expectations/behaviors and train teachers on the basics of CHAMPS for classroom/instructional expectations/behaviors. As students are sent to an AP with a referral, AP will include some counseling with student to minimize repeat offenders as much as possible.	Principal; Assistant Principal; Instructional Coach; and Guidance Counselor	Observation of students and classes in common areas and in their classrooms during instruction.	Students adhering to expectations used in CHAMPS for any instructional activity.
2	Students not aware of expectations in the classroom and common areas of school.	Proactive approach with students to reinforce school dress/appearance code as well as reinforcing behavioral expectations through the use of CHAMPS with every activity during the school day.	Principal, Assistant Principal, Instructional Coach, and Guidance Counselor	Observation of students and classes in common areas and in their classrooms during instruction.	Students adhering to expectations used in CHAMPS for any instructional activity.
3	Low percentage of parent involvement	Inviting parents for conferences regularly and not just for behavioral issues.	Classroom Teachers, Administration, Guidance Counselor	Parent contact logs	Parent surveys and communication logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Train teachers on Foundations/CHAMPS	Pk-5	Principal, Assistant Principal	School-wide	Pre-planning training; early release Wednesdays	Daily classroom visits/observations	Principal, Assistant Principal, Instructional coach, Foundations 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
Online, Intranet referral system			

for visual analysis of referral data in an accessible format by teachers, administrators, and parents.	Online, Intranet referral system	School Budget	\$500.00
			Subtotal: \$500.00
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: \$500.00

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:		To increase the parental involvement to 25% (67/368)			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
(15%) 60/400		(25%) 67/368			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time and scheduling of events	Provide multiple sessions on the same topic to fit with parents varying schedules and responsibilities.	Parental Involvement Team, Assistant Principal, parent Liaison	Utilization of surveys to gather parental feedback. Have parents sign attendance logs and compare data to previous year	Track parental participation through sign in sheets and evaluation forms.
2	Child Care	Provide childcare for small children so that parents can attend workshops	Parental Involvement Team, Assistant Principal	Increased attendance at school activities	Track parental participation through sign in sheets and evaluation forms.
	Limited knowledge about the district curriculum, FCAT expectations and procedures, school and district sponsored activities for parents and students.	Increase the number of parental involvement materials. Host a Family Connection Literacy Night	Literacy/Social Studies Committee Math/Science	Have parents sign attendance logs. Frequency of materials checked out from the Parent Involvement room. Have parents sign attendance logs and complete evaluation	Track parental participation through sign-out logs. Track parental participation through sign-in

3	Host a Family Connection Math Night	committee Technology Committee	forms to collect feedback.	logs and evaluation forms.
	Host a Family Connection FCAT Technology Night	Math/Science Night Committee	Have parents sign attendance logs and complete evaluation forms to collect feedback.	Track parental participation through sign-in logs and evaluation forms.
	Host a Family Connection Science Night		Have parents sign attendance logs and complete evaluation forms to collect feedback.	Track parental participation through sign-in logs and evaluation forms.
			Have parents sign attendance logs and complete evaluation forms to collect feedback.	Track parental participation through sign-in logs and evaluation forms.

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 Ties between home and school	Pre-K - 5	Assistant Principal, Guidance	School-wide	January 2013	Evaluations, agendas, and surveys	Assistant Principal and Parental Involvement committee chair
Diversity and Sexual Harassment	Pre-K - 5	Assistant Principal, Guidance	School-wide	Ongoing	Certificate	Assistant Principal
Communicating and working with parents	Pre-K -5	Assistant principal	School-wide	November 2012	Evaluations and surveys	Assistant Principal and Parental Involvement committee chair

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
Educational Incentives for Family Nights	Gift Cards from Barnes and Nobles	Title 1Parental Involvement	\$500.00
Sending out important mail to parents	Postage	Title 1Parental Involvement	\$50.00
Food provided to parents for family nights	Food	Title 1Parental Involvement	\$670.00
Transportation for Educational family tours	Buses	Title 1Parental Involvement	\$241.20
Childcare during Family Nights	Childcare	Title 1Parental Involvement	\$241.20
Translators for the ESOL Parents	Translators	Title 1Parental Involvement	\$80.40
			Subtotal: \$1,782.80
			Grand Total: \$1,782.80

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 Suspensions 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 Suspensions Goal Reduce Suspensions Goal # 1:		To reduce the number in and out of school suspensions from the 2011-12 school year by 4% (70/368). In selected cases of discipline we will use ISSP instead of OSSP where appropriate. This will lead to a higher number of ISSP's.			
2012 Current level:		2013 Expected level:			
44 Out of school suspensions		30 Out of school suspensions			
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 not aware of expectations in the classroom and common areas of school causing safety concerns.	Re-implement Foundations for common area expectations/behaviors and train teachers on the basics of CHAMPS for classroom/instructional expectations/behaviors. As students are sent to an AP with a referral, AP will include some counseling with student to minimize repeat offenders as much as possible	Principal; Assistant Principal; Instructional Coach; and Guidance Counselor	Observation of students and classes in common areas and in their classrooms during instruction.	Students adhering to expectations used in CHAMPS for any instructional activity.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District CHAMPS Training for new teachers and in-house CHAMPS Training for veteran teachers	PK-5, Behavior	District, Foundations Team	PK-5	Early Release Wednesdays	Referrals, daily classroom visits/observations	Principal, Assistant Principal, Instructional coach, Foundations Team

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 Suspensions Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase the number of high interest books for student checkout as well as multiple copies of selected books	Current chapter books geared towards boys, updated biographies and other high interest titles	Budgeted money, Book Fair, Grants	\$0.00
Reading	After School Tutoring/Reading Camps	Teacher salaries and materials for targeted after school tutoring	SAI and SES	\$0.00
Attendance	Students getting quarterly certificates and ribbons for perfect attendance. Students getting certificates and plaques for perfect attendance for the year.	Certificates, Award ribbons, Plaques	School Budget	\$500.00
				Subtotal: \$500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Listening center equipment Reading A-Z Accelerated Reader	Tape and CD players, earphones, more listening center kits Computer software and online resources	Budgeted money, Book Fair, Grants Budgeted money	\$4,000.00
Mathematics	Implement in grades 1-5 Math Facts in a Flash program to strengthen basic math knowledge.	Online program	Title 1 School Budget	\$1,900.00
Mathematics	Calendar Math Online Software for Interactive Boards	Web Based Program	Title 1 Budget	\$1,000.00
Science	United Streaming	Web Based program for SMART Boards	Title 1	\$2,700.00
Science	Increase student motivation through engaged science activities	Explore Learning	District	\$0.00
Suspension	Online, Intranet referral system for visual analysis of referral data in an accessible format by teachers, administrators, and parents.	Online, Intranet referral system	School Budget	\$500.00
				Subtotal: \$10,100.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Development books for all the teachers to improve teaching strategies	Professional Development Book: Teach like a Champion	Budgeted money, Book Fair, Grants Budgeted money	\$600.00
				Subtotal: \$600.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Provide after school tutoring opportunities for our lowest quartile in math.	Salaries and supplies for after school tutoring in math.	SAI Funds	\$2,500.00
Science	Purchase materials to use in inquiry based investigations	Consumable supplies	School Based Budget	\$100.00
Parent Involvement	Educational Incentives for Family Nights	Gift Cards from Barnes and Nobles	Title 1Parental Involvement	\$500.00
Parent Involvement	Sending out important mail to parents	Postage	Title 1Parental Involvement	\$50.00

Parent Involvement	Food provided to parents for family nights	Food	Title 1Parental Involvement	\$670.00
Parent Involvement	Transportation for Educational family tours	Buses	Title 1Parental Involvement	\$241.20
Parent Involvement	Childcare during Family Nights	Childcare	Title 1Parental Involvement	\$241.20
Parent Involvement	Translators for the ESOL Parents	Translators	Title 1Parental Involvement	\$80.40
				Subtotal: \$4,382.80
				Grand Total: \$15,582.80

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/24/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Additional resources to support student learning in reading, math, writing, and science	\$5,000.00

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

- Participating in planning and monitoring of the school building and grounds
- Participating in planning and monitoring of the school building and grounds
- Initiating activities or programs that generate greater cooperation between the community and the school
- Recommending various support services for the school.
- Assisting in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending or continuing such school improvement plan.
- Assisting in the development of educational goals and objectives.
- Performing other functions as requested by the principal.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Duval School District CEDAR HILLS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	60%	76%	31%	226	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	56%	49%			105	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?	50% (YES)	47% (NO)			97	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					428	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Duval School District CEDAR HILLS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	71%	75%	59%	278	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%	60%			124	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	71% (YES)			129	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					531	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested