

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: JOHN STOCKTON ELEMENTARY SCHOOL

District Name: Duval

Principal: Charlene McEarl

SAC Chair: Marc Sellers & Kevin Posey

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/20/2012

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

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

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)
		Highly Qualified Status Florida Certifications: Endorsements:			Assistant Principal San Jose Elementary 2010-2012 2012 School Grade = B Reading Proficiency 3+ 39% Math Proficiency 3+ 49% Writing Proficiency 3.5+ 64% Science Proficiency 3+ 32% Reading Gains 66% Math Gains 75% Bottom Quartile Reading Gains 82% Bottom Quartile Math Gains 91%

Principal	Charlene McEarl	1. Elementary Education (Grades 1-6) 2. Educational Leadership (All Levels) 3. Principal (All Levels) Florida Endorsements: 1. English Speakers of Other Languages	1	6	Hendricks Avenue Elementary 2009-2010 Accountability Information: "A" School (nine consecutive years) % Meeting High Standards in Reading 91 % Meeting High Standards in Math 88 % Meeting High Standards in Writing 92 % Meeting High Standards in Science 78 % Making Learning Gains in Reading 77 % Making Learning Gains in Math 64 % of Lowest 25% Making Learning Gains in Reading 70 % of Lowest 25% Making Learning Gains in Math 62 Percent Tested 100% AYP: "Yes" Assistant Principal Mandarin High School Assistant Principal Kings Trail Elementary
Assis Principal	Shawna White	B.S. – Elementary Education, University of Florida; Master of Science – Educational Leadership, Nova Southeastern University	3	3	Assistant Principal of John Stockton Elementary in 2010-2012: Grade A, Reading Proficiency: 95%, Math Proficiency: 94%, Writing Proficiency: 98%, Science Proficiency: 82%, Reading Gains: 75%, Math Gains: 51%, BO Reading Gains: 75%, BO Math Gains: 65%, AYP: 97%. 2nd Grade Teacher at Ortega Elementary in 2008-2009: Reading Mastery- 100% of student made gains in reading with 63% of students increasing 3 or more reading levels. 2nd Grade Teacher at Ortega Elementary in 2007-2008: Reading Mastery-100% of students made gains in reading with approximately 80% of students on or above grade level by the end of the year. 1st Grade Teacher at Ortega Elementary in 2006-2007: Reading Mastery-90% of students made gains in reading with approximately 75% of students on or above grade level by the end of the year.

INSTRUCTIONAL COACHES

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

Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Representative Interview Team participates in the interview process and provides input into decision making.	Principal, Assistant Principal	On-going	
2	2. Principal conducts New to Stockton Orientation during Preplanning.	Principal, Charlene McEarl	On-going	
	3. Inexperienced teachers are partnered with veteran, high	Principal, Charlene McEarl		

3	performing Mentor teachers in the same content area and/or grade level.	Professional Development Facilitator Pat Kazimar	On-going	
4	4. Sunshine Committee receives input and plans collegial social activities during the day, as well as, after school hours.	Sunshine Committee Chair Mindy McLendon and Co Chair Jesse Duva	On-going	
5	5. On-site, differentiated, monthly professional development based on teacher's individual needs.	Principal Charlene McEarl Assistant Principal Shawna White Professional Development Facilitator Pat Kazimar DCPS Cadre Amber Pringle	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
6% (2) Instructional Staff	Currently teachers are working on individual support plans to meet their specific needs for certificate, Highly Qualified and/or Effective Status. One teacher is currently participating in the district's Mentoring and Induction for Novice Teachers (MINT) Program. Both the Mentor and Mentee work collaboratively with the DCPS Cadre and on-site Professional Development Coordinator to facilitate individual needs of each mentee as she awaits her Professional Certificate. A second teacher is participating in a Professional Growth Plan which provides collaborative team support for targeted areas for improvement. Both teachers are working towards their ESOL endorsements.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
31	9.7%(3)	12.9%(4)	29.0%(9)	48.4%(15)	38.7%(12)	93.5%(29)	0.0%(0)	16.1%(5)	41.9%(13)

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
Deborah Robson	Amanda Hunt	<p>3rd Grade Team Teacher</p> <p>Highly Qualified</p> <p>CET Trained</p>	<p>Every new teacher at Stockton Elementary is assigned a mentoring teacher on his/her grade level. At the beginning of the year during pre-planning time is allocated for the mentor and mentee to get acquainted, and for the new hire to become familiar with the rituals and routines of the school. All procedures have been listed and defined in the Faculty & Staff Handbook in order to ensure that all procedures and expectations are clear.</p> <p>Additionally, the AP and Principal meet with all new teachers every month to address issues/concerns that the new teachers might be experiencing. Professional development is provided during Early Dismissal sessions as well as on grade level training days.</p> <p>New teachers participate in the district's MINT (Mentoring and Induction for Novice Teaches) Program. Both the Mentor and Mentee work collaboratively with the DCPS Cadre and on-site Professional Development Coordinator to facilitate individual needs of each mentee.</p>
Jessica Billiard	Laura Chabot	<p>4th Grade Team Teacher</p> <p>Highly Qualified</p> <p>CET Trained</p>	<p>Every new teacher at Stockton Elementary is assigned a mentoring teacher on his/her grade level. At the beginning of the year during pre-planning time is allocated for the mentor and mentee to get acquainted, and for the new hire to become familiar with the rituals and routines of the school. All procedures have been listed and defined in the Faculty & Staff Handbook in order to ensure that all procedures and expectations are clear.</p> <p>Additionally, the AP and Principal meet with all new teachers every month to address issues/concerns that the new teachers might be experiencing. Professional development is provided during Early Dismissal sessions as well as on grade level training days.</p> <p>New teachers participate in the district's MINT (Mentoring and Induction for Novice Teaches) Program. Both the Mentor and Mentee work collaboratively with the DCPS Cadre and on-site</p>

			Professional Development Coordinator to facilitate individual needs of each mentee.
Mindy McLendon	Jessica Duva	4th Grade Team Teacher Highly Qualified Grade Level Chair CET Trained	<p>Every new teacher at Stockton Elementary is assigned a mentoring teacher on his/her grade level. At the beginning of the year during pre-planning time is allocated for the mentor and mentee to get acquainted, and for the new hire to become familiar with the rituals and routines of the school. All procedures have been listed and defined in the Faculty & Staff Handbook in order to ensure that all procedures and expectations are clear.</p> <p>Additionally, the AP and Principal meet with all new teachers every month to address issues/concerns that the new teachers might be experiencing. Professional development is provided during Early Dismissal sessions as well as on grade level training days.</p> <p>New teachers participate in the district's MINT (Mentoring and Induction for Novice Teachers) Program. Both the Mentor and Mentee work collaboratively with the DCPS Cadre and on-site Professional Development Coordinator to facilitate individual needs of each mentee.</p>

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

Charlene McEarl (Principal) & Shawna White (Assistant Principal):

Provide a common vision for the use of data-based decision-making, ensures that the RtI Team is implementing RtI at the school, provides professional development to support the RtI implementation, leads the RtI Leadership Team, monitors implementation and documentation of RtI through classroom observations.

Cheryle Roman (Guidance Counselor)

Participates on the school's RtI Leadership Team, liaison between the district guidance department and school, participates in on-going district training and works collaboratively with teachers to provide intervention resources and track student progress.

Jenny Pike (RtI Facilitator):

Participates on the school's RtI Leadership Team, liaison between the district ESE department and the school, participates in on-going district level RtI training, works with identified Tier 3 students and works collaboratively with teachers to provide intervention resources and track student progress, as well as, reports successful interventions and strategies back to the RtI Leadership Team.

Pat Kazimar (Primary Literacy Lead Teacher):

Attends district trainings, provides information and resources about primary literacy/math instruction and possible ideas for Tier II and Tier III interventions.

Mindy McLendon (Intermediate Reading Lead Teacher):

Attends district trainings, provides information and resources about intermediate literacy/math instruction and possible ideas for Tier II and Tier III interventions.

Referring Teacher:

Individual teachers will bring data when referring students and work collaboratively as part of the team throughout the RtI

process.

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 Stockton Elementary RtI/MTSS Team will meet monthly, to review universal screening data, diagnostic data as well as progress monitoring data. Based on this data, the team will identify the professional development activities needed to create and enhance effective learning environments. Once effective core instruction (Tier 1) is in place, the teachers will then identify students who are not meeting identified academic targets. The identified students will be referred to Stockton's RtI Team.

This team will focus on the following four questions:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our answers to the three previous questions?

Stockton's RtI Team will use the Florida Problem Solving Model to conduct all meetings. Based on data, classroom teachers will refer students in need of Tier II/Tier III supports to the team and work collaboratively as part of the team throughout the process. An intervention plan will be developed which will identify a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies will be put into place. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Appropriate external and internal interventions will be established to meet the needs of all identified students. Professional development for staff will be centered on best practices for implementing the suggested interventions. The problem solving process is cyclical, and, if necessary, recycles to achieve the best outcomes for all students.

The four steps of the Problem Solving Model are:

1. Problem Identification entails identifying the problem and the desired behavior for the student.
2. Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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 Instructional Leadership Teams, including RtI/MTSS Team, and School Advisory Counsel (SAC) representatives will review the data and help develop the initial draft of the School Improvement Plan. Once the draft is completed the School Improvement Plan is presented to the Cluster Executive Directors for review and revision. After the input has been addressed, the plan is submitted to SAC for final review and approval. Throughout the year the School Improvement Plan is reviewed and updated as needed by all Instructional Leadership Teams.

MTSS Implementation

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

Baseline Data to include:

- F.A.I.R./PMRN
- DRA 2
- District Interim Benchmarks (IBA) 3rd-5th Reading, Math and Science Progress Monitoring Assessments
- District Writing Prompt (DWP) Assessments
- District Math/Science Formatives
- 2011-2012 FCAT Data
- 2011-2012 Attendance/Tardy Data
- 2011-2012 Discipline Data
- 2011-2012 Promotion/Retention Data

Mid Year Data to include:

- F.A.I.R./PMRN
- DRA 2
- District Interim Benchmarks (IBA) 3rd-5th Reading, Math and Science Progress Monitoring Assessments
- District Writing Prompt (DWP) Assessments
- District Math/Science Formatives

- Every Day Counts (EDC) Calendar Math Winter Test
- Mini Strand Assessments/Scrimmage (Reading, Math and Science)
- Attendance/Tardy Data
- Discipline Data
- Promotion/Retention Data

End of the Year Data to include:

- F.A.I.R./PMRN
- DRA2
- FCAT 2012-2013
- Every Day Counts (EDC) Calendar Math Spring Test

On Going Data to include:

- Destination Success (Reading & Math)
- Running Records
- Monthly Book Counts for Student's Reading
- Anecdotal Records
- Conferencing Notes
- Software Progress Monitoring Data, (Gizmos, FCAT Explorer, Destination Success)
- Learning Schedule Assessments

Frequency of Data Review:

- Monthly during RtI Team meetings

Describe the plan to train staff on MTSS.

- Weekly Grade Level Meetings (Small Learning Communities)
- Wednesday Data Chat PLCs
- Cross Grade Level Book Groups (Small Learning Communities)
- IPDP- Individual Goal Setting Utilizing CAST Next Steps
- District Professional Development Workshops/Trainings
- Faculty Meetings and Early Release Professional Development Days

Describe the plan to support MTSS.

DCPS and Florida Department of Education RtI/MTSS resources are available to provide support for Stockton's RtI/MTSS Team. District support personnel may be invited to the school to address specific needs presented by the team.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal - Charlene McEarl
 Assistant Principal - Shawna White
 Kindergarten Lead Teacher - Allison Cooke
 First Grade Lead Teacher - Debra West
 Second Grade Lead Teacher - Fran Casselberry
 Third Grade Lead Teacher - Carol Stevenson
 Fourth Grade Lead Teacher - Mindy McLendon
 Fifth Grade Lead Teacher - Sandra Phillips
 ESE Lead - Jenny Pike

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

Stockton's LLT team will meet monthly to review the implementation of our comprehensive school-wide reading plan as aligned with the district's reading goals. These meetings will consist of planning, implementing, and analyzing current school-wide reading initiatives, such as Common Core State Standards Initiative (CCSSI), cross curriculum applications, family literacy nights, reading standard student progress, Book of the Month Program, and Read it Forward Jax.

Each member of the LLT will facilitate professional development and communicate the expectations of the reading initiatives

established. Members will be responsible for facilitating the implementation of initiatives on their grade levels, as well as, be a voice for providing input for their team throughout the decision making process. This team will also collect and analyze data from various sources to determine the effectiveness of its work through the continuous improvement model.

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

Major Initiatives for the 2012-2013 school year include:
Implementing the Common Core State Standards Initiative: Focus Text Complexity
CCSS Cross Curriculum Professional Development
Hosting a Parent CCSSI Literacy Event for Stakeholders
Read it Forward Jax
Implementing a more rigorous Book of the Month Program
Monitoring and collecting data on students meeting the 25-Book Standards and rewarding quarterly those meeting the expectation
Professional Development Modeling
Facilitating Professional Book Studies in Reading
Outreach programs to foster a love of reading (Monthly Activities, Local Author Visits)
Share professional literature, best practices, and reading strategies with faculty and staff

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

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

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In 2012, 22% (60) of our 3rd - 5th grade students achieved proficiency (Level 3 in Reading)
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 22% (60) of our 3rd - 5th grade students achieved proficiency (Level 3 in Reading)	In 2013, 25% (67) of our 3rd- 5th grade students will achieve proficiency (Level 3 in Reading)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Consistency and fidelity of implementing core reading instruction	1.1. Teachers implement a 150 minute integrated literacy block built on CCSS (and 3rd-5th NGSSS blended model) standards via the Reader's Workshop Model: consisting of the mini-lesson, work period and closure daily. Teachers implement all components daily and equitably.	1.1. Classroom teacher and Administration	1.1. Administration will monitor lesson plans and conduct Informal and formal observations to ensure that the Reader's Workshop Model is consistently implemented across all grade levels.	1.1. CAST Observation Forms, District Literacy Routines/Rituals Checklist and Walk Through (Plus, Delta, Next Step)Forms
2	1.2. Knowledge of how to analyze data effectively to drive instruction	1.2. Wednesday Grade Level Data Chats will focus on development of best practices, analyzing and disaggregating real time data, and determining next steps for instructional decision making . All sessions will provide Task and Transfer opportunities for teachers to implement into instruction.	1.2. Administration	1.2. Administration will survey teachers for feedback and input into Data Chat sessions. CAST Observations and review of lesson plans and data notebooks will provide administration with opportunities to review the effectiveness of transference and impact on student achievement.	1.2. Data Chat Agendas, Sign-In Sheets, CAST Observation Forms, Walk Through (Plus, Delta, Next Step) Forms, and Teacher Surveys, Data Notebooks with Student Achievement Outcomes
3	1.3. Background knowledge of the teacher on various elements of the Reading Workshop Model, such as effectively conducting guided reading groups, conducting oral probes and conferencing effectively.	1.3. Developing teachers will be matched with Effective/Highly Effective teachers in specified areas of need. Conferences, observations and debriefing opportunities will be scheduled.	1.3. Classroom Teacher and Administration	1.3. Teachers will complete a "Look Fors" observation form and share reflections with administration after observations. Transference of new information will embedded the next observation for feedback and continuous growth.	1.3. "Look Fors" Observation Form, Schedule of Teacher Observations/Meetings, Conference Notes and Follow Up Observations with Administration
	1.4 K-2 Teachers are building knowldge while	1.4 All teachers will receive professional	1.4 All Teachers and	1.4 Professional Development	Data Chat Agendas, CAST Observation

4	implementing Common Core State Standards (CCSS); 3rd- 5th Teachers are building knowledge while implementing CCSS.	development with a focus on Text Complexity across content areas, providing students performing on grade level with challenging texts within reading bands and tasks embedded within the standards.	Administration	Assessments, CAST Observations, Walk Throughs, and Lesson Plans Student Work will be reviewed for effective transference of understanding and impact on student achievement.	Forms, Walk Through (Plus, Delta, Next Step) Forms, Teacher Surveys, Student Work, and Data Notebooks with Student Achievement Outcomes
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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 reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In 2012, 61% (169) of our students achieved above proficiency (FCAT Levels 4 & 5) in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 61% (169) of our students achieved above proficiency (FCAT Levels 4 & 5) in Reading	In 2013, 66 % (176) of our students will achieve above proficiency (FCAT Levels 4 & 5) in Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Inconsistent teacher knowledge and/or practice of high level questioning practices	2.1 Teachers will plan high level text dependent questions using Text Complexity: Close processes during lessons to scaffold rigorous comprehension	2.1 All Teachers and Administration	2.1 Review of Lesson Plans and CAST Observations and Walk Throughs will assess questioning and determine next steps for continuous improvement.	2.1 CAST Forms, Walk Through (Plus, Delta, Next Steps), Lesson Plans, and Student Work; Professional Development Artifacts
	2.2 Lack of rigor for	2.2 Teachers will plan	2.2 All Teachers	2.2 Review of Lesson	2.2 Review of

2	students performing above grade level	and implement rigorous work periods by developing differentiated activities for individuals and small groups of students performing above grade level, such as Reading Folders/Journal Activities, Literature Circles, Research and integrated activities.	and Administration	Plans, CAST Observations, and Walk Throughs will assess the level of rigor as applied to standards.	Student Work during observations and walk throughs; Progress Monitoring Quarterly Data (Grade Level Specific- FAIR, DRA2, IBAs, Common Assessments)
3	2.3 Lack of rigor for students performing above grade level	2.3 Teachers will embed CCSS Exemplar literature and activities that match level of difficulty to student needs throughout mini lessons and work periods as they address text complexity.	2.3 All Teachers and Administration	2.3 Review of Lesson Plans, CAST Observations, Walk Throughs, Progress Monitoring Assessments	2.3 Review of Student Work during observations and walk throughs; Progress Monitoring Quarterly Data (Grade Level Specific- FAIR, DRA2, IBAs, Common 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 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:	In 2012, 67% (124) of our 4th and 5th grade students made learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 67% (124) of our 4th and 5th grade students made learning gains in Reading.	In 2013, 77% (139) of our 4th and 5th grade students will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 K-2 Teachers are building knowledge while implementing Common Core State Standards (CCSS); 3rd- 5th Teachers are building knowledge while implementing CCSS.	3.1 All teachers will participate in book studies and receive professional development with a focus on Text Complexity across content areas.	3.1 All Teachers and Administration	3.1 Administration will assess for a transference of knowledge into classroom practices and impact on student achievement during observations and focus walks.	3.1 Data Chat Agendas, CAST Observation Forms, Walk Through (Plus, Delta, Next Step) Forms, Teacher Surveys, Student Work, and Data Notebooks with Student Achievement Outcomes
2	3.2 Limited vocabulary of students	3.2 Teachers will utilize common planning to address vocabulary needs and implement researched based strategies such as Marzano's Vocabulary and build meaningful concept webs and/or banks.	3.2 All Teachers and Administration	3.2 Review of Lesson Plans, CAST Observations, Walk Throughs, Progress Monitoring Assessments and Item Analysis	3.2 Review of Student Work during observations and walk throughs; Progress Monitoring Quarterly Data (FAIR, DRA2, IBAs, Common Assessments)
3	3.3 Lack of fidelity and inconsistency with Guided Reading practices	3.3 Guided Reading Groups will be instructed daily. Teachers will utilize various research based literacy resources to provide effective Guided Reading for students not demonstrating grade level proficiency.	3.3 ELA Teachers and Administration	3.3 Review of Guided Reading Plans, CAST Observations, Walk Throughs, Progress Monitoring Assessments and Item Analysis	3.4 Administrative Review of Guided Reading Plans, CAST Observations, Walk Through (Plus, Delta Next Steps) Forms, Progress Monitoring Quarterly Data (FAIR , DRA2, IBAs, Common 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In 2012, 68% (31) of our students in 4th and 5th grades' lowest 25% made learning gains in Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 68% (31) of our students in 4th and 5th grades' lowest 25% made learning gains in Reading.	In 2013, 78% (35) of our students in 4th and 5th grades' lowest 25% will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Limited time and consistency of student attendance	4.1. Teachers will provide tutoring for students in small group settings in order to improve reading skills and comprehension. Tutoring is offered weekly either before or after school. Teachers will also analyze various assessment data (i.e. F.A.I.R., DRA2, Interim Benchmarks, previous year's FCAT, IBAs and Skills Tests) in order to determine specific skills and strategies of focus with each child.	4.1. Classroom Teachers and Administration	4.1. Tutoring logs will be used to document students' attendance at tutoring sessions. Teachers will collaborate to look at student progress and determine next steps. Parent conferences will also be conducted in order to keep parents informed of their child's academic progress.	4.1. Tutoring Logs, Data Notebooks, Conference Logs
2	4.2 Time to collaborate	4.2 Teachers will have collaborative planning time built into their schedules providing them two 50 minute sessions weekly for planning. Grade levels will participate in quarterly Wednesday Data Chats with Administration. Managerial will be incorporated into other venues.	4.2 Classroom Teachers and Administration	4.2 Meeting dates will be predetermined in order to provide time for collaboration. Agendas and/or meeting notes will be maintained for each meeting and submitted to administration. They will be reviewed and "look fors" established during walk throughs	4.2 Meeting notes/Agendas, Data Notebooks, Lesson Plans, Walk-through Forms
3	4.3 Lack of fidelity and inconsistency with Guided Reading practices	4.3 Guided Reading Groups will be instructed daily. Teachers will utilize various research based literacy resources in order to provide effective Guided Reading for students not demonstrating grade level proficiency.	4.3 ELA Teachers and Administration	4.3 Review of Guided Reading Plans, CAST Observations, Walk Throughs, Progress Monitoring Assessments and Item Analysis	4.3 Administrative Review of Guided Reading Plans, CAST Observations, Walk Through (Plus, Delta Next Steps) Forms, Progress Monitoring Quarterly DATA (FAIR , DRA2, IBAs, Common Assessments)
4	4.4 K-2 Teachers are building knoweldge while implementing Common Core State Standards (CCSS); 3rd- 5th Teachers are building knowledge while implementing CCSS.	4.4 All teachers will receive professional development with a focus on Text Complexity across content areas, providing students within the lower quartile access to rigorous text, thinking and application through read alouds, shared	4.4 All Teachers and Administration	4.4 Professional Development Assessments, CAST Observations, Walk Throughs, and Lesson Plans Student Work will be reviewed for effective transference of understanding and impact on student achievement.	4.4 Data Chat Agendas, CAST Observation Forms, Walk Through (Plus, Delta, Next Step) Forms, Teacher Surveys, Student Work, and Data Notebooks with Student

	reading and scaffolding of activities.		Achievement Outcome
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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 #
	91% (239) of students will achieve proficiency on the 2013 FCAT 2.0 administration. 2014 92% of students will achieve proficiency. 2015 93% of students will achieve proficiency.

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The following ethnic subgroups will score Proficiency (Level 3, 4 or 5) on the 2013 Reading FCAT 2.0: a 10% increase within each subgroup. 50% (1) of American Indian Students 88% (8) of Asians Students 87% (30) of Black Students 96% (7) of Hispanic Students 98% (120) of White Students
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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The following ethnic subgroups scored Proficiency (Level 3, 4 or 5) on the 2012 Reading FCAT 2.0: 50% (1) of American Indian Students 78% (7) of Asians Students 77% (27) of Black Students 86% (7) of Hispanic Students 97% (118) of White Students	The following ethnic subgroups will score Proficiency (Level 3, 4 or 5) on the 2013 Reading FCAT 2.0: 50% (1) of American Indian Students 88% (8) of Asians Students 87% (30) of Black Students 96% (7) of Hispanic Students 98% (120) of White Students
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Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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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
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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	
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				

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
Common Core State Standards Book Studies:	All Grade Levels	Charlene McEarl, Principal	All Grade Levels	Monthly Faculty Meetings	Each book will be jigsawed across grade levels and adult learning strategies implemented during monthly "Report Outs" by Teams	Charlene McEarl, Principal
Common Core Text Complexity	All Grade Levels	Charlene McEarl, Principal	All Grade Levels	Preplanning, Early Release and Faculty Meetings	Ms. McEarl will follow up with small group PLCs during Wednesday Data Chats and monitor during Walk Throughs, CAST Observations and Leadership Meetings.	Charlene McEarl, Principal
Common Core Text Complexity	Primary Lead 2nd Grade Intermediate Lead 4th Grade	Schultz Center and DCPS Cluster Workshops	Primary Lead 2nd Grade, Ms. Kazimar Intermediate Lead 4th Grade Ms. McLendon	Three Times First Semester	Each Lead Teacher will transfer knowledge and activities from training to their respective grade levels at Stockton.	Charlene McEarl, Principal
Data Analysis: Insight and Inform	All Grade Levels	Charlene McEarl, Principal District Technology Support	All Grade Levels	Wednesday Data Chats and Grade Level Meetings	Administration will use reports on Inform to provide data regarding teacher usage, as well as, be able to monitor effective use during meetings.	Charlene McEarl, Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Integrating Core Curriculum State Standards (CCSS) (Book Study)	Pathways to the Common Core Accelerating Achievement by Lucy Calkins, Mary Ehrenworth and Christopher Lehman	School Improvement Funds Fund 10008	\$388.00
Integrating Common Core State Standards (CCSS) (Book Study)	The Common Core Lesson Book K-5 by Gretchen Owocki	School Improvement Funds Fund 10008	\$366.00
Integrating Aligned Core Curriculum State Standards (CCSS) Literature and Cross Curriculum Support Reading Materials	Books of the Month, CCSS Grade Level Band Exemplars	School Improvement Funds Fund 10008	\$1,500.00
Subtotal:			\$2,254.00
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
CCSS Trainings	Substitutes	General Fund 10000	\$2,000.00
Subtotal:			\$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Grand Total:			\$4,254.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking. CELLA Goal #1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In 2012, 24% (68)of our students achieved proficiency (Level 3) in Math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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In 2012, 24% (68)of our students achieved proficiency (Level 3) in Math.	In 2013, 27% (72) of our students will achieve proficiency (Level 3) in Math.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Over emphasis on students performing below standard	1.1. During Data Chats, students performing on grade level will be reviewed as a 'subgroup' during progress monitoring.	1.1. Math Teachers, Administration	1.1. Administration will maintain a focus on tracking students during CAST Observations, Focus Walks, while reviewing lesson plans and small group anecdotal notes.	1.1. CAST Observation Forms, Walk-Through form (Plus, Delta, Next Steps), Anecdotal Notes, Data Notebook, & Conference Log
2	1.2. Lack of fidelity and consistency of math curriculum and Workshop Model implementation	1.2. Teachers will implement Math Investigations and Envisions Math using the workshop model on a daily basis. Every Day Calendar (EDC)Math will be implemented daily.	1.2. Math Teachers, Administration	1.2. CAST Observations and classroom Walk-Throughs will be conducted to ensure that teachers are implementing a balanced math curriculum utilizing the Math Workshop Model and EDC Math.	1.2. CAST Observation Forms, Walk Through Form (Plus, Delta, Next Steps), Lesson Plans
3	1.3. Knowledge of how to analyze data effectively to drive instruction	1.3. Wednesday Grade Level Data Chats will focus on best practices for disaggregating real time data, analyzing and instructional decision making . All sessions will provide Task and Transfer opportunities for teachers to implement into instruction.	1.3. Administration	1.3 Administration will survey teachers for feedback and input into Data Chat sessions. CAST Observations and review of lesson plans and data notebooks will provide administration with opportunities to review the effectiveness of transference and impact on student achievement.	1.3 Data Chat Agendas, Sign-In Sheets, CAST Observation Forms, Walk Through (Plus, Delta, Next Step) Forms, and Teacher Surveys, Data Notebooks with Student Achievement Outcomes
4	1.4 Lack of understanding of CCSS, NGSS Standards and FCAT 2.0	1.4 All teachers will participate in book studies and receive professional development with a focus on Text Complexity across content areas.	1.4 Math Teachers and Administration	1.4 Administration will assess for a transference of knowledge into classroom practices and impact on student achievement during observations and focus walks.	1.4 Data Chat Agendas, CAST Observation Forms, Walk Through (Plus, Delta, Next Step) Forms, Teacher Surveys, Student Work, and Data Notebooks with Student Achievement Outcomes
	1.5 Students' limited	1.5 5th Grade students	1.5 Administration	1.5 A sign in log of	1.5 Computer Lab

5	experience and knowledge of testing on computers	will begin to test in the computer lab on Math PMAs and during other instructional opportunities. A schedule will be established providing all classrooms with opportunities to access the computer lab weekly.	activities will be maintained in the computer lab and monitored for classroom use. Next steps will be built accordingly.	Sign In Activity Log; Student Assessment data and Teacher anecdotal records.
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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:	In 2012, 56% (157) of our students achieved above proficiency (FCAT Level 4 & 5) in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 56% (157) of our students achieved above proficiency (FCAT Level 4 & 5) in Math.	In 2013, 60% (160) of our students will achieve above proficiency (FCAT Level 4 & 5) in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Inconsistent differentiation for students achieving above grade level	2.1. Teachers will maintain a conference log for equity and next steps. Students will have independent "Study Folders" containing challenging mathematics work for individuals. These students will be monitored as a separate subgroup during Data Chats.	2.1. Math Teachers, Administration	2.1. Principal will conduct Walk Throughs and CAST Observations to monitor small group instruction and conferencing. Principal will review lesson plans on a regular basis to monitor small group instruction and individual conferences. Teacher will collect anecdotal notes and	2.1. CAST Observation Forms, Walk-Through Form, Student Work, Anecdotal Notes, Data Notebook, & Conference Logs

				assessment data to drive guided math groups	
2	2.2 Inconsistency of higher level questioning	2.2 Teachers will use Webb's Depth of Knowledge to prepare and utilize higher level questions during math workshop and skills block lessons.	2.2 Math Teachers and Administration	2.2 Administration will conduct CAST Observations and Walk Throughs to determine/track types of complexities of questions that teachers are asking during workshop period in math as well as skills block and guided math groups.	2.2 CAST Observation Forms, Walk Through (Plus, Delta, Next Steps), Webbs DOK and Student Work/Discussion
3	2.3 Teachers' lack of understanding of CCSS, NGSS Standards and FCAT 2.0	2.3 3rd - 5th teachers will identify key content specifications of FCAT 2.0 as it relates to their grade levels and unpack the CCSS math Standards,, identifying gaps from the NGSS Standards.	2.3 Math Teachers and Administration	2.3 Administration and teachers will disaggregate data and analyze to determine student progress and next steps for instruction.	2.3 Data Notebooks (PMAs, K-2 CCSS Pre/Post Tests, etc.) and Inform data will provide progress monitoring for impact on student achievement. Teacher input will provide Professional Development next steps.
4	2.4 Students' limited experience and knowledge of testing on computers	2.4 4th and 5th Grade students will increase opportunities for students to interact with the virtual technologies, (Gizmos, FCAT Explorer, Destination Success) and begin to test in the computer lab on Math Progress Monitoring Assessments.	2.4 Administration	2.4 A sign in log of activities will be maintained in the computer lab and monitored for classroom use. Next steps will be built accordingly. Software and assessment data will be analyzed for impact on achievement.	2.4 Computer Lab Sign In Activity Log; Student Assessment data and Teacher anecdotal 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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In 2012, 61% (110) of our 4th and 5th grade students made learning gains in Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 61% (110) of our 4th and 5th grade students made learning gains in Math.	In 2013, 71% (129) of our 4th and 5th grade students will make learning gains in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1 Inconsistent emphasis on differentiation	3.1 Teachers will utilize small group instruction (guided math groups) and conferencing to meet the needs of all students. Teachers will maintain a conference log to ensure equity and next steps.	3.1 Math Teachers, Administration	3.1 Administration will conduct Classroom Walk Throughs and Focus Walks to monitor small group instruction and conferencing. Principal will review lesson plans on a regular basis to monitor small group instruction and individual conferences. Teacher will collect anecdotal notes and assessment data to drive guided math groups	3.1 CAST Observation Forms, Walk-Through form, Anecdotal Notes, Data Notebook, & Conference Log
2	3.2 Student's lack of motivation and/or confidence	3.2 Students will set goals for themselves in math, based upon their needed area(s) of improvement.	3.2 Math Teachers, Administration	3.2 Teachers and students will meet on an ongoing basis to determine if students are meeting their goals. They will look at both tracking and goal sheets to determine student performance and growth.	3.2 Student tracking sheets, Goal Sheets
3	3.3 Students' Limited prior knowledge and automaticity	3.3 Teachers will implement Every Day Counts (EDC) Calendar Math daily.	3.3 Math Teacher and Administration	3.3 Pre and Post assessments will be analyzed to determine student's understanding.	3.3 Calendar Math Walk-Through Forms, EDC Journals, EDC Bulletin Boards.
4	3.4 Students' limited experience and knowledge of testing on computers	3.4 3rd - 5th grade Students will be identified for proficiency of basic computer skills using a full key board. Those students will have extended opportunities to access target lessons on computers.	3.4 Administration	3.4 Students will have a pre- and post-assessment/profile to determine growth and next steps	3.4 3rd-5th Technology Assessment
5	3.5 Limited instructional time and in consistency of students' attendance	3.5 Teachers will provide tutoring for students in small group settings in order to improve math skills and concept understanding. Tutoring is offered weekly either before or after school. Tutoring will be aligned to student's specific needs as determined by progress monitoring assessments.	3.5 Classroom Teachers and Administration	3.5 Tutoring logs will be used to document students' attendance at tutoring sessions. Teachers will collaborate to look at student progress and determine next steps. Parent conferences will also be conducted in order to keep parents informed of their child's academic progress. Administration will review progress during Data Chats	3.5 Tutoring Logs, Data Notebooks, Conference Logs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:	In 2012, 63% (28) of our 4th and 5th grade students in the lowest 25% made learning gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 63% (28) of our 4th and 5th grade students in the lowest 25% made learning gains in Math.	In 2013, 73% (33) of our 4th and 5th grade students in the lowest 25% will make learning gains in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1 Students' Limited prior knowledge and automaticity	4.1 Teachers will implement Every Day Counts (EDC) Calendar Math daily.	4.1 Math Teacher and Administration	4.1 Ongoing assessments will be administered and data analyzed to determine student's understanding & strengths and weaknesses will also be noted.	4.1 Calendar Math Walk-Through Forms, EDC Journals, EDC Bulletin Boards.
2	4.2 Restraints of the school day's schedule and in consistency of students' attendance	4.2 Teachers will provide tutoring for students in small group settings in order to improve math skills and concept understanding. Tutoring is offered weekly either before or after school. Tutoring will be aligned to student's specific	4.2 Classroom Teachers and Administration	4.2 Tutoring logs will be used to document students' attendance at tutoring sessions. Teachers will collaborate to look at student progress and determine next steps. Parent conferences will also be held to communicate student's progress.	4.2 Tutoring Logs, Data Notebooks, Conference
	4.3 Knowledge of how to analyze data effectively to drive instruction	4.3 Wednesday Grade Level Data Chats will focus on best practices for disaggregating real	4.3 Administration	4.3 Administration will survey teachers for feedback and input into Data Chat sessions.	4.3 Data Chat Agendas, Sign-In Sheets, CAST Observation Forms,

3		time data, analyzing and instructional decision making . All sessions will provide Task and Transfer opportunities for teachers to implement into instruction.	CAST Observations and review of lesson plans and data notebooks will provide administration with opportunities to review the effectiveness of transference and impact on student achievement.	Walk Through (Plus, Delta, Next Step) Forms, and Teacher Surveys, Data Notebooks with Student Achievement Outcomes
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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 # 87% (226) of students will achieve proficiency on the 2013 FCAT 2.0 administration. In 2014 88% of students will achieve proficiency. In 2015 89% of students will achieve proficiency.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The following ethnic groups will score Proficiency (Level 3, 4 or 5) on the 2013 Math FCAT 2.0: 50% (1) American Indian 100% (9) Asians 93% (33) Blacks 96% (7) Hispanics 92% (112) Whites
2012 Current Level of Performance:	2013 Expected Level of Performance:
The following ethnic groups scored Proficiency (Level 3, 4 or 5) on the 2012 Math FCAT 2.0: 50% (1) American Indian 100% (9) Asians 83% (29) Blacks 86% (6) Hispanics 90% (110) Whites	The following ethnic groups will score Proficiency (Level 3, 4 or 5) on the 2013 Math FCAT 2.0: 50% (1) American Indian 100% (9) Asians 93% (33) Blacks 96% (7) Hispanics 92% (112) Whites

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in 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:	
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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	86% (40) students in the AYP subgroup economically disadvantaged will be proficient (Level 3, 4 or 5) on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011, 78% of the students in the AYP subgroup economically disadvantaged were proficient (Level 3, 4 or 5) on the FCAT.	In 2012, 86% (40) students in the AYP subgroup economically disadvantaged will be proficient (Level 3, 4, or 5) on the FCAT.

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				

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
Common Core Book Studies	All Grade Levels	Charlene McEarl, Principal	School-wide	Monthly Faculty Meetings	Each book will be jigsawed across grade levels and adult learning strategies implemented during monthly "Report Outs" by Teams	Charlene McEarl
Intermediate Math Academy 3rd-5th	3rd - 5th	Schultz Center Denea Widener, 3rd Grade	3rd-5th Task and Transfer of knowledge, etc. gained from the Academy	Bi-monthly Early Release Wednesdays and monthly Faculty meetings	Denea Widener will provide 3rd-5th grade training to Stockton math teachers completing taks and transfers for monitoring and follow up.	Charlene McEarl
Data Analysis: Insight and Inform	All Grade Levels	Charlene McEarl, Principal District Technology Support	School-wide	Wednesday Data Chats and Grade Level Meetings	Inform reports will provide data regarding teacher usage and monitoring of effectiveness will occur during data meetings.	Charlene McEarl

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Mathematics Book Studies	Common Core Mathematics in a PLC at work (K-2) and (3-5) by Matthew Larson, Francis Fennell, et. al	School Improvement Funds	\$720.00
			Subtotal: \$720.00
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
Mathematics Academy	Substitutes (6 days)	General Fund 10000	\$530.00
			Subtotal: \$530.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,250.00

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.

In 2012, 47% (42) of our 5th grade students achieved

Science Goal #1a:	proficiency (FCAT Level 3) in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 47% (42) of our 5th grade students achieved proficiency (FCAT Level 3) in Science.	In 2013, 49% (43) of our 5th grade students will achieve proficiency (FCAT Level 3) in Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students' ability to comprehend and or read non-fiction grade level science materials.	1.1. Content teachers will embedd Text Complexity strategies, (Read Alouds and Shared Reading, etc.) throughout all reading activities to support mastery of science standards. ELA teachers will embedd CCSS cross curriculum exemplars into the workshop model.	1.1. All Teachers and Administration	1.1. As administration completes observations and walk throughs "Look Fors" will be monitored. Student achievement data will be analyzed during Data Chats to determine effectiveness and next steps.	1.1. CAST Observation Forms, Walk Through (Plus, Delta, Next Steps) Forms, Student Achievement Data, (Science IBAs, FCAT 2.0, DRA2, FAIR, etc.)
2	1.2. Teachers' inconsistent understandings of science curriculum	1.2. Vertical articulation between grade levels, (emphasis on 3rd - 5th). Teachers will collaborate and plan lessons based upon a blended model of CCSS/NGSSS trajectory and performance data.	1.2. Science Teachers and Administration	1.2. 4th/5th Grade Science Teachers will meet quarterly to align and differentiate instruction based on analyzed data. Grade levels will address trajectory and CCSS Text Complexity during Data Chats and Professional development	1.2. VerticalPlanning Agendas and Artifacts, Lesson Plans and Student Achievement Data, (Science IBAs, FCAT 2.0, Common Assessments, etc.)
3	1.3. School-wide inconsistency of planning and implementation	1.3. Implement the 5E's lesson planning and delivery model based on district's learning schedule including technology integration and hands on activities.	1.3. Science Teachers and Administration	1.3. Classroom visits to monitor and observe student engagement, student work and student achievement on benchmark tests and PMA's.	1.3. Classroom Focus Walks, Benchmark Science Test, PMA's., Science Journals.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In 2012, 16% (14) of our 5th grade students achieved above proficiency (FCAT Level 4 & 5) in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 16% (14) of our 5th grade students achieved above proficiency (FCAT Level 4 & 5) in Science.	In 2013, 18% (16) of our 5th grade students will achieve above proficiency (FCAT Level 4 & 5) in Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Windows 7 Upgrades are incompatible with current software in computer lab	2.1. Science teachers will incorporate research based district software programs, Gizmos and FCAT Explorer, into lessons to increase students' science content knowledge and level of engagement.	2.1. Classroom teacher	2.1. Teachers will monitor student achievement through software tracking reports and assessments such as Gizmo quizzes and FCAT Explorer.	2.1. Software progress monitoring reports
2	2.2. Lack of real world connections and hands-on opportunities for experimentation across grade levels; Lack of enthusiasm towards teaching and learning science	2.2. Students will participate in Science Fair, Invention Convention, Science Day and Career Day to enable students to experience and apply scientific processes while learning real world applications.	2.2. Classroom teachers, and Administration	2.2. Science Fair will be judged by multiple persons using a rubric. Students, teachers and parents will be provided with feedback forms to complete as part of school wide events.	2.2. Reflection forms for students, teacher feedback forms, observations, Science Fair/Invention Convention rubrics and projects.
3	2.3. Lack of teacher commitment for teaching science	2.3. Implement the 5E's lesson planning and delivery model based on district's learning schedule, new science curriculum, including technology integration and hands on activities.	2.3. Science Teachers and Administration	2.3. Administrative classroom observations and walk throughs will provide opportunities for reviewing lesson plans and instructional delivery.	2.3. CAST Observation Forms, Walk Through Forms (Plus, Delta, Next Steps), Review of Lesson Plans, Science IBA Achievement data, and Student Work

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.	
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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
Science Academy, Year 2	K-2 Science	Schultz Center	Heidi Ecklor, Representative and facilitator for K-2	Tasks and Transfers will be completed during bi monthly Early Release and monthly faculty meetings	Administration will complete CAST Observations and Walk Throughs for evidence of implementation	Charlene McEarl, Principal
5 Es Model	All Science Teachers	Heidi Ecklor	All Science Teachers	Early Release Wednesdays	Administration will review lesson plans for process and complete CAST Observations and Walk Throughs	Charlene McEarl, Principal
5th Grade Science CCSS Training	5th Grade Science Teachers	Schultz Center	5th Grade Science Teachers: Alicia Willis and Carol Moser	Content knowledge, tasks and transfers will be conducted quarterly with 4th grade teachers in vertical data chats.	Administration will review lesson plans, complete CAST Observation and Walk Throughs, as well as, impact on student achievement.	Charlene McEarl, Principal

Science Budget:

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

Science Academy	Substitutes (6 days)	General Fund 10000	\$530.00
5th Grade Science Content Trainings	Substitutes (10 days)	General Fund 10000	\$1,060.00
			Subtotal: \$1,590.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,590.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In 2012, 55% (50) of our students achieved Level 3.0 or higher (Level 3.5) in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 55% (50) of our students achieved Level 3.0 or higher (Level 3.5) in Writing.	In 2013, 58% (55) of students will achieve Level 3.0 or higher (Level 3.5) 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
1	1.1. Lack of consistency and prior knowledge of instructors	1.1. Teachers will implement the Writer's Workshop Model daily including the Opening, Work Time, Closing, and Author's Chair. Teachers will utilize various resources such as Professional Literature, Literacy 101 Lessons, District Learning Schedule, Anchor Lessons, and Writer's Handbook in order to plan effective writing instruction.	1.1. Classroom Teacher and Administration	1.1. Administrative observations and walk throughs will provide opportunities to monitor writing instruction throughout the workshop model.	1.1 CAST Observation Forms, Walk Through Forms, Lesson Plans, District Writing Prompts, Student Work
2	1.2. Lack of teacher knowledge of FCAT Writes 2.0 and CCSS	1.2. Vertical planning sessions will focus on developing knowledge of writing trajectory and plans for instructional application of knowledge.	1.2. Classroom Teacher and Administration	1.2. Administrative observations and walk throughs will provide opportunities for assessing transference of knowledge to classroom instruction and student achievement.	1.2. Student Portfolios, Grade Level Meeting Agenda/Minutes, Teacher/Learning Rubrics, Data Chat Agendas/Minutes and observational data
	1.3. Unfamiliarity with FCAT Writes 2.0	1.3. 4th Grade Students will participate in a mock	1.3. Classroom teacher and	1.3. Administration and grade levels will analyze	1.3. District Writing Prompt Data

3		FCAT in February and will also participate in differentiated "Nurture Groups" on Early Dismissal Wednesdays.	Administration	District Writing Prompt Data and FCAT 2.0 results for impact.	(Inform)and FCAT 2.0 Results
4	1.6 Students' lack of understanding of Next Steps	1.6 Teachers will analyze student writing and plan differentiate instruction through small groups and individual conferencing including developing Next Step goals with students. Sticky Notes will be used maintained for students to reference Next Steps during their work.	1.6 Classroom Teacher and Administration	1.6 Administration will conduct observations and walk throughs providing opportunities for monitoring, as well as, data analysis during Data Chats.	1.6 District Writing Prompts, Inform Profiles, Conference logs, and FCAT Writes 2.0 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 4 or higher in writing. Writing Goal #1b:	In 2012, 33% (30) of our students achieved Level 4.0 or higher in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 33% (30) of our students achieved Level 4.0 or higher in Writing.	In 2013, 35% (33) of our students achieved Level 4.0 or higher 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				

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 2.0	ELA	4th Grade Lead Teachers and Administration	School-wide	Wednesday Data Chats and Grade Level Planning	Monitoring of District Writing Prompts and Student Work Samples	Charlene McEarl, Principal

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
4th Grade Writing (District)	Three Substitutes for two days each	General Fund 10000	\$636.00
			Subtotal: \$636.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$636.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal # 1:		In 2012, 36% (191) students were absent 1-4 days; 33% (172) were absent 5-9 days; 18% (94) were absent 10-19 days and 5% (26) were absent 20 or more days.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
In 2012, 5% (26) of our students missed 20 or more days of school.		In 2013, 3% (16) of our students will miss 20 or more days of school.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
In 2012, 23% (120) of our students missed 10 or more days of school.		In 2013, 20% (109) of our students will miss 10 or more days of school.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
In 2012, an average of 3% (15) tardies occurred (ranging from 39 tardies maximum to zero tardies).		In 2013, an average of 1% (5) tardies will occur daily throughout the 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
	1.1 Families with students repeatedly tardy/absent may	1.1. Use the Attendance Intervention Team as	1.1. Ms. Roman Guidance	1.1. AIT Plan will be implemented and	1.1. OnCourse Attendance

1	experience individual barriers not common to the general population	an intervention for students with excessive absences/tardies. AIT will provide information and strategies to parents for particular attendance issues.	Counselor	monitored on a monthly basis to ensure that students are not absent and are arriving to school on time.	Records and AIT Contracts
2	1.2 Parent's lack of awareness of impact of frequent absences and/or tardies on academic performance	1.2 A school-wide strategic, communication plan will be developed to educate parents on the significance of punctual, daily attendance and policy, (posting information and data on administrative written and oral communications to stakeholders, Scholarship Warnings, Progress Monitoring Plans, and Stockton's Website).	1.2 STC, Teachers and Administration	1.2 Quarterly attendance data will be reviewed to determine effectiveness and next steps for improvement.	1.2 OnCourse Attendance Records, Copies of Communication Tools
3	1.3 Lack of commitment and motivation	1.3 Implement a school-wide positive reinforcement system for classrooms with 100% punctual attendance.	1.3 Teachers and Administration	1.3 Comparison of pre and post reinforcement attendance data will assist in determining effectiveness and necessary changes	1.3 OnCourse Attendance Records, Copies of Comparison Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	All Grades	District	School-wide	On-going	CAST observations and discipline data will be reviewed quarterly and next steps determined.	Charlene McEarl, Principal Shawna White, Assistant Principal Foundations Team
Foundations	All Grades	District	Foundations Team	On-going	Discipline Data and Foundations Surveys will be reviewed and next steps determined.	Charlene McEarl, Principal Shawna White, Assistant Principal Foundations Team

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:		In 2012, our school will maintain the number of SESIR violations at 0% (0), and decrease the number of students that are suspended in-school/out of school to 3 total students.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
In 2012, our school had a total of 4 days of in-school suspensions assigned to students.		In 2013, our school will no more than 3 days of in-school suspensions assigned to students.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
In 2012, 4 of our students received day(s) of in school suspension		In 2013, 3 of our students will receive day(s) of in-school suspension.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
In 2012, our school had a total of 2 days of out-of school suspensions assigned to students.		In 2013, our school will have no more than 1 days of out-of school suspension assigned to student(s).			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
In 2012, 2 of our students received day(s) of out-of school suspension.		In 2013, 1 of our students will receive a day(s) of out-of school suspension.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	1.1. Faculty is largely untrained in CHAMPS	1.1. Implement CHAMPS in-house training by 'trained the trainer' faculty	1.1. Administration and CHAMPS Train the Trainer Teachers	1.1. CAST Observations and Walk Throughs will provide assessment data for teacher feedback and next steps	1.1. CAST Observation Forms and Walk Through (Plus, Delta, Next Steps), Discipline Data (Genesis Reports, Classroom and Principal Behavioral Data)
2	1.2 Varying expectations of appropriate behavior by the classroom teachers; No Current Foundations Team in place	1.2 Establish a school-wide Foundations team to determine Mild, Moderate and Severe Behaviors, as well as, begin the data driven process of addressing common areas.	1.2 Administration	1.2 Principal will monitor Foundations through the Implementation Rubric and discipline data.	1.2 Foundations Implementation Rubric, Agendas, Minutes, Lesson Plans and Artifacts
3	1.3 Timeliness of process as to which strategies/interventions work.	1.3 Student will be monitored for any recurring referrals. Students with multiple referrals will be referred to the RtI Team for discussion on behavior interventions/strategies	1.3 RtI Team and Classroom Teacher	1.3 RtI discussess student behavior with the classroom teacher and offers interventions/strategies to help improve behavior. RtI Team and classroom teacher will meet back in two weeks to determine effectiveness of suggested strategies/interventions.;	1.3 RtI paperwork, charts, and graphs.

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

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

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

Suspension Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
CHAMPS	Substitutes	General Fund 10000	\$1,500.00
Foundations	Substitutes (1 day for 6 teachers)	General Fund 10000	\$636.00
			Subtotal: \$2,136.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,136.00

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:		Our goal for the 2012-2013 school year is to increase the number of active volunteers while maintaining or improving the 6,000 volunteer hours.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
In 2011-2012, we had 194 documented volunteers for a combined total of 6,000 logged volunteer hours.		Our goal for the 2012-2013 school year is to increase the number of active volunteers while maintaining or improving the 6,000 volunteer hours.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Parents may not be aware of the many ways to get volunteer	1.1. During Open House and selected scheduled yearly events have PTA, Friends of Stockton (FOS) and stakeholders opportunities to educate and recruit parents.	1.1 Administration and PTA/FOS	1.1. Feedback from PTA/FOS on enrollment and Open House outcomes	1.1. Open House Sign-in Logs, PTA Data and FOS data
2	1.2. Volunteers forget to log their hours and/or do not realize that what they do at home is also considered volunteering even if it's not during the school day.	1.2. Hold a volunteer training program for the faculty, staff, and parents to discuss the importance of logging hours as well as the process for signing in when volunteering at the school. Simplify processes by including the forms in with the Volunteer At Home Work Packets.	1.2. Administration and volunteer coordinators.	1.2. Monitoring the number of logged volunteer hours each month as well as the number of documented volunteers.	1.2. Volunteer sign-in book, Quarterly Volunteer Hour Reports
	1.3 On-line access for	1.3 Promote and	1.3 Administration	1.3 Monitor the	1.3 DCPS On-line

3	volunteer application process	provide opportunities for families to access the computer lab and Main Office Parent Kiosk during the school day/events and provide assistance with the DCPS on-line application process.		volunteer applications and involvement through the log book.	Application data, Volunteer Data, Feedback from PTA/FOS
4	1.4 Lack of motivation	1.4 Honor a Volunteer of the Month during Flag Raising Ceremonies and advertise accomplishments of our volunteers on the website, Data Dolphin, as well as, local media.	1.4 Volunteer Coordinator	1.4 Monitor feedback from the volunteers, as well as, data from the Volunteer Book.	1.4 Volunteer Feedback Form, Volunteer Log-in Book
5	1.5 Lack of motivation	1.5 Honor all volunteers during a February Appreciation Ceremony.	1.5 Sunshine Committe and Volunteer Coordinator	1.5 Monitor feedback from the volunteers, as well as, data from the Volunteer Book.	1.5 Volunteer Feedback Form, Volunteer Log-in Book

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

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

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

Parent Involvement Budget:

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

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)

Cafeteria Behavior Management Guidelines 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. Cafeteria Behavior Management Guidelines Goal		Our goal for the 2012-2013 school year is for 85% (21) of our classrooms to meet/exceed the expectations for weekly cafeteria guidelines.			
Cafeteria Behavior Management Guidelines Goal #1:					
2012 Current level:		2013 Expected level:			
During the 2011-2012 school-year 85% (21) of our classrooms met/exceeded the expectations for weekly cafeteria guidelines.		Our goal for the 2012-2013 school year is for 85% (26) of our classrooms to meet/exceed the expectations for weekly cafeteria guidelines.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 No current Foundations Team or School-wide Lesson Plans in Place	1.1 Develop a representative Foundations team to begin processing data and developing lesson plans for implementation.	1.1 Administration	1.1 The Foundations Implementation Rubric pre and post data will be reviewed for growth.	1.1 The Foundations Pre-Post Implementation Rubric

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

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

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

Budget:

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

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

End of Cafeteria Behavior Management Guidelines Goal(s)

Safety Goals Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Safety Goals Goal		During 2012-2013, District (ZZZ) referrals will be reduced by 10% (18).			
Safety Goals Goal #1:					
2012 Current level:		2013 Expected level:			
During 2011-2012 twenty (20) District (ZZZ) Referrals occurred throughout the school year by seven students.		During 2012-2013, District (ZZZ) referrals will be reduced by 10% (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	1.1 No current Foundations Team or School-wide Lesson Plans in Place	1.1 Develop a representative Foundations team to begin processing data and developing lesson plans for implementation.	1.1 Administration	1.1 The Foundations Implementation Rubric pre and post data will be reviewed for growth.	1.1 The Foundations Pre-Post Implementation Rubric
2	1.2 Lack of CHAMPS Training and implementation	1.2 School wide CHAMPS implementation	1.2 Administration	1.1 CAST and Walk Through Observations will provide implementation data and discipline reports will be monitored during data chats to determine effectiveness and next steps.	1.2 CAST Observations, Walk Throughs, Discipline Reports from Genesis and Classroom Data

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

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

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

Budget:

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

End of Safety Goals Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Integrating Core Curriculum State Standards (CCSS) (Book Study)	Pathways to the Common Core Accelerating Achievement by Lucy Calkins, Mary Ehrenworth and Christopher Lehman	School Improvement Funds Fund 10008	\$388.00
Reading	Integrating Common Core State Standards (CCSS) (Book Study)	The Common Core Lesson Book K-5 by Gretchen Owocki	School Improvement Funds Fund 10008	\$366.00
Reading	Integrating Aligned Core Curriculum State Standards (CCSS) Literature and Cross Curriculum Support Reading Materials	Books of the Month, CCSS Grade Level Band Exemplars	School Improvement Funds Fund 10008	\$1,500.00
Mathematics	Common Core Mathematics Book Studies	Common Core Mathematics in a PLC at work (K-2) and (3-5) by Matthew Larson, Francis Fennell, et. al	School Improvement Funds	\$720.00
				Subtotal: \$2,974.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	CCSS Trainings	Substitutes	General Fund 10000	\$2,000.00
Mathematics	Mathematics Academy	Substitutes (6 days)	General Fund 10000	\$530.00
Science	Science Academy	Substitutes (6 days)	General Fund 10000	\$530.00
Science	5th Grade Science Content Trainings	Substitutes (10 days)	General Fund 10000	\$1,060.00
Writing	4th Grade Writing (District)	Three Substitutes for two days each	General Fund 10000	\$636.00
Suspension	CHAMPS	Substitutes	General Fund 10000	\$1,500.00
Suspension	Foundations	Substitutes (1 day for 6 teachers)	General Fund 10000	\$636.00
				Subtotal: \$6,892.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$9,866.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/27/2012)

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
The School Advisory Council will support research based school improvement initiatives that are aligned with the school's Vision/Mission, DCPS Comprehensive Reading Plan, and DCPS Strategic Plan. Professional development materials to support Common Core State Standards implementation will be purchased, (i.e. book study literature and CCSS exemplar literature). Furthermore, SAC will continue to provide guidance and support into the technology program based on current needs assessment data.	\$3,885.00

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

The School Advisory Council participated in revising the 2011-2012 SIP, followed by the approval of the final draft. SAC will oversee the alignment and disbursement of School Improvement strategies and funds. In addition, throughout the year, SAC will monitor sections of the SIP and provide input into areas in need of improvement, as well as, assessing a midyear review of the effectiveness of the plan.

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 JOHN STOCKTON ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	95%	94%	98%	82%	369	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	75%	51%			126	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	75% (YES)	65% (YES)			140	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					635	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District JOHN STOCKTON ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	96%	97%	89%	76%	358	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	81%	82%			163	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	77% (YES)	97% (YES)			174	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					695	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested