FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CRYSTAL SPRINGS ELEMENTARY SCHOOL

District Name: Duval

Principal: Chiquita M. Rivers

SAC Chair: Temia Sibley

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 11/9/2012

Pam Stewart, Commissioner
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)
Principal	Chiquita Rivers	Undergraduate Education: B.S. in Early Childhood/Elementary, Virginia State University Graduate Degree: Masters in Educational Leadership from the University of North Florida. Certification: Educational Leadership K-12 and Elementary Education PreK-6 with ESOL endorsement.	1	11	Principal of Greenland Pines Elementary 2011 – 2012: Grade A Reading Mastery 81%, Math Mastery 76%, Science Mastery 67%, Writing Mastery 86% (4+) AYP: Met Principal of Greenland Pines Elementary 2010 – 2011: Grade A Reading Mastery 88%, Math Mastery 93%, Science Mastery 69%, Writing Mastery 79% (4+). AYP: Met
					Assistant Principal Crystal Springs Elementary School 2011-2012 School Grade C., Reading Mastery 55%, Math

Assis Principal	Debra Mackey	M.A. Educational Leadership- U.N.F. State of Florida Certified K-6 Elementary Education. B.S. Ed.	3	22	Mastery 48%, Science Mastery 43%, Writing Mastery 70% (4+) AYP: No Assistant Principal Crystal Springs Elementary School 2010-2011 School Grade C., AYP: No Assistant Principal Crystal Springs Elementary School 2009-2010 School Grade B, AYP: No. Assistant Principal Kernan Trail Elementary 2008-2009, School Grade A, AYP: No. Assistant Principal Samuel Wolfson High School 2006-2008, School Grade C, AYP: No. Principal Rutledge Pearson Elementary 2001-2006, School Grade D, AYP- No. Principal Mary McLeod Bethune Elementary 1994-2001 School Grade C. Principal Rufus Payne Elementary School 1992-1994, School Grade N/A. Assistant Principal Mayport Elementary, 1989-1992- School Grading N/A.
Assis Principal	Barbara J. Gerdes	BA Elementary Education: 1-6 Elementary Education certification; ESOL Certification MA Educational Leadership: K-12 Educational Leadership Certification School Principal: All Levels	1	2	Kings Trail Elementary School Assistant Principal Grade: B 2011-2012: Reading: -52% Math 62% Writing 83% Science 50% AYP- No Kings Trail Elementary School Math Coach Grade: A 2010-2011: AYP- No Math: 68% proficient Math: Learning Gains: 70% Lowest 25% Making Learning Gains in Math: 70% Science: 50% Proficient 2009-2010: AYP- No Math : 63% proficient Math Learning Gains: 74% Lowest 25% Making Learning Gains in Math: 73% Science: 47% proficient 2008-2009 Windy Hill Elementary Instructional Coach School Grade B, AYP- NO 2003-2008 District Instructional Coach Served 50 schools. 2000-2003- Holiday Hill Instructional Coach School Grade increased from C to an A in 2000. Letter grade of A next two years. AYP- YES 1987-1999 Lake Forest Elementary- Primary Teacher

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

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	Partner new teachers with seasoned staff in core content areas. Create & Implement (MINT) Support Teams.	Principal, Assistant Principals, Professional Development Facilitator (PDF)	June 2013	
		Cadre coach assigned to school meets		

2	Cadre coach assigned to school meets with Mentoring and Induction for Novice Teachers (MINT) teachers to complete portfolios and assist PDF.	with Mentoring and Induction for Novice Teachers (MINT) teachers to complete portfolios and assist PDF.	June 2013	
3	Monthly professional development with our CSE personnel.	Principal, Assistant Principal,PDF	June 2013	
4	Weekly participation within grade level team planning communities to organize instruction and analyze student portfolio work. Grade Level teams group students according to assessment data and tier instruction to tailor academic approaches.	Principal, Assistant Principals, PDF	June 2013	
5	Participation in Professional Learning Communities with grade levels to plan instruction and analyze student work.	Principal, Assistant and Grade Level Teacher	June 2013	
6	Bi-weekly professional development trainings/book talks.	Principal and Assistant Principals and Lead Teachers	June 2013	
7	Implementation of a “Training Day” where small 3-4 person PLC groups will meet to discuss data, next steps, RtI and observe peers to improve instructional practices.	Principal and Assistant Principals	June 2013	

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
1%	1. Assigned a mentor who will discuss instructional strategies and model lessons during the year. 2. Participation in Professional Learning Communities with grade levels to plan instruction and analyze student work. 3. Bi-weekly professional development trainings/book talks. 4. Weekly participation within grade level team planning communities to organize instruction and analyze student portfolio work. Grade Level teams will assist in teacher with grouping students according to assessment data and tier instruction to tailor academic approaches.

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
81	3.7%(3)	24.7%(20)	43.2%(35)	28.4%(23)	28.4%(23)	98.8%(80)	3.7%(3)	3.7%(3)	39.5%(32)

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
Rebecca Burt	Jennifer Kitchens	Highly qualified veteran teacher who uses best practices in her delivery of instruction.	The MINT program and guidelines will serve as the framework for which mentoring and specific professional development is given to meet the specific needs of each mentee. Based on the level of proficiency that each mentee demonstrates within the 6 Educator Accomplished Practices, their needs will be identified and the mentor teachers will provide support and guidance through; modeling, early dismissal day trainings, and classroom observations/feedback by their mentor/partner. The mentor/partner will meet with the highly qualified veteran teacher who has achieved successive gains through her years of instruction biweekly to discuss evidence-based strategies for each curricular domain. The mentor is given release time to observe the mentee.
Polly Law	Cheryl Gloster	See Above	See Above
Cindy Cummins	Clare Giordano	See Above	See Above
Gwendolyn F. East	Shannon Sanderson	See Above	See Above

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

NA

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 Identify the school-based MTSS leadership team.
Principal: Chiquita Rivers
Assistant Principal: Debra Mackey
Assistant Principal: Barbara Gerdes
Guidance Counselor: Nicci Watson
Educators: Nancy Kidd- Kindergarten, JoAnn Hansen- First Grade, Elise Polito- Second Grade, Polly Law- Third Grade, Megan Ewanyk- Fourth Grade, Paul Montgomery- Fifth Grade, Leslie Townsend-ESE, Kari Samborski- Psychologist, Johnnie Sue Wyss- Social Worker

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

The school based MTSS Leadership Team will meet regularly bi-weekly to review universal assessment data, diagnostic data and progress monitoring data. Based on this evaluative information the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core instruction is in place the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school based MTSS Leadership Team. The team will use the problem-solving model to lead all meetings. Based on the data and discussion the team will identify students who are in need of additional academic/behavioral support. An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventions and report back on all data

collected for further discussion at future meetings.

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?

Problem Solving Model:
The four steps of the problem solving model include:
1. Problem identification: Identify the problem and the desired behavior/outcome/ result for the student.
2. Problem Analysis: Analyze the reason the problem is occurring by collecting data to determine probable causes of the identified problem.
3. Intervention design and implementation: Selection and/or development of evidence based interventions based upon data previously collected. The interventions are then implemented within a timeline.
4. Evaluation: In this step, the effectiveness of a student response to the tailored intervention is evaluated and measured carefully.

The problem solving process is self-correcting and recycles in order to achieve the best outcomes for all students. This process is strongly supported by IDEA and NCLB. Specifically, both legislative directives support all student achievement benchmarks regardless of exceptionality or provision of supportive service.
Members of the School Advisory Council will meet with the MTSS Leadership Team and will assist with the development of the 2012-2013 School Improvement Plan. Utilizing the previous year's data, information regarding target areas within the three Tiers will tailor focus on the design of strategies that will be implemented this 2012-2013 school year. Areas of strength as well as areas of challenge will be specifically addressed within each content area.

Evaluating is also termed Response to Intervention. In this step, the effectiveness of a student response to the tailored intervention is evaluated and measured carefully.
The problem solving process is self correcting and recycles in order to achieve the best outcomes for all students. This process is strongly supported by IDEA and NCLB. Specifically, both legislative directives support all student achieving benchmarks regardless of exceptionality or provision of supportive service.
Members of the School Advisory Council will meet with the RTI Leadership Team and will assist with the development of the 2011-2012 School Improvement Plan. Utilizing the previous year's data, information regarding target areas within the three Tiers will tailor focus on the design of strategies that will be implemented this 2011-2012 school year. Areas of strength as well as areas of challenge will be specifically addressed within each content area.

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:
• Gr. 3,4,5 FCAT Score Data
• Curriculum Based Measurement/Evaluations
• F.A.I.R. results
• DCPS Benchmarks
• DCPS Timed Writing Assessments
• DCPS Math/Science Formatives & Summative
• DCPS Progress Monitoring Assessments (PMA)
• K-3 Literacy Assessments
• DRA2
• CELLA
• Math Series Quarterly Assessment Data
• K-3 Fountas & Pinnell LLI Intervention Data
• Disciplinary Referral Data from DCPS Genesis
• Retentions
• Daily Attendance/Tardy from DCPS Genesis
• Pearson Insight & Inform software data
• Classroom Academic Data Spreadsheets for each teacher within every grade level
• Compass Odyssey Data
• Computer Lab Data
* K, 1, 2 District Math Assessments
* CSE Monthly Writing Assessments (K-5)
* Reading Mastery
* Soar to Success
* FCRR
* Phonics for Reading
* PCI
* Flip for Comprehension Chart

* Touch Math
* Number Worlds
* Envision Math Intervention Kit

Mid-Year Data:
• F.A.I.R. results
• DRA 2
• DCPS Benchmarks
• Compass Odyssey Data
• Computer Lab Data
• DCPS Timed Writing Assessments
• DCPS Math/Science Formatives & Summative
• K-3 Literacy Assessments
• Math Series Quarterly Assessment Data
• Classroom Academic Data Spreadsheets for each teacher within every grade level
• SRA Building Blocks Math Software Data
• Writing Data
* K, 1, 2 District Math Assessments
* CSE Monthly Writing Assessments (K-5)
* Reading Mastery
* Soar to Success
* FCRR
* Phonics for Reading
* PCI
* Flip for Comprehension Chart
* Touch Math
* Number Worlds
* Envision Math Intervention Kit

End of the Year Data:
• F.A.I.R. Results/ PMRN
• DRA2
• Compass Odyssey Data
• End of Year Assessment Results- M/R/W/S/
• 2011-2012 Gr. 3,4,5 FCAT Results
• GR. 4 FCAT Writing Results
* K, 1, 2 District Math Assessments
* CSE Monthly Writing Assessments (K-5)
* Reading Mastery
* Soar to Success
* FCRR
* Phonics for Reading
* PCI
* Flip for Comprehension Chart
* Touch Math
* Number Worlds
* Envision Math Intervention Kit

Describe the plan to train staff on MTSS.

Professional Development will be offered to MTSS Team by DCPS staff. In addition, our CSE MTSS Team will provide in-service to the faculty during our designated PLC each month.

Describe the plan to support MTSS.

MTSS implementation will be embedded during our grade level team planning, Team Leader sessions, PLC, classroom observations and vertical planning. Individual support will be provided to educators as needed throughout the year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

IdenIdentify the school-based Literacy Leadership Team (LLT).
Principal: Chiquita Rivers
Assistant Principal: Debra Mackey
Assistant Principal: Barbara Gerdes
Educators: Nancy Kidd- Kindergarten, Dixie McIntyre- First Grade, Julie Beasley and Kristen Ising- Second Grade, Susan Dagenais- Third Grade, Suzanne Kidd and Catie Campbell- Fourth Grade, Paul Rebecca O'steen- Fifth Grade, Ahmed Laroussi- ESE

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

The school based LLT will meet regularly to review assessment data, diagnostic data and progress monitoring data. The LLT will address the instructional rigor in the reading and writing curricula and how the curricula are implemented across grade levels. The team will discuss instructional strategies that can be used to increase student learning. The professional development needs will be based on the LLT discussion. This information will be shared within our faculty PLC to provide common core gains/targets as a school body.

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

Differentiated Instruction- Differentiation is a major focus for 2012-2013. Teachers will use data from the assessments and programs to form small groups and guide instruction. We will set aside a consistent set time to be used specifically for RtI in the morning, which, not always, but in many cases will be focused on remedial and strategic literacy instruction. The Language Literacy Intervention (LLI), Fountas & Pinnell, will be used as a small group intensive reading intervention program.

Within our daily instruction we will be utilizing the district learning schedule and "essential question" portion to help guide our instruction, while utilizing the higher levels of Bloom's taxonomy and Webb's Depth of Knowledge to ensure a true understanding of the topic and/or concept being taught. Increasing the consistency with which teachers chart strategies taught in class should make the learning/environment more authentic. The workshop model will be implemented in every K-5 classroom to provide high quality, rigorous instruction. Teachers will meet monthly within each grade level to target reading & writing skill focus points and plan instruction based on the Common Core State Standards in grades K-2.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*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.

NA

*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?

NA

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?

NA

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

NA

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:	The percentage of students scoring Level 3 on the 2013 Reading FCAT will increase from 55% (297) to 67% (352).
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(297) of students are reading at Level 3.	67%(352) of students are reading at Level 3.

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.A.1. Limited understanding of common core standards and text complexity.	1.A.1 Use common core standards when planning reading instruction in K-2. Use high-order questions throughout daily instruction. Infuse cognitive complexity in questioning strategies and assessments created for students. Utilize of reading journals and logs for every student.	1.A.1. Principal Assistant Principals	1.A.1. Classroom walkthroughs, CAST, observations to review lesson plan notebooks and student data notebooks. Attend grade level planning meetings.	1.A.1. FAIR, DRA2, and Benchmark data, classroom observation data, Data Notebooks reading logs, reading journals and lesson plans.
2	1.A.2. Limited use of the Reader's Workshop Model with fidelity.	1.A.2. All ELA teachers will use the Reader's Workshop model to teach reading with an emphasis on guided reading groups and differentiated instruction. Daily focused, uninterrupted instructional reading blocks with minimal transition times.	1.A.2. Principal, Assistant Principals	1.A.2. Lesson plans with schedule; data assessment notebooks and student portfolios will be utilized to provide evidence of instruction, assessment and differentiation to meet individual student needs	1.A.2. Focus walk checklists.
3	1.A.3. Ensuring use of high-level questions and reading strategies during reading instruction.	1.A.3. Utilize Comprehension Tool kit to support instruction, Essential 6 Core Reading Strategies, read-aloud with grade appropriate text, and daily research-based vocabulary instruction.	1.A.3. Principal, Assistant Principals	1.A.3. Lesson Plans organized by each teacher in a lesson plan notebook, with essential questions/high level questions and guided reading plans organized by each leveled reading groups.	1A.3. FAIR and DRA2 Data Administrators will review all data and discuss with teachers utilization of the effective tailored student lessons to map and deliver instruction to move student learning gains.

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:	The percentage of students scoring Level 4-6 on the 2013 Reading FAA will decrease from 9% (2 to 5% (1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(2) of students are reading at levels 4-6.	5%(1) of students are reading at levels 4-6

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.B.1. Limited time to scaffold reading instruction for multiple groups.	1.B.1. Increase use of Unique Learning Systems with fidelity. Use of Reading Mastery to provide targeted instruction for students with decoding deficiencies.	1.B.1. Principal, Assistant Principals	1.B.1. Lesson Plans organized by each teacher in a lesson plan notebook, with essential question for each leveled reading group.	1.B.1. Administrators will review data notebook with progress monitoring assessments. Discuss with teachers utilization of the effective tailored student lessons to map and deliver instruction to move student-learning gains.

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:	The percentage of students scoring Level 4 or higher on the 2013 Reading FCAT will increase from 27% (149) to 35% (184).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (149) of students are reading at Level 4.	35% (184) of students are reading at Level 4.

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.A.1. Ensuring students receive targeted, high-level reading instruction.	2.A.1. Provide differentiated instruction with enrichment instructional activities such as computer-based lessons, book talks, literature circles, and differentiated homework.	2.A.1. Principal, Assistant Principals	2.A.1. Monthly PLC planning sessions to discuss students' assessment results to realign academic groups. During those meetings, lesson plans, differentiated instructional approaches, data notebooks, student portfolios will be reviewed and discussed.	2.A.1. F.A.I.R., DRA2, and classroom progress monitoring data. One on one data chats with administration. Focus walk checklist.
	2.A.2. Limited use of	2.A.2. Utilize essential	2.A.2. Principal,	2.A.2. Monitor lesson	2.A.2. FAIR, DRA2,

2	high-level questions during reading instruction.	questions with students. Preplan high level questions to include in lesson plans. Select high-level texts for read aloud. Students use journals to record/respond to essential questions. Students use journals to respond to literature by citing evidence in the text.	Assistant Principals	plans for essential questions and differentiated instructional approaches. Review data notebooks and student portfolios for grade level proficiency.	Benchmark Exams Administrators will review all data and discuss with teachers utilization of the effective tailored student lessons to map and deliver instruction to move student learning gains.
3	2.A.3 Lack of knowledge about the new Common Core Standards in all grades K-5 and how to use the standards to provide more rigorous lessons.	2.A.3. Improve delivery of mini-lessons focusing on rigorous standards instruction. Utilize supplemental materials such as the Comprehension Tool Kit to increase lesson rigor.	2.A.3. Principal, Assistant Principals	2.A.3. Lesson Plans include high level questions and use supplement resources to enhance instruction	2.A.3. FAIR and DRA2 Administrators will review all data and discuss with teachers utilization of the effective tailored student lessons to map and deliver instruction to move student-learning gains.

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:	The percentage of students scoring Level 7or higher on the 2013 Reading FAA will increase from 73% (17) to 82% (19).
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (17)) of students are reading at or above grade level 7.	82% (19) of students are reading at or above grade level 7.

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.B.1. Ensuring students receive targeted, high-level reading instruction.	1.B.1. Creative use of the schedules and collaborative work. Implement PCI Reading with fidelity.	1. B.1. Principal, Assistant Principals	1.B.1. Discussions during collaborative meetings.	1.B.1. Consistent reference to Learning Schedule/Units. Teacher made 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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making learning gains on the 2013 Reading FCAT 2.0 will increase from 68% (251) to 73% (272).
2012 Current Level of Performance:	2013 Expected Level of Performance:

68%(251) of students made learning gains in reading.	73%(272) of 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.A.1. Ensuring teachers use data to drive instruction.	3.A.1. Implement a daily RTI block with targeted instructional skills. Increase independent reading stamina utilizing incentive based programs for motivation and exposure to non-fiction literature with an emphasis on informational text Increase research-based vocabulary instruction.	3.A.1. Principal, Assistant Principals	3.A.1. One on one with educators to discuss student assessment results which align to academic grouping. During data discussions differentiated instructional approaches, data notebooks and student portfolios will be reviewed.	3.A.1. F.A.I.R. Data, DRA2, DataCompass Odyssey individual student progress tracking reports
2	3.A.2. Time constraints	3.A.2. Creative use of the schedules and collaborative work.	3.A.2. Principal, Assistant Principals	3.A.2. Focus Walks to observe the use of CHAMPS during transitions, classroom routines & procedures for every team.	3.A.2. Classroom visitation logs
3	3.A.3. Lack of non-fiction literature Limited plan to scaffold reading instruction.	3.A.3. Increased exposure to nonfiction literature including daily read-aloud and classroom libraries. Utilize Comprehension Tool Kit, daily read-aloud, daily reading logs and journals	3.A.3. Principal, Assistant Principals	3.A.3. Utilization of Comprehension Tool Kit to reinforce non-fiction text. Tailored lessons for using nonfiction text. Administrators will review all data and discuss with teachers utilization of the effective targeted instruction. Lesson Plans organized by teacher in a lesson plan notebook, guided reading plans organized by each leveled reading group.	3.A.3. FAIR, DRA2, Progress Monitoring Data, Guided Reading Lesson Plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The percentage of students making learning gains on the 2013 Reading FAA 2.0 will increase from 92% (13) to 100% (14).
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (13) of students made learning gains in reading.	100% (14) of 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
	3.B.1 Students with	3.B.1 Adherence to IEPs	3.B.1 2 Teachers,	3.B.1 Disaggregate data	I3.B.1 Informal and

1	Intellectual disabilities need Supported Level Academics : - Low IQ -Limited short-term and working memory -Organization and time management -Easily distracted	Goals and objectives Provide access to the curriculum with appropriate accommodations Awareness of the needs of disabled students and the barriers they experience Provide consistent and constant differentiation	Principal, Assistant Principals	from the following: Informal and formal assessments as well as alternative assessments. Use data to drive instruction/"next steps".	formal assessments and alternative 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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percent of students in the lowest 25% making learning gains on the 2013 Reading FCAT 2.0 will increase from 73% (67) to 78% (72).
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (67) of students made learning gains in the lowest 25% in reading.	78% (72) of students in the 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.A.1. Lack of prior knowledge of students.	4.A.1. Tailored academic grouping across each grade level. Utilization of Compass Odyssey Software Program. Infuse FCRR, Super 6 strategies, and Phonics for Reading Instructional Strategies within each content area as prescribed for tiered groups. Use FCAT 2.0 item specifications to plan and guide instruction to meet individual student needs.	4.A.1. Principal, Assistant Principals	4.A.1. One on one with educators to discuss student assessment results. During those meetings, lesson plans, differentiated instructional approaches, data notebooks, student portfolios will be utilized to provide evidence of instruction, assessment and differentiation to address individual student needs.	4.A.1. Compass Odyssey individual student progress tracking reports, F.A.I.R., DRA2, Benchmarks
2	4.A.2. Lack of appropriate and timely use of data to target students' instruction during small groups.	4.A.2. Guided reading groups will be formed, monitored and changed fluidly as determined by Progress Monitoring analysis. Discuss data during weekly grade level meetings and plan lessons based on information.	4.A.2. Principal, Assistant Principals	4.A.2. Guided Reading lesson plans organized by each leveled reading group in a notebook. Administrators will review all data and discuss with teachers utilization of the effective tailored student lessons to map and deliver instruction to move student-learning gains	4.A.2. Guided reading esson plans Classroom visitation logs

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

	Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A : Within five years, 75%(412) of students will score a level 3 or higher on FCAT 2.0.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61%	64%	68%	71%	75%	

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 percentage of all White, Black, Hispanic and Asian students scoring Level 3 or higher on the 2013 Reading FCAT 2.0 will increase from: White: 59% (145) to 64% (168) Black: 51% (90), to 59% (104) Hispanic: 47% (21) to 63% (30) Asian: 54% (13) to 73% (188)
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (283) of all ethnicity subgroups tested scored a level 3 or higher. White: 59% Black: 51% Hispanic: 47% Asian: 54%	64% (345) of all ethnicity subgroups tested will score a level 3 or higher. White: 64% Black: 59% Hispanic: 63% Asian: 73%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5.B.1. Limited understanding of Common Core State Standards and how they differ from the Sunshine State ELA standards.	5.B.1. Unpacking Common Core State Standards in reading with an emphasis on high-level comprehension skills and instruction.	5.B.1. Principal, Assistant Principals, Teachers	5.B.1. Monitoring of lesson plans, student response journals, book logs, and assessment data.	5.B.1. Progress Monitoring data sets
2	5B.2. Limited use of research-based strategies for vocabulary expansion in struggling readers.	5.B.2. Increase emphasis on vocabulary development incorporating research-based vocabulary strategies, word wall, discussion/think aloud from read aloud books	5.B.2. Principal, Assistant Principals	5.B.2. Review lesson plans during classroom walk-throughs, discuss in PLC meetings, word wall review, and sharing of word wall ideas with PLC and Reading Committee	5.B.2. Classroom observation, Guided Reading lesson plans, Classroom artifacts and word wall
3	5.B.3. Lack of Alignment of the FAIR/DRA2 data with the weekly selection test topics; understanding how to use the two data points together to get a full picture of each student.	5.B.3. Use FAIR/DRA2 data, collect and profile students through data analysis that show deficiency from weekly selection tests.	5.B.3. Teacher, Principal, Assistant Principals	5.B.3. Use data profile sheets to monitor students—review assessment data to ensure teachers are assessing	5.B.3. FAIR, DRA2, Weekly Selection Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA	NA

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:	The percentage of all Students with Disabilities (SWD) scoring Level 3 or higher on the 2013 Reading FCAT 2.0 will increase from 49% (30) to 55% (33).
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (30) of SWD tested scored a Level 3 or higher.	55% (33) of SWD tested will score a Level 3 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5.D.1. Varying Exceptionalities: -Limited short-term and working memory -Organization and time management -Easily distracted	5.D.1. Review 504 Plans and IEPs Goals and objectives. Provide focused, targeted instruction to all students Provide access to the curriculum with appropriate accommodations Provide consistent and constant differentiation	5.D.1. Teachers, Principal, Assistant Principals	5.D.1. Plan instruction based on needs included in IEPs and 504 plans.	5.D.1. Lesson Plans and progress monitoring assessments.
2	5.D.2. A need to effectively use data to ensure that all students are receiving targeted instruction in their individual areas of need.	5.D.2. Students with disabilities will be monitored as teachers analyze causations for deficits, progress monitor, and set new learning goals. academic timeframes. All content area classes for SWD will utilize the inclusionary model with the exception of IEP required student goals that are individualized and demand other alternatives.	5.D.2. Principal, Assistant Principal, Teachers	5.D.2. Disaggregate data. Use data to drive instruction/"next steps. Regular education and VE teachers regularly plan lessons and review data notebooks.	5.D.2. FAIR, weekly selection tests, and informal assessments to guide instruction.

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

5E. Economically Disadvantaged students not making	

satisfactory progress in reading. Reading Goal #5E:	The percentage of students who are economically disadvantaged (ED) scoring Level 3 or higher on the 2013 Reading FCAT will increase from 47% (116) to 57% (141).
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (116) of all ED students tested scored a level 3 or higher.	57% (141) of all ED students tested will score a level 3 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5.E.1. Provide convenient opportunities for parents to conference with teachers.	5.E.1. Partner with parents to keep the lines of communication open with the use parent/teacher conferences, student agenda, notes home and phone calls. Present quality after school learning activities (math, reading and writing), in which parents and children can attend. Teachers will develop prescriptive standards-based Progress Monitoring Plans (PMP) with the input of students' parents.	5.E.1. Principal, Assistant Principals, Teachers	5.E.1. Conduct conferences (phone and face-to-face) at parents' convenience.	5.E.1. Teachers conference log, Completed Evaluation by the parents determining the effectiveness of the workshops presented. School Climate survey results.
2	5.E.2. Enrich background knowledge and increase complex vocabulary	5.E.2. Higher level read-aloud; in addition, use higher order questioning and enriched vocabulary instruction Provide tutoring opportunities.	5.E.2. Principal, Assistant Principals, Classroom Teachers	5.E.2. Monitor and review RtI Data for student progress.	5.E.2. Pre and Post tests Tracking Instruments at the beginning, midpoint and end of the school year FCAT Scores
3	5.E.3. Deeper understanding of student conferences as a learning tool and next steps for students.	5.E.3. Provide ongoing student conferences with detailed anecdotal notes and continuous goal setting.	5.E.3. Principal, Assistant Principal, Teachers	5.E.3. Administration will assist teachers with the alignment of goals and individual student needs.	5.E.3. Student Conference Log, artifacts of lessons modeled and lesson plans.

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

Essential Questions	K-5/All Subjects	Administration/Proficient Members of the Staff District Coaches	All Grades K-5	Early Dismissal	Administrative walkthroughs to check for implementation	Principal, Assistant Principals
Common Core Standards	K-5/ELA	Administration/Proficient Members of the Staff District Coaches	All Grades K-5	Early Dismissal	Administrative walkthroughs to check for implementation.	Principal, Assistant Principals
Conferencing	K-5/All Subjects	Administration/Proficient Members of the Staff District Coaches	All Grades K-5	Early Dismissal	Administrative walkthroughs to check for implementation.	Principal, Assistant Principals

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The percentage of students scoring at the Proficient Level on the 2013 CELLA exam will increase from 22% (2) to 77% (7).
2012 Current Percent of Students Proficient in listening/speaking:	
22%(2) of students are proficient in Listening/Speaking.	

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	1.1 Limited understanding of English and the ability to communicate orally using specific content-based vocabulary.	1.1. Use ESOL strategies provided in district-approved instructional materials.	1.1. Principal, Assistant Principals, Teachers	1.1. Grade levels K-5 will participate in training and regular discussions about vocabulary during grade level planning sessions.	1.1. FAIR, DRA, CELLA Small group lesson

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The percentage of students scoring at the Proficient Level on the 2013 CELLA exam will increase from 33% (2) to 66% (6).
2012 Current Percent of Students Proficient in reading:	
33%(3) of students are 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
1	2.1. Limited comprehension when reading grade level materials.	2.1. Infuse Florida Center for Reading Research (FCRR) small group activities into workshop. Use scaffolded instruction to support comprehension of students.	2.1. Principal, Assistant Principals, Teachers	2.1.Review of DRA and FAIR data to form small groups.	2.1. DRA, FAIR

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of students scoring at the Proficient Level on the 2013 CELLA exam will increase from 66% (6) to 89% (8).
2012 Current Percent of Students Proficient in writing:	
66%(6) of students are 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
1	2.1. Lack of prior knowledge of writing process and prior knowledge of topics.	2.1. Model writing process during Writers Workshop. Use interactive and guided writing groups to support beginning writers.	2.1. Principal, Assistant Principals, Teachers	2.1. Review writing portfolios to assess student progress.	2.1.District Writing Prompt, Student work samples, Rubrics

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percentage of students scoring Level 3 or higher on the 2013 Math FCAT 2.0 will increase from 48% (259) to 67% (352).
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (297) of students scored a Level 3 in Math.	61% (321) of students will score a Level 3 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	1.A.1. Lack of targeted, rigorous mathematics instruction.	1.A.1. Focus on organization and depth within lesson planning. Provide tailored tiered grouping for all mathematics instructional blocks. Utilize higher order questioning daily within instruction. Cognitive complexity levels should be infused in questioning strategies and assessments created for students. Students use math journals daily to support vocabulary instruction and critical thinking. Utilization of strategy/anchor charts to remind students of strategies/processes for problem solving.	1.A.1. Principal, Assistant Principals	1.A.1. Conduct classroom walkthroughs, CAST observations (informal and formal) Review lesson plan notebooks, small group plans, student data notebooks, and attend grade level planning meetings.	1.A.1. FCAT, Benchmark, CCSS Assessment and Individual teacher (grade level) data Organization of current data and thoroughness of notebooks reviewed by administrators. Student class data notebooks to track academic progress of students.
2	1.A.2. Unpacking Common Core State Standards and creating a deeper understanding of bridging Common Core State Standards with the prior standards.	1.A.2. Unpack CCSS in all grade levels in order to understand mathematical practices found in the standards. Implementation CCSS in grades K-2 and NGSSS in grades 3-5. Implementation of Math Workshop with fidelity	1.A.2. Principal, Assistant Principals, Math Teachers	1.A.2. Review student assessment results, lesson plans for differentiated instructional approaches, data notebooks, and student work and math journals for evidence of high level instruction.	1.A.2. Lesson Plans, enVision Investigations Math Assessments, Pearson Insight Student Math data, and utilization of item analysis on pre and post assessments to determine deficits.
	1.A.3. Lack of prior knowledge of students for the students.	1.A.3. Conduct small group math lessons with differentiated instruction.	1.A.3. Principal, Assistant Principals, Math Teachers	1.A.3. Lesson plans organized by each teacher in a lesson plan notebook, math guided	1.A.3. Lesson Plans Focus Walk checklist of artifacts

3		Plan lessons based on students' needs Students use math journals daily to support vocabulary instruction, essential questions and critical thinking. Post/chart academic focus, goals, CCSS/NGSSS, and		group plans organized by each leveled math group in a notebook, math portfolios demonstrate tiered academic planning, math journals, and math portfolio for each student provides examples of student progress.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The percentage of students scoring Level 4-6 on the 2013 Math FAA will decrease from 22% (5) to 13% (3).
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (5) of students in Math are in levels 4-6.	13% (3) of students Math are in levels 4-6.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.B.1. Lack of prior knowledge of students	1.B.1. Increase use of Unique Learning Systems with fidelity. Utilization of strategy/anchor charts to remind students of strategies/processes for problem solving.	1.B.1. Principal, Assistant Principals, Math Teachers	1.B.1. Lesson plans organized by each teacher in a lesson plan notebook, math guided group plans organized by each leveled math group in a notebook, math portfolios demonstrate tiered academic planning, math portfolio for each student provides examples of student progress.	1.B.1. Administrators will review all data and discuss with teachers utilization of the effective tailored student lessons to map and deliver instruction to move student learning gains Focused uninterrupted instructional time blocks

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:	The percentage of students scoring Level 4 or higher on the 2013 Math FCAT will increase from 20% (106) to 30% (158).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (106) of students scored a Level 4 or higher in Mathematics.	30% (158) of students will score a Level 4 or higher in Mathematics.

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.A.1. Ensuring that there is time in the daily classroom schedule to complete the enrichments needed.	2.A.1. Utilize the Florida Continuous Improvement Model to identify students in the core curriculum needing enrichment. Provide focused, enriched instruction that utilizes computer lab and resources such as Compass Odyssey Math Software program. Item analysis completed by math teachers on student quizzes and mini assessments given within a math topic to gauge and redirect instructional content.	2.A.1. Principal, Assistant Principals, District Math Specialist	1.A.1. Principal and Assistant Principals will meet with grade levels during grade level planning, one on one with educators and during PLC planning to discuss student assessment results which align to academic grouping, lesson plans and differentiated instructional approaches. Lesson plans will be available to principal and Assistant Principals daily.	2.A.1. enVision and Investigations, Assessment Data, Pearson Insight student math data, class grade/achievement spreadsheets updated each 9 weeks by individual teachers. Nine week student progress meetings with principal, Assistant Principals, and every teacher. computer lab 9 week progress tracking document
2	2.A.2. Teacher training on the use of integrating technology seamlessly into daily instruction.	2.A.2. Increase technology with the use of Smart Boards, Destination Success and other research-based technology programs.	2.A.2. Principal, Assistant Principals, Math Teachers	2.A.2. Review lesson plans and frequent walk-throughs for use of technology.	2.A.2. Classroom visitation logs, Lesson Plans, technology usage report
3	2.A.3. Ensuring that student groupings are based on data and that instruction is meeting the individual needs of each student.	2.A.3. Differentiated instructional lesson planning, use of student math journals, academic focus/goals/new generation standards posted daily on whiteboard For above level learners, use advanced activities and materials from Envision, during explore period and for homework. Using poetry and math based literature to increase literary application of math concepts.	2.A.3. Principal, Assistant Principals, Math Teachers, Grade Level Math Leadership Team	2.A.3. Review math Journals, lesson plans for whole and guided small groups, and math portfolios.	2.A.3. Student work portfolios, Small group lesson plans and classroom visitation logs/content area

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:	The percentage of students scoring Level 7 or higher on the 2013 Math FAA will increase from 57% (13) to 65% (15).
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (13) of students are reading at or above grade level 7.	65% (15) of students are reading at or above grade level 7.

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
	2.B.2. Ensure students receive scaffolded math	2.B.2. Increase use of Unique Learning Systems	2.B.2. Principal, Assistant	2.B.2. Lesson Plans organized by each	2.B.2. Lesson Plans notebook, with an

1	instruction.	with fidelity.	Principals, Teachers	teacher in a lesson plan notebook, with an essential question for each leveled math group.	essential question for each leveled math group.

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:	The percentage of students making learning gains on the 2013 Math FCAT 2.0 will increase from 50% (184) to 65% (240).
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (184) of students made learning gains in math.	65% (240) of 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.A.1. Lack of prior knowledge of students	3.A.1. Item Analysis completed by math teachers on student quizzes and mini assessments given within a math topic to gauge and redirect instructional content. Utilization of Compass Odyssey Math and Building Blocks software programs for individualized math remediation. Utilizing Insight question generator to increase the use of higher order questions.	3.A.1. Principal, Assistant Principals, District Math Specialist	3.A.1. Observe classrooms- Focus walks, CAST informal observations. Review of lesson plan notebooks (whole/small group) Review student data notebooks, Attend grade level planning meetings	3.A.1. Item Analysis Data of enVision and Investigations Assessments, Pearson Insight assessment data, computer lab nine week progress tracking document, Compass Odyssey student tracking form
2	3.A.2. Time Constraints due to lengthy transitions.	3.A.2. Minimize transition time among specialization teams when changing classes. Maximize instructional time through uninterrupted academic time frames.	3.A.2. Principal, Assistant Principals, Math Teachers	3.A.2. Principal and Assistant Principals visit classrooms to monitor transitions. Lesson plans will be available to principal and Assistant Principals daily	3.A.2. Classroom visitation logs, class master schedule, DCPS content area walkthrough checklist provided to teachers.
3	3.3. Time Constraints/ Attendance	3.3. Differentiated Instructional lesson planning, use of student math journals daily. Academic focus/goals/new generation math standards posted daily on whiteboard.	3.3. Principal, Assistant Principal, Grade Level Math Leadership Team, Math Teachers	3.3. (Same process as noted above for Math 1.3)	3.3. Administrators will review all data and discuss with teachers utilization of the effective tailored student lessons to map and deliver instruction to move student learning gains .Focused uninterrupted instructional time blocks 8:40a.m.-2:40p.m. Classroom visitation logs/content area

					walkthroughs daily.

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:	The percentage of students making learning gains on the 2013 Math FAA will increase from 92% (13) to 100% (14).
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (13) of students made learning gains in math.	100% (14) of 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.B.1. Using guided math groups to ensure student performance increases. Groups based on student data and needs.	3.B.1. Implement guided math lessons to differentiate instruction in all math classrooms.	3.B.1 Teachers, Principal, Assistant Principals	3.B.1 Review and disaggregate data from the following: Informal and formal assessments. Review teacher anecdotal log of math conferences. Use data to drive instruction/"next steps".	3.B.1 Informal and formal assessments and alternative 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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the lowest 25% making learning gains on the 2013 Math FCAT 2.0 will increase from 48% (44) to 60% (55).
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (44) of students made learning gains in math.	65% (60) of 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	4.A.1. Lack of prior knowledge of student	4.A.1. Conduct focused small group instruction within the Mathematics work period. Compass Odyssey Math software program. Cognitive complexity questions thoroughly planned for instructional math groups by math teacher.	4.A.1. Principal, Assistant Principals, Teachers, District Math Specialist	4.A.1. Classroom walkthroughs, CAST observations, review of lesson plan notebooks, review student data notebooks, attend grade level planning meetings	4.A.1. Classroom walkthroughs, CAST observations, review of lesson plan notebooks, review student data notebooks, attend grade level planning meetings

		Item Analysis completed by math teachers on student quizzes and mini assessments given within a math topic to gauge and redirect instructional content.			
2	4.A.2. Limited understanding of how to conduct student conferences as a learning tool and develop next steps for students.	4.A.2. Provide training and modeling of student conferences with detailed anecdotal notes and continuous goal setting.	4.A.2. Principal, Assistant Principals, Teachers	4.A.2. Focus Walks to observe by administration to observe math conferences. Review conference log for frequency of conferences and student next steps.	4.A.2. Conference tracking sheets and individual student response journals
3	4.A.3. Identifying the appropriate students to participate in safety nets and ensuring that the interventions used are going to obtain the best results.	4.A.3. Students identified from data as needing improvement will participate in internal and/or external interventions such as after school tutoring, in-school interventions/ enrichments, etc.	4.A.3. Principal, Assistant Principals, Teachers	4.A.3. Teachers will maintain current Data Notebooks to monitor all student progress and plan instruction and immediate remediation.	4.A.3. Classroom Monitoring tools

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : Within the next five years, 56% (314) of students will score a level 3 on FCAT 2.0.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56%	60%	64%	68%	72%	

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 percentage of all White and Black students scoring Level 3 or higher on the 2013 Reading FCAT 2.0 will increase from: White 54% (142) to 63% (170) Black 43% (76), to 55% (97) Hispanic 42% (20) to 72% (35) Asian 54% (13) to 75% (18).
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (259) of white, black, Hispanic, and Asian students scored a level 3 or higher. White: 54% Black: 43% Hispanic: 42% Asian: 54%	60% (341) of white students 55% (97) of black students tested will score a level 3 or higher. White: 55% Black:55% Hispanic: 72%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5.B.1. Ensuring students have background knowledge to understand mathematical concepts.	5.B.1. Implement with fidelity a 60 minute math workshop (Launch, Explore, Summary) in all mathematics classrooms Higher order questioning/cognitive	5.B.1. Principal, Assistant Principals, Math Teachers, District Math Specialist	5.B.1. Principal and Assistant Principals will meet with grade levels bi-weekly during grade level planning, one on one with educators and monthly during PLC planning to discuss student assessment	5.B.1. Lesson Plans, Envision Math and Math Investigation Series Math Assessment Data, Pearson Inform and Insight student math data, Class

1		complexity questions thoroughly planned for instructional groups by teacher. Item Analysis completed by teachers on students mini assessments to gauge and redirect instructional content. . Implement guided math		results which align to academic groupings. During those meetings, lesson plans, differentiated instructional approaches, data notebooks, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs.	grade/achievement spreadsheets updated each 9 weeks by individual teachers
2	5.B.2. Ensuring that each student plan is developed and implemented in a way to meet their individual needs daily in the classroom.	5.B.2. RtI team and classroom teachers will work together to develop a plan of action for the all students not proficient in the math subgroups (Black and White).	5.B.2. Principal, Assistant Principals, RtI Team and classroom teachers	5.B.2. Develop appropriate learning plans for students that are not proficient and differentiate instruction based on the student's needs.	5.B.2. Student data, student's performance on formal and informal assessments. RtI meeting documentation and student learning plans. Intervention data, pre and post assessment data.
3	5.B.3. Limited knowledge of Math vocabulary.	5.B.3. Math Word Walls utilized effectively. Use of student math journals and vocabulary notebooks. Utilize research-based vocabulary acquisition strategies to introduce new math terms.	5.B.3. Principal, Assistant Principals, Math Teachers	5.B.3 Lesson plans that include vocabulary for each concept. Student math journals that include vocabulary-definitions, pictures, and/or examples.	5.B.3. Math journals, informal assessments, math word wall, Classroom visitation logs/content area walkthroughs

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

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	NA	NA	NA	NA	NA

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:	TThe percentage of all Students with Disabilities (SWD) scoring Level 3 or higher on the 2013 Math FCAT 2.0 will increase from 42% (25) to 55% (33).

2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (25) of SWD tested scored a Level 3 or higher.	55% (33) of SWD tested will score a Level 3 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5.D.1.Varying exceptionalities: Limited short-term and working memory Organization and time management Easily distracted	5.D.1. Adherence to accommodations, modifications, goals, and objectives stated in the students' 504 Plans or IEPs Utilize general Ed curriculum, benchmarks, and NGSSS to educate children Consistent and constant differentiation of curriculum.	5.D.1. Teacher (Gen Ed and ESE when applicable) Administration	5.D.1. Monitoring and disaggregation of data generated from the following: formal and informal assessments, alternative assessments benchmark assessments and the 2012 FCAT data.	5.D.1. Informal and formal assessments, alternative assessments, benchmarks, 2012 FCAT data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The percentage of students who are economically disadvantaged (ED) scoring Level 3 or higher on the 2013 Math FCAT 2.0 will increase from 40% (100) to 55% (151).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (100) of all ED students tested scored a level 3 or higher.	55% (151) of all ED students tested will score a level 3 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5.E.1. Identifying students in the subgroup and ensuring that each student is receiving the high quality and individualized instruction needed to be successful.	5.E.1. Utilize instructional strategies and resources such as: Compass Odyssey software program. Higher order questioning/cognitive complexity questions thoroughly planned for instructional groups by teacher. Utilization of ETA math literature libraries within daily lessons and Envision math problem solving libraries, targeted by grade level. Focus on visual representation/kinesthetic learning strategies into	5.E.1. Principal, Assistant Principals, Teachers	5.E.1. Principal and Assistant Principals will monitor use of small group differentiated instruction in math. Content specialization teachers within each grade level will meet to plan lessons.	5.E.1. Lesson plans with differentiated instructional approaches, data notebooks with envision/Investigations assessments and Pearson Insight assessments, student work and journals will be utilized to provide evidence of instruction, assessment

		instructional content delivery.			
2	5.E.2. Provide convenient opportunities for parents to conference with teachers	5.E.2. Partner with parents to keep the lines of communication open with the use parent/teacher conferences, student agenda, notes home and phone calls. Present quality after school learning math activities in which parents and children can attend. Teachers will develop prescriptive standards-based Progress Monitoring Plans (PMP) with the input of students' parents.	5.E.2. Principal, Assistant Principals, Teachers	5.E.2. Conduct conferences phone and face-to-face at varying times. Implementation of skills learned in the classroom setting	5.E.2. Teacher conference log and teacher/parent phone log, Completed Evaluation by the parents determining the effectiveness of the workshops presented. PMP
3	5.E.3. Supplying each classroom with the appropriate number and type of manipulatives for student use.	5.E.3. Increase the use of manipulatives and hands-on activities to reinforce mathematical concepts.	5.E.3. Increase the use of manipulatives and hands-on activities to reinforce mathematical concepts.	5.E.3. Walk-throughs and lesson plans	5.E.3. Investigation assessments, benchmark assessments, report card grades.

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Essential Questions	K-5/All Subjects	Administration/Proficient Members of the Staff	All Grades K-5	Early Dismissal Days	Administrative walkthroughs to check for implementation	Principal, Assistant Principals
Conferencing	K-5/All Subjects	Administration/Proficient Members of the Staff	All Grades K-5	Early Dismissal Days	Administrative walkthroughs to check for implementation	Principal, Assistant Principals

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

NA			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percentage of students scoring Level 3 or higher on the 2013 Science FCAT will increase from 43% (81) to 50% (100).
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (81) scored Level 3 as measured by the 2013 Science FCAT.	50% (100) will score Level 3 as measured by the 2013 Science 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
1	1.A.1. Limited prior knowledge of students.	1.A.1. Focus instruction in K-5 on the new science standards and the scientific process. 5 E Science process integrated in all science lessons (Engage, Explore, Extend, Explain, Evaluate) Tailored academic grouping across grade level based on need. Scaffold vocabulary acquisition. Item Analysis completed by Science Teacher on student quizzes/mini assessments within each science topic to gauge and redirect instructional science content.	1.A.1. Principal, Assistant Principals, Science Teachers	1.A.1. Review lesson plans during focus walk, progress monitoring forms. Science teachers collaborate together to share teaching strategies.	1.A.1. Classroom observations, Data notebooks, benchmarks, progress monitoring forms, lesson plans
	1.A.2. Limited use of opportunities for students to use critical thinking skills during science.	1.A.2. Implement the use of science journaling; expanding on the use of scientific thinking and	1.A.2. Science Teachers, Principal, Assistant Principals	1.A.2. Review lesson plans during classroom walk-throughs and discuss lesson plans during PLC meetings.	1.A.2. Classroom observation, progress monitoring, data notebooks,

2		terminology. Maximize instructional time through uninterrupted academic timeframes. Small groups to differentiate instruction.			lesson plans.
3	1.A.3. Limited use of small group instruction to enhance and remediate students during science.	1.A.3. Differentiated instructional lesson planning, use of student science journals. Encourage more parental involvement using new Science textbooks and online interactive program	1.A.3. Science Teachers, Principal, Assistant Principals	1.A.3. Review lesson plans, data notebooks, progress monitoring forms during classroom walk-throughs	1.A.3. Classroom observation, lesson plans, data notebooks, progress monitoring forms/anecdotal notes.

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:	The percentage of students scoring Level 4-6 on the 2013 Science FAA will decrease from 14% (1) to 0% (0).
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (1) of students in Math are in levels 4-6.	0% (0) of students Math are in levels 4-6.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.B.1. Ensuring differentiation of science instruction based on students' needs and targeted instruction to increase student achievement.	1.B.1. Create, maintain and monitor individual student achievement using current Progress Monitoring Assessments and provided focused targeted instruction	1.B.1. Principal, Assistant Principals, Teachers	1.B.1. Targeted students academic achievement will be monitored for academic improvement. Focus walks and observations will be conducted by principal and Assistant Principals	1.B.1. Data will be collected and communicated for continued collaborative learning.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percentage of students scoring Level 4 or higher on the 2013 Science FCAT will increase from 11% (19) to 25% (50).
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (10) scored a Level 4 and 5% (9) scored Level 5.	15% (30) will score a Level 4 and 10% (20) will score Level 5

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	2.A.1 Prior knowledge of student	2.A.1. Build student science vocabulary. Differentiate instruction/work with students in small groups. Non-fiction text features.	2.A.1. Principal, Assistant Principals, Science Teachers	2.A.1. Review lesson plans during focus walk, progress monitoring forms. Science teachers collaborate together to share teaching strategies.	2.A.1. Classroom observations, Data notebooks, benchmarks, progress monitoring forms, lesson plans
2	2.A.2. Lack of deep understanding of the science instruction; 5 E's Model, learning schedules and how that translates into higher student achievement in the area of science	2.A.2 Teachers will follow the district-established science learning schedules and the workshop model providing engaging science instruction using higher order thinking skills.	2.A.2. Principal, Assistant Principals, Science Teachers	2.A.2. Grade level teams will discuss where each class is on the learning schedule. Teachers will create FCAT-like assessments to monitor progress of students.	2.A.2. Data notebooks and Progress Monitoring Assessments throughout the unit of study.
3	2.A.3 Creating daily schedules that allow for the appropriate amount of time daily in science.	2.A.3 Teachers will provide instruction in science for 100 minutes a week in K-2 and 300 minutes a week in 3-5.	2.A.3 Principal, Assistant Principals, Science Teachers	2.A.3 The principal and Assistant Principals will monitor the science instruction according to the learning schedule through quick peeks and classroom observations.	2.A.3 Science progress monitoring assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	The percentage of students scoring Level 7 or higher on the 2013 Science FAA will increase from 71% (5) to 85% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (5) of students are reading at or above grade level 7.	85% (6) of students are reading at or above grade level 7.

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.B.1. Ensuring use of hands on science instruction increase student achievement in the area of science.	2.B.1. Teachers will follow the district-established science learning schedules and the workshop model providing engaging science instruction using higher order thinking skills.	2.B.1. Principal, Assistant Principals, Teachers	2.B.1 Grade level teams will discuss where each class is on the learning schedule. Teachers will create FAA like assessment to monitor progress of students.	2.B.1. Data notebooks and Progress Monitoring Assessments throughout the unit of study.

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
Conferencing	K-5/All Subjects	Administration/Proficient Members of the Staff	All Grades K-5	Early Dismissal Day	Administrative walkthroughs to check for implementation.	Principal, Assistant Principals
Essential Questions	K-5/All Subjects	Administration/Proficient Members of the Staff	All Grades K-5	Early Dismissal Day	Administrative walkthroughs to check for implementation.	Principal, Assistant Principals
Science 5 E's instructional model	K-5/All Subjects	Administration/Proficient Members of the Staff	All Grades K-5	Early Dismissal Day	Administrative walkthroughs to check for implementation.	Principal, Assistant Principals

Science Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Completion of Science Projects K-5	Science Fair Boards	General Funds	$100.00
			Subtotal: $100.00
			Grand Total: $100.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students scoring Level 3 or higher on the 2013 Writing FCAT will increase from 70% (133) to 85% (161). The percentage of students scoring Level 4 or higher on the 2013 Writing FCAT will increase from 33% (62) to 50% (95).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (133) scored a Level 3.5 or higher on the 2013 Writing FCAT.	80% (152) will score a Level 4 or higher on the 2013 Writing 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
1	1.A.1. Limited use of Writer's Workshop model components; lesson structure, conferencing, guided writing, share chair daily by every teacher.	1.A.1. Use instructional model in grades K-5 daily with tailored academic writing grouping across each grade level. Students will use the writing process daily, all writing within a portfolio for monitoring of growth each nine weeks. Writing journals utilized daily. Use of interactive word walls webbed within each classroom visibly.	1.A.1.Principal, Assistant Principals, Teachers,	1.A.1. Monitoring of data notebooks and student-writing portfolios for student progress. Discuss student assessment results during lesson planning. Include differentiated instructional approaches in lesson plans.	1.A.1.Pearson/Inform Writing Score Data, student writing portfolios, Writing conferencing evident by viewing anecdotal notes from conferencing with individual students. Writer's workshop visible through walkthroughs. Lesson plans
2	1.A.2. Lack of understanding on the use of anchor papers to analyze student writing in order to develop lesson plans that challenge the students who are meeting or exceeding the writing standards.	1.A.2. The revision and editing process will be explicitly taught and evidence demonstrated in student writing drafts & craft lessons weekly. Conferencing will be utilized daily by every teacher.	1.A.2. Teachers, Principal, Assistant Principals	1.A.2. Score formal and informal assessments, and district writing prompts using anchor papers and standards-based rubrics.	1.A.2. Anchor Papers, Genre Scoring Rubrics, and Conference Logs.
3	1.A.3. Lack of in-depth knowledge of genres.	1.A.3. Practice identifying and writing in a variety of writing genres using varied strategies and styles. Use of quick writes Modeling through peers writing Follow district-learning schedules with fidelity.	1.A.3. Teachers, Principal, Assistant Principals	1.A.3. Monitoring and disaggregation of data generated from the following: formal and informal assessments, journals, district writing prompts, and Florida Writes!	1.A.3. Formal and informal assessments, journals, district writing prompts, and Florida Writes!

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:	The percentage of students scoring Level 4 or higher on the 2013 Writing FAA will increase from 71% (5) to 85% (6).
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (5) of students scored a Level 4 or higher on the 2013 FAA writing exam.	785% (6) of students will score a Level 4 or higher on the 2013 FAA writing exam.

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	1.B.1. Problems with basic text production. Lack of background knowledge to use when writing.	1.B.1. Instruction opportunities that include: Modeled writing, Interactive writing, and Guided writing to build fluency in writing.	1.B.1. Teachers, Principal, Assistant Principals	1.B.1. Monitoring and disaggregation of data generated from the following: formal and informal assessments, journals, and district writing prompts.	1.B.1. Formal and informal assessments, journals, and district writing prompts
2	1.B.2. Limited experiences and schema.	1.B.2. Use educational field trips and increase experiences and schema. Provide additional writing opportunities about life experiences with home journal writing.	1.B.2. Teachers, Principal, Assistant Principals	1.B.2. Monitoring and disaggregation of data generated from the following: formal and informal assessments, journals, and district writing prompts	1.B.2. Formal and informal assessments, journals, and district writing prompts

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
Writer's Workshop Strategies for Writers	Grades K-5; ELA teachers	Administration/Proficient Members of the Staff	All Grades K-5	Early Dismissal	Grade Level PLC Meetings, Classroom Observations Individual Teacher Conferencing	Principal, Assistant Principals
Using Anchor Papers to Score Student Writing	K-5/ELA teachers	Administration/Proficient Members of the Staff	All Grades K-5	Early Dismissal	Monitor Small Group Instructional plans and conference logs to ensure that they are aligned with the rigor required for the students' level	Principal, Assistant Principals
Conferencing	K-5/ All Subjects	Administration/Proficient Members of the Staff	All Grades K-5	Early Dismissal	Administrative walkthroughs to check for implementation.	Principal, Assistant Principals
Essential Questions	K-5/ All Subjects	Administration/Proficient Members of the Staff	All Grades K-5	Early Dismissal	Administrative walkthroughs to check for implementation	Principal, Assistant Principals

Writing Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

NA			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The goal for improving our attendance rate for 2013 is to reduce the number of students exceeding 10 or more absences from 40% (464) to 30% (345) of our student population.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Our 2010-2011 attendance rate increased from 97% (1205 students) to 98% (1218 students). This represents a difference of 13 students attending school daily.	Our goal for improving our attendance rate for 2013 is to reduce the number of students exceeding 10 absences from 40% (464) to 30% (345) of our student population.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
40% (464 of 1150)	30% (345 of 1150)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
16% (179 of 1150)	11% (126 of 1150)

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 Ensuring that students and parents understand the importance of attending and arriving on time to school.	1.1 Make students and parents aware of the District attendance and tardy policies by presenting information at open house, publishing policies on the school website. Make personal phone calls to tactfully remind children and parents of the attendance policy and discuss solution(s) to their absentee problem as needed.	1.1 Principal, Assistant Principals, Guidance Counselor, Teachers	1.1 Review of attendance records, monitoring of individual students and their attendance/tardy count based on need.	1.1. Attendance records, tardy records, teacher conference log
	1.2 Effective communication with parents regarding the	1.2 Hold parent conferences for students with excessive	1.2 Guidance Counselor, Teachers	1.2 Attendance records, monitoring of individual students and	1.2 Attendance records, tardy records, teacher

2	number of tardies and absences of student.	tardies and absences in order to keep the lines of communication open with parents. Provide recognition/incentives to students with perfect attendance.		their attendance/tardy count based on need, parent conference log Recognize students with perfect attendance quarterly.	conference log, Attendance Intervention Team meeting record Student awards

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA	NA	NA	NA	NA	NA	NA

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$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:	The percentage of students suspended will decrease from 2% (28) to 1% (14).

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
6	3
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6	3
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
22	11
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
22	11

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Student reports of Bullying on the school bus and throughout the school day.	1.1. Implement Second Step, CHAMPs, and Foundations with fidelity. Set high behavioral expectation at the beginning of the year	1.1. Teachers, Principal, Assistant Principals, Foundations Members	.1. Data analysis by Foundations Team	1.1. Foundations Survey
2	1.2 Teachers neglect to teach the classroom ritual and routines CHAMPS lessons.	1.2 Teachers will teach all rituals and routines classroom, CHAMPS behavior lessons at the beginning and review behavior expectations on a weekly basis	1.2 Principal, Assistant Principals, Guidance Counselor, Teachers	1.2 Fewer students will be sent to the office with behavioral infractions about classroom misbehavior. More students will receive good conduct awards and recognition at the end of each grading period.	1.2 Referrals, Focus Walks, Classroom Observations.
3	1.3 Teachers and school personnel have not fully implemented the use of Behavior Contracts to modify inappropriate behavior.	1.3 Teachers and school personnel will receive additional training on behavior contracts and appropriate behavior strategies to change behavior.	1.3 Principal, Assistant Principals, Guidance Counselor, Teachers	1.3 Fewer students will be sent to the office with behavioral infractions from common areas, transitional times, and classroom.	1.3 Referral, Focus Walks, Classroom Observations.

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	CHAMPS K-5/All Subjects	Administration, Foundations Team	School-wide	Early Release	Administrative walkthroughs to check for implementation. Grade Level discussions	Teachers, Principal, Assistant Principals
Foundations	K-5/All Subjects	Administration, Foundations Team	School-wide	Early Release	Genesis Data Parent/Staff surveys	Teachers, Principal, Assistant Principals
Second Step	K-5/All Subjects	Administration, Guidance Counselor	School-wide	Early Release	Administrative walkthroughs to check for implementation. Genesis Data	Teachers, Principal, Assistant Principals

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Volunteer hours will increase 20% from the school year 2011-2012 of 5200 hours, with a student population of 1158 to 6240 hours with a population of 1158.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

Volunteer hours for the school year 2011-2012 were 5200, with a student population of 1050.	Volunteer hours for the school year 2012-2012 will increase 20% to 6240, with a student population of 1158.

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 Current economy; many of our parents have had to return to work and have varied work schedules.	1.1.Provide school activities (events and conferences) at various times; daytime, evening and weekends when appropriate.	1.1. Principal, Assistant Principals, and PTA	1.1. Monitor volunteer log and prepare monthly volunteer report.	1.1. Volunteer report and parent teacher conference logs
2	1.2. Parents uninformed about school events	1.2. Utilize school website, school marquee, newsletters and student agendas to notify parents of upcoming events.	1.2. Principal, Assistant Principals and staff	1.2. Parents will sign in for all school events, activities and volunteer hours.	1.2. Event sign in logs
3	1.3. Parents are not familiar with the online registration process for becoming a volunteer	1.3. Ask every parent submit an online volunteer application, so when needed, they have the opportunity to volunteer. Provide access to the online volunteer application on the school's website.	1.3. Assistant Principals and PTA	1.3. Provide reminders, directions and assistance to parents for the registration process.	1.3. Volunteer List

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
Volunteer Registration Process and Expectations	All Grades	Assistant Principals/PTA	Parents	First Nine Weeks	Review the Volunteer List of Approved parents	Assistant Principals

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

NA			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

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

Other

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

End of STEM Goal(s)

Additional Goal(s)

Safety 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 Goal Safety Goal #1:	The percentage of accident reports from the playground will decrease from 17% (191) to 10% (115) of students.
2012 Current level:	2013 Expected level:
17% (191) playground accidents reported.	10% (115) playground accidents reported.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Teachers neglect to teach the classroom ritual and routines CHAMPS lessons about playground expectations.	1.1. Teachers will teach all rituals and routines for hallway and playground. CHAMPS lessons will be taught at the beginning and reviewed on a weekly basis. Patrol Sponsor holds bi-weekly meetings with patrols assigned to posts throughout CSE.	1.1. Teachers, Principal, Assistant Principals, Patrol Sponsor, Guidance Counselor	1.1 Fewer students will be sent to the office with behavioral infractions leading to playground accidents. More students will receive good conduct awards and recognition at the end of each grading period.	1.1 Student accident reports

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
CHAMPS	K-5 All Subjects	Administration/Proficient Members of the Staff District Coaches	All Grades K-5	Early Dismissal	Administrative walkthroughs to check for implementation.	Principal, Assistant Principals

Budget:

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

NA			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA			$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Safety Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA			$0.00
CELLA	NA			$0.00
Mathematics	NA			$0.00
Science	NA			$0.00
Writing	NA			$0.00
Attendance	NA			$0.00
Suspension	NA			$0.00
Parent Involvement	NA			$0.00
Safety	NA			$0.00
				Subtotal: $0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA			$0.00
CELLA	NA			$0.00
Mathematics	NA			$0.00
Science	NA			$0.00
Writing	NA			$0.00
Attendance	NA			$0.00
Suspension	NA			$0.00
Parent Involvement	NA			$0.00
Safety	NA			$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA			$0.00
CELLA	NA			$0.00
Mathematics	NA			$0.00
Science	NA			$0.00
Writing	NA			$0.00
Attendance	NA			$0.00
Suspension	NA			$0.00
Parent Involvement	NA			$0.00
Safety	NA			$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA			$0.00
CELLA	NA			$0.00
Mathematics	NA			$0.00
Science	Completion of Science Projects K-5	Science Fair Boards	General Funds	$100.00
Writing	NA			$0.00
Attendance	NA			$0.00
Suspension	NA			$0.00
Parent Involvement	NA			$0.00
Safety	NA			$0.00
				Subtotal: $100.00
				Grand Total: $100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA
○	○	●	○

Are you a reward school: ○ Yes ● No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Yet to be determined.	$3,278.65

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

School Advisory Council activities are yet to be determined. The items listed below are items that will be up for discussion during upcoming SAC meetings.

School Improvement Plan (2012-2013)
Technology needs
Professional development needs of teachers

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 CRYSTAL SPRINGS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	72%	62%	47%	255	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	62%	53%			115	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	62% (YES)			120	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					490	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District CRYSTAL SPRINGS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	75%	81%	49%	280	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	63%	59%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	66% (YES)			116	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					518	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested