

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: RAMONA BOULEVARD ELEMENTARY SCHOOL

District Name: Duval

Principal: Lashawn Russ

SAC Chair: Marvin McQueen

Superintendent: Ed Pratt Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 12/3/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Lashawn Russ	Master of Education Degree in Educational Leadership, University of North Florida  Bachelor of Arts in Education, University of North Florida  State of Florida Professional Educators Certification in , Educational Leadership (all levels) and Elementary Ed (1-6)	7	7	2010-2011 Rufus Payne Elementary School B 2011-2012 Rufus Payne Elementary School C Math Achievement Level: 41% Reading Achievement Level: 37% Writing Achievement Level: 92% Science Achievement Level: 30% Learning Gains Reading: 61% Learning Gains Math: 51% Lowest % Reading: 56% Lowest % Math: 57%

Assis Principal	Kelly Kenney	Master of Education Degree in Educational Leadership, Jacksonville University	1	1	2011-2012 Ramona Boulevard Elementary School F Math Achievement Level: 29% Reading Achievement Level: 29% Writing Achievement Level: 56% Science Achievement Level: 24% Learning Gains Reading: 56% Learning Gains Math: 55% Lowest % Reading: 72% Lowest % Math: 71%
		Bachelor of Arts in Education, University of North Florida			2010-2011 Annie R Morgan Elementary School B Math Achievement Level: 74% Reading Achievement Level: 50% Writing Achievement Level: 71% Science Achievement Level: 14% Learning Gains Reading: 68% Learning Gains Math: 75% Lowest % Reading: 84% Lowest % Math: 83%
		State of Florida Professional Educators Certification in , Educational Leadership (all levels) and Elementary Ed (1-6)			

## 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)
Writing/Science	Leigh Proctor	Masters Education Leadership Bachelors Elementary Ed. K-6 National Board Certification	1	1	2011-2012 Ramona Boulevard Elementary School F Math Achievement Level: 29% Reading Achievement Level: 29% Writing Achievement Level: 56% Science Achievement Level: 24% Learning Gains Reading: 56% Learning Gains Math: 55% Lowest % Reading: 72% Lowest % Math: 71%
Reading Coach	Courtney Stephens	MAT Reading/ Elementary Education K-6 ESOL Reading	1	1	2011-2012 Ramona Boulevard Elementary School F Math Achievement Level: 29% Reading Achievement Level: 29% Writing Achievement Level: 56% Science Achievement Level: 24% Learning Gains Reading: 56% Learning Gains Math: 55% Lowest % Reading: 72% Lowest % Math: 71%
Mathematics	Amber O'neal	Bachelor of Arts in Criminal Justice Master's of Science in Criminal Justice/Elementary Education K-6			2011-2012 Twin Lakes Elementary School A Math Achievement Level: 67% Reading Achievement Level: 68% Writing Achievement Level: 85% Science Achievement Level: 54% Learning Gains Reading: 73% Learning Gains Math: 65% Lowest % Reading: 68% Lowest % Math: 46%

## 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	DCPS Human Resource Department will provide the school with a list of all highly qualified applicants that have applied for available positions. Administration will interview applicants and offer positions to those most qualified. Once teachers are on staff, a mentor, along with a team leader will be provided to those teachers to assist in transitioning into the Duval County School System. New hires will also meet with an administrator on a monthly basis to discuss any issue that teacher may need to address or want assistance	Mrs. L. Russ, Principal	On-going	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
18% (4)	Each teacher identified as Not Highly effective will become Highly Effective once their certificates are issues.

## 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
37	13.5%(5)	29.7%(11)	40.5%(15)	16.2%(6)	27.0%(10)	78.4%(29)	2.7%(1)	2.7%(1)	37.8%(14)

## 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
		<p>Tomeka Bright is new to Ramona Elementary and serves as a member of the Instructional Support Team.</p> <p>As a member of the school administration and</p>	<p>Teachers new to Ramona Boulevard Elementary School or new to a grade level will be provided a mentor teacher. Teachers with National Board Certification and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.</p>

Kelly Kenney	Tomeka Bright	Instructional Support Team, Ms. Kenney is able to provide support for all the responsibilities of a guidance counselor including but not limited to Attendance Intervention, Response to Intervention (behavior and academic), MRT meetings and individual/group counseling.	If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching opportunities with the reading coach; assignment to a mentor teacher; or assigned to ongoing professional development offered by the district.
Wendy Gilbert	Amelia Timberlake	Ms. A. Timberlake is a first year teacher in first grade who successfully completed her student teaching under the direction of Mrs. W. Gilbert. Mrs. Gilbert is an experienced 1st grade teacher with a proven record of high student achievement.	Teachers new to Ramona Boulevard Elementary School or new to a grade level will be provided a mentor teacher. Teachers with National Board Certification and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.  If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching opportunities with the reading coach; assignment to a mentor teacher; or assigned to ongoing professional development offered by the district.
			Teachers new to Ramona Boulevard Elementary School or new to a grade level will be provided a

Wendy Gilbert

Christine Diggs

Mrs. Diggs is new to DCPS and also to first grade. As the grade level chairperson, Mrs. W. Gilbert serve as her mentor. Gilbert is an experienced 1st grade teacher with a proven record of high student achievement.

mentor teacher. Teachers with National Board Certification and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.

If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching opportunities with the reading coach; assignment to a mentor teacher; or assigned to ongoing professional development offered by the district.

Mrs. Baker is new to Ramona although she has experience in intermediate grades. Ms. Foley has experience as an intermediate

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Cameron Foley	Ms. Baker	<p>teacher with both literacy and mathematics and currently serves as our reading interventionist. She would be readily available to model, guide, and answer questions. Her experience in high student achievement will ensure success.</p>	<p>If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching opportunities with the reading coach; assignment to a mentor teacher; or assigned to ongoing professional development offered by the district.</p>
Cameron Foley	Ms. Morgan	<p>Ms. Morgan is new to Ramona and the profession this year. Ms. Foley has experience as an intermediate teacher with both literacy and mathematics and currently serves as our reading interventionist. She would be readily available to model, guide, and answer questions. Her experience in high student achievement will ensure success.</p>	<p>Teachers new to Ramona Boulevard Elementary School or new to a grade level will be provided a mentor teacher. Teachers with National Board Certification and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.</p> <p>If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching opportunities with the reading coach; assignment to a mentor teacher; or assigned to ongoing professional development offered by the district.</p>
			<p>Teachers new to Ramona Boulevard Elementary School or new to a grade level will be provided a</p>

Leigh Proctor

Jeffrey Dion

Mr. Dion is new to Ramona this year and is teaching 5th grade science. Mrs. Proctor serves as our school's science coach. She is a nationally board certified teacher and has completed a masters in Educational Leadership.

mentor teacher. Teachers with National Board Certification and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.

If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching opportunities with the reading coach; assignment to a mentor teacher; or assigned to ongoing professional development offered by the district.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

We use our SAI funds to fund teacher salaries for Saturday School and we will use our SAI funds to fund teacher salaries to supplement instruction before and after school.

Violence Prevention Programs

We will continue to use Second Steps Violence Prevention Program along with CHAMPS and Foundations. We will also bring back our national speaker from 2009-2010 to set the anti-bullying agenda.

Nutrition Programs

We will continue to participate in Breakfast in the Classroom which allows every child regardless of economic need to have a free breakfast to begin the day.

Housing Programs

Community in Schools will return as a part of United Way's outreach to one of our two large HUD housing complexes.

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.

The RTI team is composed of Kelly Kenney, Assistant Principal; Katy Sullivan, Math Coach; Alda Smith, ESE; reading coach, school instructional coach, School Psychologist, School Technology Contact and each grade level team leader. Assistant Principal:

Provides a common vision for the use of data based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Grade Level Team Leaders:

Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

Coaches (Instructional, Math and Reading):

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



and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

**Reading Coach:**

Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

**School Psychologist:** Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

**School Technology Contact (STC):**

Gathers technology resources necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display of individual, class and school data.

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 RtI team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets once a month to engage in the following activities:

- Review universal screening data and link to instructional decisions
- Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing instructional capacity, and making decisions about implementation.

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?

Each RTI team member will also serve on the school improvement writing team. This group will also revisit the SIP monthly to ensure that objectives are being met. Objectives not being met will be revised to ensure continuous improvement

**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.

All instructional staff will utilize Inform for District managed data, each teacher will maintain a data notebook with specific concerns and intervention that are appropriate for each student.

Describe the plan to train staff on MTSS.

RtI training will initially be conducted during pre-planning so teachers understand the importance of evaluating students and developing a plan for intervention immediately. Follow up support will be provided during grade level common planning, early release training, and on an as needed basis with individual teachers by the RtI Leadership Team.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Lashawn Russ, Principal  
Megan Garcia, Fifth Grade Teacher  
Wendy Gilbert, First Grade Teacher  
Courtney Lane, Reading Coach  
Leigh Proctor, Science/Writing Coach

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

The Reading Coach will coordinate the monthly LLT team meetings. The goal of the Literacy Leadership Team will be to create reading leaders across the campus. These reading leaders will participate in discussion and problem solving during the meetings and will turn-key the information to their grade level teammates. The team will function as a Professional Learning Community. Each member will be vested in the success of all students and work towards meeting the identified goals that mirror that of the DCPS Blueprint for Reading. Additionally, the Reading Coach will be the spearhead of the Read It Forward Jax. Program at our school.

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

How to effectively use the results of FAIR to move our students and their teachers in appropriate goal setting for learning to read and reading to learn. We will also work on significantly bumping up the complexity of our reading instruction and student tasks to better align with FCAT 2.0.

The Literacy Leadership Team will meet to review the most recent data and problem solve ways to meet the needs of students at the individual, class and school levels. The team will also spend time developing ways to provide enrichment to those students who are showing continual mastery. Professional development needs will also be discussed, planned and implemented through the input of the team. Community involvement activities will be planned to bridge the gap between home and school literacy. These activities will be aligned with RIFJ and the superintendent's six reading strategies we are focusing on.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 9/17/2012)

### \*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.

Our local preschool spent the day visiting with our kindergarten classes so the children could get a feel for "big school." Likewise, they held their prekindergarten graduation in our auditorium as a way to welcome them into our home.

### \*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.

Not Applicable

### \*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:	50% [71] of all students will score at level 3 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(41) of Students scored at level 3 or higher	50% [71] of all students will score at 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	1A.1. Teacher's ability to scaffold instruction to build students up to grade level text.	1A.1. Read aloud using grade level and complex text	1A.1. Reading Coach Reading Interventionist	1A.1. Ongoing Progress Monitoring – Bi weekly benchmark assessments	1A.1. FAIR Tool Kit/Limelight
2	1A.2. Students demonstrate difficulty reading with stamina	1A.2. Whole group progression reading time that includes teacher monitoring	1A.2. Reading Coach Classroom Teacher	1A.2. Checklist	1A.2. Monthly analysis of checklist
3	1A.3. Reading Skills and Reading Benchmarks are not being addressed in isolation during instruction.	1A.3. Reading Coach will plan lessons with teachers after each assessment to separate skills from benchmarks  Teacher will provide 30 minutes of instructional time during reading to address Reading skills	1A.3 Reading Coach Classroom Teacher	1A.3. Ongoing progress monitoring	1A.3. FAIR Tool Kit/Limelight

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

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

#### Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	25% [11] of all students in Grade 3 will score a 4 or above. 25% [13] of all students in Grade 4 will score 3 or above. 25% [13] of all students in Grade 5 will score 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% of Grade 3 scored level 4 17% of Grade 4 scored at level 4 13% of Grade 5 scored at level 4	25%[11] of all students in Grade 3 will score a 4 or above. 25% [13] of all students in Grade 4 will score 3 or above. 25% [13] of all students in Grade 5 will score 4 or above

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Students scoring level 4 or higher lacked critical thinking and/or high interest content that promoted sustainability of proficiency	2A.1. Teacher will give reading inventory to determine student interests  Teacher will create enrichment groups that promote critical thinking during Core instruction	2A.1. Classroom teacher Reading Coach	2A.1. Student Samples and Products	2A.1. Rubric for Final Project/Student Samples
2	2A.2. Students lack at home reinforcement	2A.2. Provide enrichment sessions during state provided additional hour	2A.2. Reading Coach	2A.2. Observation of Independent Student work	2A.2. Rubric for Final Project/Student Samples

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	75%(108) of students will make learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(88) of students made learning gains	75%(108) of Students will make learning gains

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	3A.1. Teacher's ability to scaffold instruction to build students up to grade level text.	3A.1. Read aloud using grade level and complex text	3A.1. Reading Coach Reading Interventionist	3A.1. Ongoing Progress Monitoring – Bi weekly benchmark assessments	3A.1. FAIR Tool Kit/Limelight
3	3A.2. Students lack at home reinforcement	Target small groups using the Reading XL extra hour of instruction	Instructional Support Team	3A.1. Ongoing Progress Monitoring – Bi weekly benchmark assessments	3A.1. FAIR Tool Kit/Limelight

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Reading Goal #4A: 75% [23] of the students in the lowest 25% will make reading learning gains
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2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(21) of students in the lowest 25% made learning gains in reading	75% [23] of the students in the lowest 25% will make reading learning gains

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	4A.1. Students demonstrate difficulty using grade level text	4A.1. Read aloud using grade level and complex text	4A.1. Reading Coach Reading Interventionist	4A.1. Ongoing Progress Monitoring – Bi weekly benchmark assessments	4A.1. FAIR Tool Kit/Limelight/
2	4A.2. Guided Reading Groups using pause and check	4A.2. Reading Coach will model for teacher and gradually release the teacher after mastery.	4A.2. Weekly Comprehension Assessment	4A.2. Houghton Mifflin	4A.2. FAIR Tool Kit/Limelight/
3					
4					
5					

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	The achievement gap for all students will decrease by 50% in reading.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	35	41	47	53	59	

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 black subgroup will making satisfactory progress in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Made satisfactory progress Black: 21% Hispanic: Made satisfactory progress Asian: NA	White: 57% Black: 35% Hispanic: 44% Asian: 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
	5A.1. Reading Skills and Reading Benchmarks are	5A.1. Reading Coach will plan lessons with teachers	5A.1 Reading Coach Classroom Teacher	5A.1. Ongoing progress monitoring	5A.1. FAIR Tool Kit/Limelight

1	not being addressed in isolation during instruction.	after each assessment to separate skills from benchmarks  Teacher will provide 30 minutes of instructional time during reading to address Reading skills			
2	5B.2. Students demonstrate difficulty reading with stamina	5B.2. Guided Reading Groups using pause and check  Whole group progression reading time that includes teacher monitoring	5B.2. Reading Coach & Classroom Teacher	5B.2. Weekly Comprehension Assessment	5B.2. Houghton Mifflin

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
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 reading.  Reading Goal #5D:	The number of students with disabilities that are not making satisfactory progress will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% of Students with Disabilities made satisfactory progress in reading.	23% of our Students with Disabilities will make satisfactory progress on the 2013 Reading FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Students demonstrate difficulty using grade level text	5D.1. Read aloud using grade level and complex text	5D.1. Reading Coach Reading Interventionist	5D.1. Ongoing Progress Monitoring – Bi weekly benchmark assessments	5C.1. FAIR Tool Kit/Limelight/
	5D.2. Students demonstrate difficulty reading with stamina	5D.2. Guided Reading Groups using pause and check	5D.2. Reading Coach	5D.2. Weekly Comprehension Assessment	5D.2. Houghton Mifflin



2		Whole group progression reading time that includes teacher monitoring		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percent of our economically disadvantaged students not making satisfactory progress will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%	40%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Students demonstrate difficulty using grade level text	5E.1. Read aloud using grade level and complex text	5E.1. Reading Coach Reading Interventionist	5E.1. Ongoing Progress Monitoring – Bi weekly benchmark assessments	5E.1. FAIR Tool Kit/Limelight/
2	5E.2. Students demonstrate difficulty reading with stamina	5E.2. Guided Reading Groups using pause and check  Whole group progression reading time that includes teacher monitoring	5E.2. Reading Coach	5E.2. Weekly Comprehension Assessment	5E.2. Houghton Mifflin

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
Using FAIR Matrix	3-5	Reading/Instructional Coaches	Grade Levels 3-5	Common Planning Days Following Each FAIR Assessment Period	Observation of Small groups	Reading Coach
Using Complex Text	3-5	Reading Coach	Grade Levels 3-5	Early Release Monthly	Observation of Read Alouds	Reading Coach

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Reading XL	Florida Ready (Curriculum Associates)	Title I	\$2,028.92
Book of the MOnth	Individual Teacher Copies (23)	Title I	\$2,370.00
			Subtotal: \$4,398.92
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Success Maker	30 Licenses	Title I	\$10,000.00
			Subtotal: \$10,000.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Success maker Representative	In-service	Title I	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$14,398.92

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

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

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

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

CELLA Budget:

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



# 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:	By 2013, 60% [89] of our students will score a Level 3 or higher on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (43)	60% (89)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Novice intermediate teachers lack of experience and knowledge using Core curriculum: Envisions and Math Investigations.	1A.1. - Utilize framework created by Math Coach to align benchmark/using Envisions and Math Investigations	1A.1. Principal Math Coach	1A.1. Classroom Observations	1A.1. - Classroom Observations - Mini-assessments based on benchmarks
2	1A.2. Lack of planning instruction using the appropriate level of complexity based on tested benchmarks/standards	1A.2. Teachers will plan Higher Order Questions in their lesson plans and label pre-scripted questions as High complexity, Medium complexity, and Low complexity	1A.2. Math Coach	1A.2. Observe use of differentiation strategies during lessons.	1A.2. - Classroom Observation
3	1A.3. Teachers ability to use and create item analysis to help increase student performance	1A.3. Math coach will facilitate professional development on how to use and create item analysis to increase student performance	1A.3. Math Coach	1A.3. Classroom Observation	1A.3.

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

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

## Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	By 2013, 10% (14 )of our students will score level 4 or 5 on the FCAT 2.0 math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (6 )	10% (14 )

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1.  Novice intermediate teachers lack of experience and knowledge using Core curriculum: Envisions and Math Investigations.	2A.1.  - Utilize framework created by Math Coach to align benchmark/using Envisions and Math Investigations	2.1. Principal Math Coach,	2A.1.  Classroom Observations	2A.1.  - Classroom Observations - Mini-assessments based on benchmarks
2	2A.2.  Lack of rigor for Level 4 and Level 5 may cause students to regress to Level 3	2A.2.  - Teachers will plan lessons to challenge students by asking Higher Order Questions - Teachers will give students tasks/activities one grade level above	2A.2.  Principal Assistant Principal Math Coach	2A.2.  Classroom observations Monitor Lesson Plans	2A.2.  Classroom observations Monitor Lesson Plans
3	2A.3.  Lack of Differentiation Instruction during instruction time	2A.3.  Math coach will provide professional development using student data to develop small group instruction	2A.3.  Math Coach	2A.3.  Classroom observations	2A.3.  Classroom observations

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By 2013, 70 % [104] of students will make learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(80) of students made learning gains	70% [104]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	3A.1. Lack of High Order Questioning Skills during Instruction	3A.1. Teachers will plan lessons to challenge students by asking Higher Order Questions	3A.1. Principal Assistant Principal Math Coach	3A.1 .Classroom observation Monitor Lesson Plans	3A.1. Classroom observation Monitor Lesson Plans
2	3A.2. Lack of Differentiation Instruction during instruction time	3A.2. Math coach will provide professional development to all 3-5 Math Teachers using student data to help develop small group instruction	3A.2. Math Coach Classroom Teacher	3A.2. Classroom observations	3A.2. Classroom observations
3	3A.3. Students not receiving Tier 2 and Tier 3 instruction	3A.3. Math Interventionist will be providing Tier 2 and Tier 3 instruction through push-in or pull-out intervention	3A.3. Principal Assistant Principal Math Coach	3A.3. Classroom Observations	3A.3. Classroom Observations

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	By 2013, 80% (20/25) of our lowest 25% of students will make learning gains in math on the 2012 FCAT 2.0 assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (17/25) will show gains	80% (20/25) will show gains

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Teachers need support in their understanding of a variety of ways to accelerate learning.	4.1. Provide professional development on constructivism and a hands-on learning environment	4.1. Principal Asst. Principal Math Coach SIC	4.1. Monitoring math workshop instruction and student lead learning with the teacher as the guide on the side	4.1. Exit or Admit Slips
2	4.2. Effective usage of Limelight and its bank of cognitively complex question stems	4.2. SIC and Math Coach will do side by side coaching with our teachers on how to effectively use pre and post assessments made from Limelight	4.2. Principal Asst. Principal	4.2. Limelight usage will improve	4.2. Limelight evidence showing teachers are making assessments, assessing the children, and planning for needs
3	4.3. Lack of teacher pedagogy and understanding of what the children must be able to know and demonstrate with each standard	4.3. SIC and Math Coach will conduct small group and side by side coaching to assist the teachers in their lesson planning and delivery so that students move deeper with their understanding of concepts	4.3. Principal Asst. Principal	4.3. Coaching notes	4.3. Weekly meetings with the coaches to plan next steps for the teachers and our students.

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 #					
	In six years we will reduce the achievement gap for all students in math.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	35	41	47	53	59	



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:	We will reduce the number of ethnic subgroups not making satisfactory progress in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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White: Made satisfactory progress Black: 23% Hispanic: 33%	White: Black: 35% Hispanic: 44%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Lack of identification of students not making satisfactory progress in Mathematics	5B.1. Math Interventionist will be providing Tier 2 and Tier 3 through push-in or pull-out intervention	5B.1. Principal Assistant Principal Math Coach Classroom Teachers	5B.1. Item Analysis data Formal and Informal Assessments District Benchmark Data	5B.1. Item Analysis data Formal and Informal Assessments District Benchmark Data
2	5B.2. Lack of Differentiation Instruction during instruction time	5B.2 Math coach will provide professional development using student data to develop small group instruction	5B.2. Math Coach	5B.2. Classroom observation	5B.2. Classroom observation
3	5B.3. Students not receiving Tier 2 and Tier 3 instruction	5B.3. Math Interventionist will be providing Tier 2 and Tier 3 through push-in or pull-out intervention	5B.3. Principal Assistant Principal Math Coach	5B.3. Classroom Observations	5B.3. Classroom observations

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
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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NA	NA
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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:	Students with Disabilities made satisfactory progress in math.
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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The percentage of Economically Disadvantaged students not making satisfactory progress will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%	40%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1 Lack of identification of Economically Disadvantage students not making satisfactory progress in Mathematics	5E.1 Math Interventionist will be providing Tier 2 and Tier 3 through push-in or pull-out intervention	5E.1 Math Coach	5E.1 Classroom Observation	5E.1 Classroom Observation
2	4E.2. Lack of Differentiation Instruction during instruction time	4E.2 Math coach will provide professional development using student data to develop small group instruction	4E.2. Math Coach	4E.2. Classroom observation	4E.2. Classroom observation

*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
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students not working to the level of FCAT	Florida Ready	Title I	\$2,028.91
			Subtotal: \$2,028.91
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Successmaker	COMputer Based	Title I	\$5,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Successmaker representative	Professional development	Title I	\$0.00
Pearson representative	How to implement core curriculum EnVisions	Title I	\$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: \$7,028.91

*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:			By 2013, 35% [18] of our fifth grade students will score at proficiency on the FCAT 2.0 science test.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
25% (14)			35% (18)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	1A.1. Lack of teacher pedagogy in science instruction.	1A.1. Professional development and side by side coaching with teacher in science instruction	1A.1. Administration Classroom teacher Instructional Coach	1A.1. Observation of science workshop model - Student Focused Talks on what they've learned	1A.1. - Instruction Rubric - Classroom walk throughs - Science Look-Fors - Teacher Observations
2	1A.2. Inability of students to read grade level text.	1A.2. Explicit teaching of non-fiction text features/ Structures - Collaborate with reading teacher and teach science non-fiction texts as a part of the reading block - Integrate writing into science instruction.	1A.2. - Classroom teachers (Science and Reading) - Instructional Coach - Reading Coach	1A.2. - Classroom walk throughs - Science Journals - Small group observations	1A.2. - District Benchmarks/PMA's  - Write Score! Assessments - Anecdotal Notes
3	1A.3. Lack of student opportunities/exposure-prior knowledge to build schema and lack of experiences to understand content knowledge	1A.3. - Virtual tours/web-based exploration that supports our current curriculum - (5 E's) and denoted as part of the Curriculum Framework - Inquiry-based hands-on learning	1A.3. Classroom Teachers Instructional Coach Administration	1A.3. - Interdisciplinary units - Diagnostics/Surveys for student knowledge - Science Journals - Focus Walks	1A.3. - Surveys - Diagnostics Assessments - Lesson Plans - Student Work

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:		By 2013, 10% [5] of our fifth grade students will score at levels 4 and 5 on the FCAT 2.0 Science Test		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
5% (3)		10% (5)		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Lack of enrichment for above proficiency students and their learning styles/intelligence	2A.1. Provide materials to increase the knowledge and interest of these students i.e., web quests, self-directed experiments	2A.1. Administration Classroom teachers Instructional Coach	2A.1. -Maintain and update bank of enrichment activities/tasks -Collaborative planning	2A.1. Observations Focus Walks Lesson Plans Benchmarks /PMAs  Assessments for/of learning
2	2A.2. Curriculum is not relevant to student interest	2A.2. Use hands-on materials and involve students in demonstrations	2A.2. Administration Classroom teachers Instructional Coach	2A.2. - Science Journals - Collaborative Planning across grade levels	2A.2. Observations Focus Walks Lesson Plans Benchmarks /PMAs  Assessments for/of learning
3	2A.3. No transfer from the concrete to the abstract	2A.3. - Scaffolding of student instruction as they move from concrete to abstract scientific concepts  Use of Write Score! Science to guide instruction to meet the needs of students.	2A.3. Administration Classroom teachers Instructional Coach	2A.3. Analysis of student scores and data from various curriculum based assessments -Evaluation of student work	2A.3. - Science Journals - District Benchmarks/ PMA's - Write Score! Science

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

2b. Florida Alternate Assessment:  
Students scoring at or above Achievement Level 7 in science.  
  
Science Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating writing and reading into science instruction.	K – 5th	Instructional Coach/ Reading Coach	K – 5th Science Teachers	Grade Level PLC	Teachers will collaborate with their grade levels to gain a better pedagogy of science and science instruction when integrating into reading and writing.	Instructional Support Team
Use of technology to enhance science instruction	K – 5th	Instructional Coach/ Reading Coach	K – 5th Science Teachers	Grade Level PLC	Teachers will create a grade level bank of technology rich centers to enhance and scaffold science instruction.	Administration Instructional Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score! Science	Science Assessments for scrimmage of Big Ideas and FCAT Cumulative	Title 1	\$1,438.80
			Subtotal: \$1,438.80
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: \$1,438.80

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:	By 2013, 67% [34] of our students will score a level 4.00 or higher as required by the state of Florida on FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (36)	67% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students' lack of prior effective writing instruction	1A.1. Work with all the teachers on various effective writing strategies tied directly to reading	1A.1. Principal Asst. Principle School Coach Reading Coach	1A.1. Class walk throughs Plan Checks Chats with students Student work tied to a rubric	1A.1. Dist. Prompts Scores on prompts showing growth
2	1A.2. Teacher knowledge of how to differentiate writing with small group instruction	1A.2. Teachers will implement differentiated writing groups and students will participate in small groups based on their writing needs Teacher will administer Write Score! Writing assessments to assist in analyzing student work for small group differentiation.	1A.2. Principal Assistant Principal Classroom Teachers Instructional Coach	1A.2. Review/Analyze student writing products Differentiated Group documentation Anecdotal notes	1A.2. District Writing Prompt data Writing Portfolios FCAT results Write Score! Writing
3	1A.3. Lack of teacher / student conferences during writing instruction.	1A.3. Model for teachers using the Coaching Learning Cycle ways to use student conferencing to increase achievement	1A.3. Instructional Coach Classroom Teachers	1A.3. Review/Analyze student writing products Class walk throughs	1A.3. District Writing Prompt Data Write Source! Writing Data Portfolios FCAT Writing Results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score! Writing	Writing Assessments that are then analyzed and provide teacher feedback to differentiate instruction.	Title 1	\$1,035.94
			Subtotal: \$1,035.94
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: \$1,035.94

*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:	Student attendance rate will increase by 10% in 2013.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
53.6% (206 out of 384 students)	63.6% (207 out of 325 students)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
52.6%(202 out of 384 students)	42.6%(138 out of 325 students)



2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
0		0			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Children miss the bus and then their parents do not bring them to school.	1.1. Parents will be notified via School Messenger phone call each day that their child is absent from school.  The Attendance Intervention Team will meet weekly to analyze attendance data and sign attendance contracts with parents.	1.1. Ms. K. Kenney, Assistant Principal  Ms. T. Bright, Guidance Counselor	1.1 Analyzing student absentee data to observe for decrease in AIT referrals  Attendance Referrals that are submitted to the State Attorney for follow up	1.1. Data from School Messenger reports School absentee data  Weekly data on the number of referrals submitted to the State Attorney.
2	1.2. Unexpected illness or death in the student's family.	1.2. Creating a positive and safe learning environment by building an open line of communication with parents and caregivers concerning the student.	1.2. Classroom Teachers, Administrators, Social Worker	1.2. Phone calls, conferences, communication through student agenda.	1.2 Monthly attendance 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
Attendance Services Overview	K-5	Ms. T. Bright	PLC, School-wide	Early release	Monitor that daily attendance is entered into Oncourse. Review the weekly calendar for AIT meetings with parents	Ms. D Warnock, CRT Operator Ms. T. Bright, Guidance Counselor

Attendance Budget:

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

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

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:		Reduce the number of suspensions by 50%			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
1 day		1 day			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
1		1			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
6		3			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
6		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	1.1. Students are not aware of the expectations for acceptable behavior in the classroom and common areas.	1.1. Develop a school wide discipline plan that is articulated to teachers and modeled for students during the first weeks of school.	1.1. Foundations Committee, Mrs. Russ, Principal, Ms. Kenney, Assistant Principal	1.1. Communicate with teachers about the use of classroom referrals designed to shape behavior rather than punish for misbehavior	1.1. Analysis of classroom referrals each month

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
Impulse Control Strategies for Classroom Teachers	K-5	Ms. K Kenney	School-wide	Monthly during faculty meetings	Analysis of data from classroom and administrative referrals. Notes from RTI Behavior Tier II and Tier III Interventions.	Ms. K Kenney Foundations

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Impulse Control	Impulse Control Stop and Think by Tonia Caselman	Title I	\$94.95
			Subtotal: \$94.95
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: \$94.95

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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Our goal for this school year is to increase parental involvement by 15% at Ramona Boulevard Elementary School by offering events at a variety of times in order to accommodate the various schedules that our parents maintain.</p>

2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
20% (76) participation		35%(116) participation			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents are not able to attend at any time because they have small children at home and have no one to care for them.	1.1. Schedule and structure events that the entire family can attend and support the students at Ramona Elementary.	1.1. Ms. H. Garrison, Volunteer Liaison	1.1. Attendance sign in sheets and survey forms from parent involvement activities	1.1. Analysis of data gleaned from parent participation surveys.
2	1.1. Methods of communication between school and home change frequently limiting the ways information can be shared with parents.	1.2. Weekly communication folders, email newsletters and announcements, maintain a current web page and more frequent use of School Messenger to deliver messages via voice, text and email to parents.	1.2. Ms. K Kenney, Assistant Principal  Classroom Teachers	1.2. Install a counter on the web page to determine is there is increased traffic on the site, records from School Messenger that illustrate how many messages were delivered and how many were rejected by parents.	1.2. Analysis of data regarding parent communication gathered on the school climate survey.

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

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

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

Parent Involvement Budget:

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

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

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
Communicating with Parents: Practical Strategies for Developing Successful Relationships  (Dyches, Carter & Prater)	K-5	Instructional coaches	Grade Level Professional Learning Communities School Wide	Once a month during PLCs on Thursday and Friday Early Release Training	Wiki/Blog	Ms. K. Kenney, Assistant Principal

STEM Budget:

<b>Evidence-based Program(s)/Material(s)</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

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

*End of STEM Goal(s)*

## Additional Goal(s)

### Safety Goal 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 Goal Safety Goal Goal #1:	A. Parents completing the School Climate Survey Question 1: This school provides a safe environment for teaching and learning who select a grade of "A" will increase 20% for the 2013 survey B. Staff completing the School Climate Survey Question 1: This school provides a safe environment for teaching and learning who select a grade of "A" will increase 30% for the 2013 survey C. Students completing the School Climate Survey Question 1: I feel safe at my school who select a grade of "A" will increase 20% for the 2013 survey.
2012 Current level:	2013 Expected level:
A. 57.9%(11) of parents rated the school A for Question 1. B. 57.9% (11) of staff rated the school A for question 1. C. 66.7% (10) of students rated the school A for question 1.	A. 77.9%(15) of parents rated the school A for Question 1. B. 77.9% (15) of staff rated the school A for question 1. C. 86.7% (10) of students rated the school A for question 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
1	1.1. Foundations/CHAMPs implementation not done with fidelity	1.1. Post CHAMPs Guidelines for common areas around the school.  Provide common lesson plans for teachers to use when establishing rituals and routines in common areas.  Provide Powerpoint that can be utilized throughout the school year to remind students of the guidelines in place to keep them safe at school.	Foundations Team	Decrease in discipline referrals from common areas.	2013 Climate Survey results for parents, staff and students
2	1.2. Accident reports not analyzed	1.2. Analysis of accident report data monthly	1.2. Assistant Principal	1.2. Decrease in the number of accident reports	1.2. Comparison of accident reports made by month between 11/12 and 12/13

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

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

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

Budget:

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

*End of Safety Goal Goal(s)*



# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading XL	Florida Ready (Curriculum Associates)	Title I	\$2,028.92
Reading	Book of the MOnth	Individual Teacher Copies (23)	Title I	\$2,370.00
Mathematics	Students not working to the level of FCAT	Florida Ready	Title I	\$2,028.91
Science	Write Score! Science	Science Assessments for scrimmage of Big Ideas and FCAT Cumulative	Title 1	\$1,438.80
Writing	Write Score! Writing	Writing Assessments that are then analyzed and provide teacher feedback to differentiate instruction.	Title 1	\$1,035.94
Suspension	Impulse Control	Impulse Control Stop and Think by Tonia Caselman	Title I	\$94.95
				Subtotal: \$8,997.52
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Success Maker	30 Licenses	Title I	\$10,000.00
Mathematics	Successmaker	COmputer Based	Title I	\$5,000.00
				Subtotal: \$15,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Success maker Representative	In-service	Title I	\$0.00
Mathematics	Successmaker representative	Professional development	Title I	\$0.00
Mathematics	Pearson representative	How to implement core curriculum EnVisions	Title I	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$23,997.52

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 9/4/2012)

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase Agendas for use by all students in grades K-5	\$1,447.00

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

SAC meets quarterly to discuss school and community business with all stakeholders. They provide input and suggestions about School Improvement and Parental Involvement. They also approve all major documents that are school related. SAC reviews all community involvement issues or plans how it impacts the school as a whole.

# 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 RAMONA BOULEVARD ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	49%	63%	33%	196	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	45%	57%			102	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?	40% (NO)	67% (YES)			107	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					405	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Duval School District RAMONA BOULEVARD ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	55%	84%	37%	232	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	53%	55%			108	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?	51% (YES)	49% (NO)			100	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					440	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested