FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: JACKSONVILLE HEIGHTS ELEMENTARY SCHOOL

District Name: Duval

Principal: Kimberly R. Harrison

SAC Chair: Lois Villareal

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 1, 2012

Last Modified on: 10/25/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Timucuan Elementary 2005-6 Grade B (403) AYP Reading Proficiency 80% Math Proficiency 64% Writing Proficiency 66% Gains Reading 65% Gains Math 67% Bottom Quartile Reading 61% 2006-7 Grade C (437) AYP Reading Proficiency 69% Math Proficiency 62% Writing Proficiency 73% Science Proficiency 21% Gains Reading 65% Gains Math 57% Bottom Quartile Reading 48% Bottom Quartile Math 43% 2007-8 Grade A (545) AYP 100% Reading Proficiency 77% Math Proficiency 63% Writing Proficiency 76% Science Proficiency 40% Gains Reading 71% Gains Math 66%

Principal	Kimberly R. Harrison	BA Elementary Education Master's Degree: Educational Leadership Gifted Endorsed Principal Level I Certification Florida Certification in Middle Grades Science 5th-9th and Educational Leadership	1	12	Bottom Quartile Reading 67% Bottom Quartile Math 85% 2008-9 Grade A (526) AYP 100% Reading Proficiency 76% Math Proficiency 74% Writing Proficiency 80% Science Proficiency 38% Gains Reading 70% Gains Math 65% Bottom Quartile Reading 70% Bottom Quartile Math 53% Tolbert Elementary 2009-10 Grade B (499) AYP 87% (AYP Criteria Not Met: African American/ SES) Reading Proficiency 69% Math Proficiency 67% Writing Proficiency 79% Science Proficiency 60% Gains Reading 61% Gains Math 57% Bottom Quartile Reading 50% Bottom Quartile Math 56% 2010-11 Grade D (430) AYP 82% (AYP Criteria Not Met: African American/ SES) Reading Proficiency 65% Math Proficiency 68% Writing Proficiency 67% Science Proficiency 43 % Gains Reading 41% Gains Math 44% Bottom Quartile Reading 41% Bottom Quartile Math 44% 2011-12 Grade C (475) Reading Proficiency 56% Math Proficiency 54% Writing Proficiency 74% Science Proficiency 50% Gains Reading 66% Gains Math 62% Bottom Quartile Reading 60% Bottom Quartile Math 53%
Assis Principal	Jamie S. Johnson	M.A. Educational Leadership, State of Florida Certification : Principal K-12, Elementary Ed. 1-6, Varying Exceptionalities K-12. M.S. Special Education, University of South Florida. B.S. Elementary Ed. – USF.	1	14	2011-2012 Principal, Crystal Springs Elementary- School Grade C 2010-2011 Principal, Crystal Springs Elementary- School Grade C 2009-2010 Principal. Crystal Springs Elementary – School Grade B 2004-2009 Principal, Pride Elementary- Tampa, Fl. School Grade A for 5 consecutive years. AYP met for all 5 years. 2000-2004 Assistant Principal- Pride Elementary-Tampa, Fl. School Grade A for 4 consecutive years. AYP met all 4 years. 1999-2000 Hunter's Green Elementary School- Tampa, Fl. School Grade A- AYP met in all areas.

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)
					Tolbert Elementary 2009-10 Grade B (499) AYP 87% (AYP Criteria Not Met: African American/ SES) Reading Proficiency 69% Math Proficiency 67% Writing Proficiency 79% Science Proficiency 60% Gains Reading 61% Gains Math 57% Bottom Quartile Reading 50% Bottom Quartile Math 56%
Reading	Kelli Bailey	BA Elementary Education Master's Degree Reading		2	2010-11 Grade D (430) AYP 82% (AYP Criteria Not Met: African American/ SES) Reading Proficiency 65% Math Proficiency

		National Board Certified Teacher		68% Writing Proficiency 67% Science Proficiency 43 % Gains Reading 41% Gains Math 44% Bottom Quartile Reading 41% Bottom Quartile Math 44% 2011-12 Grade C (475) Reading Proficiency 56% Math Proficiency 54% Writing Proficiency 74% Science Proficiency 50% Gains Reading 66% Gains Math 62% Bottom Quartile Reading 60% Bottom Quartile Math 53%
Mathematics	Angela Reier	BA Elementary Education Master's Degree Educational Leadership National Board Certified Teacher		Chaffee Trails Elementary 2009-10 Grade A () AYP Reading Proficiency % Math Proficiency % Writing Proficiency % Science Proficiency% Gains Reading % Gains Math % Bottom Quartile Reading % Bottom Quartile Math % 2010-11 Grade ( ) AYP % Reading Proficiency % Math Proficiency % Writing Proficiency % Science Proficiency % Gains Reading % Gains Math % Bottom Quartile Reading % Bottom Quartile Math % 2011-12 Grade ( ) Reading Proficiency % Math Proficiency % Writing Proficiency % Science Proficiency % Gains Reading % Gains Math % Bottom Quartile Reading % Bottom Quartile Math %
Reading	Eden Payton	BA Elementary Education Master's Degree Reading National Board Certified Teacher	3	Timucuan Elementary 2009-10 Grade C (477) AYP 74% Reading Proficiency 61% Math Proficiency 74% Writing Proficiency 84% Science Proficiency30 % Gains Reading 59% Gains Math 56% Bottom Quartile Reading 58 % Bottom Quartile Math 67% 2010-11 Grade C (461) AYP 95% Reading Proficiency 63% Math Proficiency 62% Writing Proficiency 60% Science Proficiency 23% Gains Reading 53% Gains Math 72% Bottom Quartile Reading 42% Bottom Quartile Math 74% Tolbert Elementary 2011-12 Grade C (475) Reading Proficiency 56% Math Proficiency 54% Writing Proficiency 74% Science Proficiency 50% Gains Reading 66% Gains Math 62% Bottom Quartile Reading 60% Bottom Quartile Math 53%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Establish interview teams to screen potential candidates	Kimberly Harrison	8/14/12	
2	2. Identify quality applicants using HR computer system	Kimberly Harrison	8/14/12	
3	3. Teacher Buddy/ Mentor System	Kimberly Harrison	6/1/13	
4	4. Jacksonville Heights Induction Program Meetings	Kimberly Harrison	10/28/12	
5	5. Professional Development Sessions in Reading, Writing, Math, Science, and CHAMPs	Kelli Bailey, Angie Reier, Eden Payton	6/1/13	
		District		

| 6 | 6. Complete District Level MINT Training and Programs Example: Math 101, Literacy 101, Science 101 | Instructors/ Schultz Center Instructors | 7/12-5/13 | |

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
TBD	TBD

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
84	4.8%(4)	23.8%(20)	38.1%(32)	33.3%(28)	34.5%(29)	0.0%(0)	1.2%(1)	4.8%(4)	40.5%(34)

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
Monifa Campbell	Hallie Tannous	New Teacher paired with an experienced 3rd grade teacher. Mrs. Campbell has shown successful progress.	Conferencing/ Modeling lessons in 3rd grade literacy/ Elements of a Standards Based Classroom Discussions and Modeling / CET Observations w/ feedback/ Professional Literature Discussions
Paula Crosby	Clinton Weinberg	New Teacher paired with experienced ESE teacher	Conferencing/ Lesson Planning/ Curriculum Support/ Behavior Tools Support/ Lesson Modeling/ CET Observations w/ feedback/ Professional Literature Discussions
Anna Phillips	Tanee' Cunningham	New teacher paired with and experienced literacy teacher with ESE experience for inclusion	Conferencing/ Lesson Planning/ Curriculum Support/ Behavior Tools Support/ Lesson Modeling/ CET Observations w/ feedback/ Professional Literature Discussions
Cristina Van Gaasbeek	Darlene Seckman	New to teaching the 4th/5th grade STAR Program	Data review sessions/ STAR reading program implementation/ Conferencing/ Lesson Planning/ Curriculum Support/ Behavior Tools Support/ Lesson Modeling/ CET Observations w/ feedback/ Professional Literature Discussions/ CHAMPs implementation

			support	

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 funding has been used to purchase personnel for additional coaches in the area of reading and mathematics. Title I funds will also be utilized to purchase professional development materials and student resources,
Technology for classroom use in the form of iPad carts will also be purchased.
Parental Involvement funds will be utilized to purchase supplies, materials, and programs to enhance family education nights. Food items for parents may also be purchased to encourage and promote attendance.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

The district utilizes these funds to provide services to the ELL students and families. Transact program is available for use to translate written documents for parents/guardians. A paraprofessional is provided for Spanish speaking students, due to the higher enrollment.

Title X- Homeless

Supplemental Academic Instruction (SAI)

The allocation of SAI funds to the school are used for after school tutoring programs for high needs students based on FCAT outcomes.

Violence Prevention Programs

The school's Foundations Team and faculty are implementing the C.H.A.M.P.s curriculum and the Second Step anti-bullying program. Students will also participate in the Stop Bullying Now program. Lesson plans are shared with all teachers which align with the Character Education curriculum. The Superintendent's Book of the Month and Project Wisdom are utilized at the school.

Nutrition Programs

Housing Programs

Head Start

Adult Education

Jacksonville Heights Elementary serves as an evening Community Education site.

Career and Technical Education

Job Training

Other

Funding is provided through the SELF (Social Emotional Learning Framework) grant to support an additional guidance counselor position and a part-time school social worker and psychologist.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Kimberly Harrison, Principal & Jamie Johnson, Assistant Principal
Provides a common vision for the use of data-based decision-making. Ensures 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.

Kelli Bailey, Reading Coach/ Nationally Board Certified Teacher
Eden Payton, Reading Coach/ Nationally Board Certified Teacher
Assists the principal in providing 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. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavior interventions.

Allison Ossorio, 1st Grade, General Education Teacher/ Bachelors in Communication/Elementary Education Certificate
Janet Weise, 3rd grade General Education Literacy Teacher/ Master's Degree In Reading /Nationally Board Certified Teacher
C. Searcy, 5th grade, General Education Literacy Teacher/ Bachelor's Degree in Elementary Education
Develops, leads, and evaluates school core content standards/ programs for literacy; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches for literacy.
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.

Angie Reier, Math Coach/ Master's Degree in Educational Leadership/ Nationally Board Certified Teacher
Develop, lead, and evaluate school core content standards/ programs for mathematics; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches for math.
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.

Amy Martinenza, 1st Grade Teacher/ Bachelors Accounting/Elementary K-6 Certificate
Stacy Oglesby/ 4th Grade Math Teacher Bachelors Elementary Education/ESOL Certified
Dinnettra Lott, 5th Grade Math Teacher Bachelors Early Education & Elementary Education
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. These individuals will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans.

Millie Sierra & Kristen Sands, Guidance Counselors
Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior. Contacts the behavior interventionist, as needed, for additional support and plan development.

Gayle Murphy & Dennis McEntire, ESE teachers

Participates in student data collection, integrates core instructional activities/materials into Tier 2/3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Darlene Knight , Reading Interventionist/ Reading Recovery Teacher
Nancy Waller, Math Interventionist/ Bachelor's Degree in Elementary Education
Participates in student data collection, integrates core instructional activities/materials into Tier 2/3 instruction, and collaborates with general education teachers through such activities as co-teaching and modeling. Facilitates Tier III individual or small group instruction . implement Tier 3 and provides professional development and technical assistance

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 on designated dates, to review universal screening data, diagnostic data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create and enhance effective learning environments. Once effective core instruction (Tier 1) is in place then the team will identify students who are not meeting identified academic targets. The identified students will be referred to the Jacksonville Heights MTSS Team.
This team will focus on the following four questions:
1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our answers to the three previous questions?
The Jacksonville Heights MTSS Team will use the Florida Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). 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 interventionist (e.g., teacher, Interventionist /Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings. Appropriate external and internal interventions will be established to meet the needs of all identified students. Professional development for staff will be centered around best practices for implementing these interventions.
Problem Solving Model
The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These
interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented
intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by IDEA. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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

The Jacksonville Heights MTSS team oversees the creation and implementation of the School Improvement Plan. They lead the faculty is reviewing data and work with the Leadership Team, Grade Level Teams, Foundations Team, and Shared Decision Making Team in drafting the SIP. The SIP is approved, regularly reviewed and updated by all teams and the School Advisory Council.

The Jacksonville Heights SIP is the guiding document for the work of the school. The plan will be regularly reviewed and updated as the school population of students change. This plan includes formal review procedures which demonstrates how Jacksonville Heights has utilized the MTSS process to analyze data and make necessary informed changes positively impact student achievement.

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:
? 2011-12 Florida Comprehensive Assessment Test Scores (FCAT)
? SDRT & SDMT , if applicable
? Florida Assessment for Instruction in Reading (FAIR)/ Progress Monitoring and Reporting Network (PMRN)
? Duval County Reading, Math , & Science Benchmarks/ Progress Monitoring Assessments
? Duval County Prompt Writing Assessments (45 minutes)
? Duval County Math/Science Formatives
? District Math Pre-Test
? Calendar Math Assessments (4 per year)
? Diagnostic Reading Assessment (DRA2)/ Word Analysis, if needed
? Comprehensive English Language Learning Assessment (CELLA)
? Discipline Data/ SESIR data (Genesis Reports)
? Promotion/ Retention Rate/ Overage Student Report
? Absentee/ Tardy Data
? Florida Alternate Assessment, if applicable

Midyear data:
? Florida Assessment for Instruction in Reading (FAIR) / Progress Monitoring and Reporting Network (PMRN) for all students in K-5th.
? Diagnostic Reading Assessment (DRA2) for students performing below grade level
? Duval County Reading, Math & Science Benchmarks/ Progress Monitoring Assessments
? Duval County Prompt Writing Assessments (45 Minutes)
? Duval County Core Curriculum Assessments
? Calendar Math (two mid-year assessments)

End of year data:
? Florida Assessment for Instruction in Reading (FAIR) / Progress Monitoring and Reporting Network (PMRN)
? Florida Comprehensive Assessment Test (FCAT) 2.0 in Reading, Math, & Science
? Florida Writes
? District Math Post- Test
? Diagnostic Reading Assessment (DRA2) Final Assessment
? Student Portfolios/ work collections for Reading and Math
? SAT 9 or SAT 10 (Only 3rd grade, if applicable)
? Florida Alternate Assessment, if applicable

Describe the plan to train staff on MTSS.

The established MTSS team will continue to attend training provided by the district during the school year. The information will be shared with the faculty and staff through large group and small group sessions during faculty meetings, early dismissal trainings and team (i.e. grade level, content area, vertical teams) meetings. Training will include review of: Problem Solving Model – Consensus building – Positive Behavioral Interventions and Support. More in depth training will cover the following: Data-based planning and graphing data. The book, What Really Matters in Response to Intervention, will be used for a study on interventions for students.

RtI learning will also occur during the following:
• Professional Learning Communities
• Classroom Observations
• Collaborative Planning
• Analysis of Student Work
• Book Study

Individual professional development will be provided to classroom teachers, as needed

Describe the plan to support MTSS.

The math interventionist, reading interventionist, and guidance counselors will oversee the process and data collection. Meeting will be conducted monthly to analyze data and review student records to review support. Data collections will be reviewed by the RtI team and district personnel to determine effectiveness of instruction.
The principal and assistant principal will monitor and intervene in the process, as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Kimberly Harrison – Principal
Jamie Johnson – Assistant Principal
Kelli Bailey- Reading Coach
Eden Payton- Reading Coach
Tracy Schans – Kindergarten
Aida Oliver– 1st Grade
Kimberly Booker- 2nd Grade
Jan Weise – 3rd Grade
Maria LeStrange – 4th Grade
Cynthia Searcy- 5th Grade
Gayle Murphy – ESE

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

Literacy Lead teachers will attend all district training with the expectation to bring the training to staff members. The Literacy Leadership Team (LLT) is participating in the School Team Leadership program at the Schultz Center. They will bring information and techniques back to the entire faculty for the Continuous Improvement Model. The LLT will meet monthly. They will identify strengths and needs on specified grade levels. They will assist with the planning and implementation of professional development. They will also formulate plans to address the implementation of targeted reading goals and address the instructional rigor in our reading curriculum.

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

Promoting the Read it Forward Jax Initiative
Monitoring the One Million Word Campaign and providing student incentives for students meeting their reading goals each quarter
Analyzing the Complexity of Questioning in Classroom Instruction
Improving Classroom Libraries & Exploring texts to purchase for support with Common Core Instruction and Lesson Planning
Implementing the proper use of Text Complexity
In Depth Analysis of Data (Interpretation of FAIR, Benchmarks, DRA2)

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/14/2012)

*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.

Students enrolling in kindergarten are assessed using a kindergarten entry assessment to determine students' prior knowledge and experience with letters, letter sounds, reading skills, colors, numbers, and counting.

Data is collected from the pre-kindergarten center each student attended upon enrollment.

All kindergarten students are administered FLKRS (Florida Kindergarten Readiness Screening) and the FAIR Assessment to identify the individual needs of each student and provides reliable data to support the efforts of the pre-kindergarten program.

Partnerships and communication plans are established with facilities supplying high kindergarten enrollment for Jacksonville Heights Elementary.

*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.

N/A

*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?

N/A

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?

N/A

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3rd-5th, 24% of students achieved a Level 3 on the 2012 FCAT 2.0 Reading Assessment. On the 2013 FCAT 2.0 Reading Assessment 47% of students will score a Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (161)	47% (170)

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3rd-5th, 13% of students achieved at or above a Level 4 on the 2012 FCAT 2.0 Reading Assessment. On the 2013 FCAT 2.0 Reading Assessment 20% of students will score at or above a Level 4.

2012 Current Level of Performance:			2013 Expected Level of Performance:	
13% (57/ 438)			20% (72/362)	

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 knowledge and professional development for correct implementation of Guided Reading and Literature Circles, as well as best practices, to meet the instructional needs of higher performing readers.	2.1 Teachers plan quality Guided Reading Instruction using appropriate resources and texts in order to challenge higher-level readers. Teachers are provided with professional development opportunities to broaden pedagogy, increase rigor of learning tasks, and higher \order questioning techniques.	2.1 Principal Assistant Principal Reading Coaches Leadership Team Classroom Teachers	2.1 Observe instruction and provide teachers with feedback. Analyze data from benchmark assessments Utilize the Cluster Literacy Coach as a resource to determine materials and resources needed to meet students' needs.	2.1 Classroom Observations CAST Domain Observation Tools Professional Development Surveys FAIR data 2013 FCAT scores
2	2.2 Teachers need additional professional development on differentiating instruction to meet the needs of high performing students.	2.2 Provide professional development on how to differentiate instruction based on data and on increasing rigor and improving questioning to promote more critical thinking. Review and analyze FCAT 2.0 data and data from district Reading Benchmark to determine students' needs and to plan for quality instruction. Increase classroom libraries for text support on appropriate reading levels and provide various genres to support comparative text for Common Core Standards instruction. Provide professional development for teachers on text complexity.	2.2 Reading Coach Classroom Teacher Principal Assistant Principal	2.2 Review data and compare benchmark results for Fall/ Winter/ Spring. Determine individual student needs and appropriate core instructional vs. enrichment and extension activities and tasks. Implement literature circles, author studies, and genre studies.	2.2 Reading Benchmark Formal/ Informal Assessment Data Inform data Observations/ CAST FAIR Data/ Comparison Reports for Assessments DRA2 Data/ Evidence FCAT Gains
3	2.3 Teachers need additional professional development on implementing independent reading, guided reading and providing authentic and appropriate reading centers. Classroom libraries need to be updated to include a larger quantity of texts that appeal to the interests of students.	2.3 Form Literature Circles to engage students in critical thinking, inferring and the inquiry process. Provide professional development on implementing quality literacy centers. Take inventory and determine what texts are needed to enrich and expand classroom	2.3 Principal Assistant Principal Reading Coaches Leadership Team Classroom Teachers	2.3 Document student growth with high level reading comprehension skills.	2.3 Reading Assessment Data Professional Development Surveys

The classroom library should contain texts meeting the range of independent reading levels represented in the classroom. Non-fiction texts should represent a significant portion of the texts in the classroom library.	libraries Provide professional development for teachers and families on how to select a "just right book."

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:

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase learning gains by students in 4th & 5th grade from 67% in 2011-12 to 70% in 2012-13 on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (207/ 309)	70% (169/241) *Please note there has been a decrease in enrollment

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3.1. Teachers lack skill to differentiate instruction to meet every child's learning needs.	3.1. Identify reporting categories and benchmarks with low performance and create instructional focus calendars. Utilize the Florida Achieves website to provide assessments for	3.1. Standards Coach Design & Leadership Team	3.1. Utilize the FCIM process and Florida Achieves Assessments . Create and monitor Instructional Focus Calendars through the leadership team, content, and grade levels.	3.1. Classroom Observations Data review Student assessment data Bi-monthly Data meetings with

				Document and evaluate student growth and performance.	Principal/ Coaches FCAT Data
1		identified reporting categories and benchmarks. Design PMA's, scrimmages, and mini-assessments to monitor student progress. Provide Professional Development in the scaffolding instruction to allow students to comprehend grade level text.		Teacher observations conducted by administration.	Florida Achieves Data Results
2	3.2. Lack of access various author study texts.	3.2. Implement Author Studies to engage students in authentic literacy tasks.	3.2. Classroom Teacher/ Leadership Team/ Principal	3.2. Documentation of students' growth and progress on authentic literacy tasks.	3.2. Reading Benchmark Assessment Student data on those brought to the CPST and RtI teams
3	3A.3. Lack of implementation of guided reading daily with fidelity.	3A.3. Provide professional development for teachers ,model lessons, and review student data frequently. Monitor the use of running records and Word Analysis to assess success of guided reading instruction.	3A.3. Reading coaches District Support Staff School Administration	3A.3. Evidence of guided reading lesson plans Teacher anecdotal and observation notes. Student progress noted through running records.	3A.3. Guided Reading Lesson Plan Review Data Meetings Reading Assessments (formal & informal)

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In the 2011-12 school year, 66% of the first quartile students made learning gains. For the 2012-13 school year, 70% of the 1st quartile students will make learning gains.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	66% (203/309)		70% (169/241)		

	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 Lack of student motivation for reading, resources, and parental support to encourage reading at home.	4.1 Identify students in 1st quartile and positively encourage reading. Parent training sessions during Family Nights designed to assist parents with at-home reading activities. Expose students' to a variety of genres, authors and topics to appeal to their interests. Encourage a love of reading by allowing student choice in selecting texts. Provide quarterly incentives for students meeting their reading goals and an end of the year celebration for students to celebrate meeting their reading goal. Establish Reading Goals for students. Provide " Lunch and Learn" book Clubs during student lunch times to support students with text and progress. Students participate in goal setting to improve reading and chart their progress.	4.1 Classroom teachers Leadership Team Family Night Presentations by Teachers/ Facilitators LLT team for planning student incentives for reading Administration	4.1 Chart student goals and progress Monitor student and classroom progress each quarter. Number of students meeting their reading goal each week should increase each quarter.	4.1 Classroom Observations (CAST) Analyze the number of students meeting their reading goals each quarter.
2	4.2 1st quartile students lack the foundation necessary for reading success. The students need additional support and interventions to alleviate their deficiencies.	4.2. Utilize Word Analysis (DRA2) Assessment to identify student Establish and monitor fluency and reading stamina goals for each 1st quartile student. Provide RTI Tier 2 interventions and tutoring.	4.2. Principal Assistant Principal Reading Coach MTSS team Reading Interventionist	4.2. Identify students in the 25%ile and below in reading. Administer DRA2 and assess students' using Word Analysis tasks, as appropriate. Develop a plan to provide appropriate interventions based on each student's needs. Utilize the FCIM model to identify student needs. Utilize data from Florida Achieves to monitor student progress.	4.2. DRA2 Data Word Analysis Assessments FAIR Data

3	4.3 Lack of time to implement RtI support for Tier II.	4.3 Assist teachers with creating an RtI schedule by teacher and/ or grade level Provide support with lessons, resources, and activities to implement Tier II. Provide support with data collection for RtI.	4.3 Reading interventionist MTSS team Reading Coaches LLT Design Team/ Leadership Team Administration	4.3 Monitor the implementation of Tier II RtI through classroom observations and data.	4.3 RtI Data collection Student Assessments for Reading, FAIR, DRA2, Word Analysis, Reading Benchmarks, informal assessments, and RtI intervention data.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :	Students not achieving in reading will decrease from 62% to 57% for the 2012-13 school year. Annual measurable objectives will be set for each year to improve student reading proficiency

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57%	52%	46%	41%	36%	

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:	Using safe harbor, the percentage of students not meeting AYP in a sub group will decrease by 10% of the previous year's percentage.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 50% (64/113) Black: 64.47% (170/251) Hispanic: 86 % (24/28)	White: 40% (55/ 91) Black: 50% (120/237) Hispanic: 75% (20/27)

	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 Students' experiences and background knowledge are different for each ethnicity group.	5B.1. Scaffold literacy instruction to successful move student to higher reading achievement levels. Implement a gradual release model in instruction for Reader's workshop and guided reading. Utilize the Florida Continuous Improvement Model to problem solve and identify students.	5B.1. Administration Reading Coaches Literacy Leadership Team Design/ Leadership Team	5B.1. Monitor classroom instruction during Reader's Workshop. Review student achievement data quarterly with teachers. Schedule author visits throughout the school year.	5B.1. Classroom Observations (CAST) Reading Benchmark Data FAIR Data 2013 FCAT Reading Data Florida Achieves Data
	5B.2. Cultural differences exist within the population.	5B.2. Provide background knowledge and cultural experiences.	5B.2. Field Trip Coordinators Activities coordinator	5B.2. Observe classroom instruction for scaffolding instruction and building background knowledge in	5B.2 Classroom Observations (CAST)/ Data from Domain 2 & 3

		Provide background knowledge and various experiences through author visits and assemblies. Provide training to faculty and staff on cultural differences.	Administration	reading instruction. Schedule cultural sensitivity training during pre-planning for all faculty and staff. Guidance counselors will provide support to teachers through activities and classroom support. Select Principal's Books of the Month that address topics and provoke thought.	Guided Reading Lesson Plans Data from Foundations survey completed by 5th grade students School Climate Surveys completed by parents and students
2					
3	5B.3. Students' may not have access to reading tutoring services or study groups.	5B.3. Communicate information to families on SES tutoring opportunities and school-based tutoring. Offer "Lunch and Learn reading focus groups throughout the school year to conduct book talks,	5B.3. SES coordinator Administration Guidance Counselors Various administrators/ teachers/ staff members to conduct lunch and learn groups.	5B.3. Monitor enrollment of SES tutoring and individual student progress. Data collection of pre- and post test for SES tutoring to measure student gains in reading.	

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:	• There are less than 15 students in the sub-group.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (8/8)	80% (6/8)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>5C.1.
Language barriers for students</td><td>5C.1.
Utilize the ESOL paraprofessional to support students during instruction.

Provide dual language dictionaries to students, as needed

Provide professional development on ESOL strategies for students</td><td>5C.1.
Classroom Teachers
Administration</td><td>5C.1.
Classroom Observations
Monitor student performance</td><td>5C.1.
CELLA results (yearly)
Benchmark Assessments
Formal/ Informal Assessments</td></tr>
<tr><td>2</td><td>5C.2.
Lack of bilingual reading materials</td><td>5C.2.
Purchase reading texts to support ELL learners.</td><td>5C.2.
Administration</td><td>5C.2.
Survey Classroom Library Materials
Monitor ELL students' book logs</td><td>5C.2.
Book Logs
Inventory of materials to ensure the increase of bilingual texts</td></tr>
<tr><td></td><td>5C.3.
Students lack</td><td>5C.3.
Provide teachers</td><td>5C.3.
Classroom</td><td>5C.3.
Classroom Observations</td><td>5C.3.
CAST Observations</td></tr>
</table>

3	background knowledge and experience.	professional development for cultural sensitivity and exposure to various reading texts and genres.	Teachers Reading Coaches		

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:	Using safe harbor, the percentage of students not meeting AYP in a sub group will decrease by 10% of the previous year's percentage.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (55)	72% (36)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5.1 Collaboration between regular education and ESE teacher to address students' individual needs.	5.1 Planning time to provide opportunity to discuss effective instruction, techniques and specific accommodations needed for students.	5.1 Classroom Teacher ESE Teacher	5.1 Regular team planning and monitoring of student IEP's and tracking students progress	5.1 Common planning time meeting notes Students' IEP goal achievement
2	5.2 Mobility of students and insufficient time to meet the individual needs of each child.	5.2 Small group instruction using remedial materials	5.2 Principal Assistant Principal ESE Coach ESE Teachers Leadership Team	5.2 Monitor daily schedules for the ESE teacher Check new students for ESE programs at enrollment	5.2 ESE teacher log
3	5.3 Analyzing data effectively	5.3 Analyze data to create a plan of instruction and a plan for next steps	5.3 Principal Assistant Principal ESE Coach ESE Teachers Leadership Team	5.3 Observations Data Meetings	5.3 Classroom Observations Data Notebooks Anecdotal Records

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 3rd – 5th grade, Economically disadvantaged students will increase proficiency by 10% or more on the 2013 administration of the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (206)	54% (161/298)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5D.1	5D.1.	5D.1.	5D.1.	5D.1.

1	Common Planning time for RtI and clear program protocols when a student need is identified.	Utilize an early dismissal day per month to plan, organize RtI, and monitor the ED sub-group of students. Identify students in AYP subgroup and monitor their progress on the F.A.I.R. Assessment, DRA2, academic grades, and Duval County Benchmarks. Monitor students enrolling in the school and who withdraw and monitor new students.	Principal/Leadership Team	Student data summaries Charting student growth Monitoring of the data team	Student data and progress compared to previous benchmarks
2	5.D.2 Time constraints for completing individual reading conferences and RtI sessions.	5.D.2 Incorporate 30 minutes of RtI time into the daily schedule on non-resource days (3x's per week) Prioritize Teacher-Student conferencing time, which is designed to coach students on reading strategies and goals. Goals are based on the data received from DRA2, F.A.I.R. and Benchmark data.	5.D.2 Classroom Teacher/ Leadership Team/ Principal	5.D.2 Documentation of students growth and progress on assessments/ informal observations/ Benchmark skills and pre-requisites	5.D.2 Reading Benchmark Assessment Anecdotal notes, Running records, Conferencing notes, student goal sheets Data Assessment Notebook
3	5D.3. Teachers are not familiar with utilizing the students tracking system in Pearson Inform for target groups and need more training.	5D.3. Provide professional development on utilizing the Pearson Inform system to enter and monitor student data for identified groups. Monitor use of the system and student groups.	5D.3. Principal Standards Coach STC's District Trainer	5D.3. Documentation and student data from Inform	5D.3. Student data reports from Inform. (Charts & graph forms)

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Author/ Genre Studies	K-5th	Reading Coaches	Grade Level Specific	PLC's	Portfolios	Reading Coaches/ Administration
Common Core Reading Implementation	K-2nd	K. Bailey	K-2nd grade teachers of Literacy	PLC's	Classroom Observations/ Review Lesson Plans	District Cluster Coach/Reading Coaches/ Administration
Implementation of RtI Tier II & Tier III	K-5th	Reading Interventionist	Identified Teachers	Early Dismissal/ Faculty Meetings	Data collection reviewed from Tier I & Tier II	Reading Coaches/ Administration
Selecting "Just Right Texts"	K-5th	Reading Coaches	Identified Teachers	Early Dismissal	Classroom Observations	Reading Coaches/ Administration

Comprehension Tool Kits	3rd-5th	E. Payton	3rd, 4th & 5th grade Literacy teachers	Early Dismissal	Monitor Implementation of the tools/ resource kit	District Cluster Coach/ Reading Coaches/ Administration
FAIR Data Review	Varies, As needed	Reading Coaches/ Model Reading Teachers	School-wide for Literacy Teachers	Independent sessions	Monitor how FAIR data is used in classroom instruction	Reading Coaches/ Administration/ Lead Literacy Teachers
Literacy Centers	K-5th	Reading Coaches	Identified Teachers	PLC's	Monitor and observe literacy centers	Reading Coaches/ Administration/ Lead Literacy Teachers
ESOL Reading Strategies	K-5th	Reading Coaches	Identified Teachers	Early Dismissal/ Scheduled ESOL Training	Lesson plan reviews for strategies/ Classroom observations	ESOL District Personnel/ Guidance Counselors
Guided Reading Instruction	K-5th	Reading Coaches	School-wide & Identified Teachers	PLC's	Conduct Classroom observations Review: Guided Reading Lesson Plans/ Data notebooks/ Individual student data	Reading Coaches/ Administration
Comprehension Strategies	K-5th	Reading Coaches	School-wide	Early Dismissal	Conduct Classroom observations/ Analyze student reading data for FAIR, DRA2, Word Analysis, Reading Benchmarks and FCAT 2.0 Reading	Reading Coaches/ Administration
DRA2 Administration/ Word Analysis	K-5th	Reading Coaches	Identified Teachers	PLC's	Monitor DRA2 Assessments	Reading Coaches/ Administration
Features of Non-Fiction Text	K-5th	Reading Coaches	School-wide (including Content Teachers)	PLC's	Review Classroom Observations/ Lesson Plans/ Student Work Samples	Reading Coaches/ Administration
Literature Circles	K-5th	Reading Coaches	Identified Teachers	Early Dismissal	Classroom	Reading Coaches/ Administration
Unpacking the Reading Benchmarks	3rd -5th	Reading Coaches	School-wide	PLC's	Notes from PD Sessions Documents created from unpacking standards Observe classroom instruction	Reading Coaches/ Administration/ Lead Literacy Teachers
Responding and Comparing Texts/ Reader's Response	K-5th	Reading Coaches	School-wide	PLC's	Student work Observe instruction	Reading Coaches/ Administration/ Lead Literacy Teachers
Webb's Depth of Knowledge/ Questioning Techniques	K-5th	Reading Coaches	School-wide	Early Dismissal	Observe Reader's Workshop and questioning	Reading Coaches/ Administration/ Lead Literacy Teachers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Access to Quality Children's Literature	Classroom Library Books	Title I	$4,000.00
			Subtotal: $4,000.00
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

Professional Literature	Texts to support the implementation of Common Core Instruction for Literacy Comprehension Tool Kits	Title I	$2,500.00
			Subtotal: $2,500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student Incentives	Reading Incentives for meeting quarterly goals	Student Incentives / School-wide Fundraiser	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $8,500.00

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:	Increase the percentage of students scoring proficient in listening/speaking by 10% to 53% for the 2012-13 school year.
2012 Current Percent of Students Proficient in listening/speaking:	
43% of students scored proficient in listening and speaking on CELLA in the 2011-2012 school year.	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Recently the population of non- English speaking families has increased at Jacksonville Heights., this may influence effective communication with families. (Currently there are 32 families with the primary language of Spanish, as compared to 27 families last school year.)	1.1. •Speak at a slightly slower pace •Use repetition •Clarify and rephrase instructions frequently •Recap important ideas •Ask students to summarize passages that have been read aloud •Control the vocabulary used •Use simpler verb tenses such as present, simple past or simple future •Accept words and phrases initially and build towards the use of longer sentences •Use variety of technology, media, drama	1.1. Ms. S. Delacruz-ESOL Para-Professional General Education Teacher	1.1. The student is evaluated by their teacher/ESOL instructor on how well they understand instructions from their teacher and communication with their peers.	1.1. CELLA FCAT (3rd-5th) Quarterly grades

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	1.2. General Education teachers lack effective strategies for teaching ESOL students.	1.2. Provide resources on appropriate pedagogy and strategies for ESOL students.	1.2. Coaches/ District Support Personnel	1.2. Monitor ESOL students' progress. Observations of classroom instruction	1.2. Observation instruments Instructional planning for ESOL students ESOL student data for formal and informal assessments
3	1.3. Difficulty with communication to families on students' reading progress.	1.3. Utilize student planners as a communication tool Utilize Trans-Act as a communication tool to discuss student reading, strategies, and selection of texts. Train teachers on using Trans-Act resource	1.3. Provide translation services through Trans-Act, if needed Assist families with monitoring student planners &student reading logs	1.3. General Education Teachers ESOL paraprofessional Guidance Counselors	1.3. CELLA One Million Word Goal Progress Evidence of Strategies Parent Communication Log

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:	Increase the percentage of students scoring proficient in Reading by 15% to achieve 44% proficiency on reading for the 2012-13 school year.
2012 Current Percent of Students Proficient in reading:	
29% of students scored at proficient level in reading on CELLA during the 2011-2012 school year.	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Lack of background knowledge and experiences for ESOL students.	2.1. •Analyze text in order to anticipate comprehension problems •Activate prior knowledge students have about a topic •Provide opportunities for pre-reading activities such as brainstorming •Identify and teach essential vocabulary or sight words •Limit vocabulary and spelling lists and build up •Use visuals, demonstrations, manipulative, and gestures to increase comprehension •Encourage use of	2.1. • Ms. S. Delacruz-ESOL Paraprofessional • General Education Teacher	2.1 The student is evaluated by their teacher/ESOL instructor according to their appropriate grade level reading and writing skills. The student is assisted and provided support in the areas they are not proficient.	2.1. CELLA FCAT (3rd-5th) Quarterly grades FAIR DRA2/ Word Analysis Student Assessment Data (Formal& Informal)

		bilingual dictionaries •Help students to guess word meanings for clarification by using context clues, cognates, and knowledge transferred from home language •Model comprehensive strategies with students •Divide reading passages into chunks for questions, predictions, and summaries			
2	2.2. Lack of professional development for ESOL reading strategies.	2.2. Provide professional development for teachers on effective use of ESOL strategies. Document strategies in lesson planning. Provide resources and guides on effective ESOL strategies.	2.2. Reading Coaches District ESOL Personnel ESOL para-professional General Education Teachers	2.2. Monitor lesson plans Monitor student data and progress. Establish student learning goals.	2.2. Observation data for implemented ESOL strategies Administration to monitor strategies in lesson plans.
3	2.3. Lack of reading resources for students on students reading performance level.	2.3. Purchase bi-lingual texts. Provide bi-lingual dictionaries to assist students Provide quality visuals to aide in student understanding and to build schema and background knowledge.	2.3. Reading Coaches ESOL para-professional District ESOL staff for resources	2.3. Devise a system to monitor accessibility and the check-out of bilingual texts	2.3. Reading levels Reading data from FAIR and DRA2
4	2.3. Lack of reading resources for students on students reading performance level.	2.3. Purchase bi-lingual texts. Provide bi-lingual dictionaries to assist students Provide quality visuals to aide in student understanding and to build schema and background knowledge.	2.3. Reading Coaches ESOL para-professional District ESOL staff for resources	2.3. Devise a system to monitor accessibility and the check-out of bilingual texts	2.3. Reading levels Reading data from FAIR and DRA2

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Increase the percentage of students scoring proficient in Writing by 15% to achieve 36% for the 2012-13 school year.
2012 Current Percent of Students Proficient in writing:	
21% of students scored in the proficient level for writing on CELLA in the 2011-2012 school year.	
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	3.1. Not all teachers have the background in implementing instructional ESOL strategies for writing as general education teachers.	3.1. •Instructor models writing/responses •Give students opportunities to use diagrams, charts and graphic organizers •Have students keep a personal vocabulary book or glossary that could also include home language translations •Ask students to retell/restate orally then in writing	3.1. Ms. S. Delacruz-ESOL Para-professional General Education Teacher	3.1. Classroom Observations	3.1. CELLA FCAT (4th Writing) District Writing Prompt Performance Quarterly grades
2	3.2. Lack of visual resources to support ESOL Learners.	3.2. Provide visuals for labeling items and picture clue cards to enhance vocabulary development. Provide resources to support language development and build background knowledge.	3.2. General Education Teachers Reading Interventionist Reading Coaches ESOL para-professionals	3.2. Review writing progress Analyze student writing samples to monitor progress using the State Writing Rubric for scoring.	3.2. Writing Prompt Data Student Writing Portfolios
3	3.3. Lack of support for students at home with language acquisition and skills for writing.	3.3. Focus on strategies for language developments and transferring to print and the written word. Provide support with grammar, conventions, and writing skills through modeling. Provide training and tools for parents to assist their children with writing.	3.3. General Education Teachers Reading Interventionist Reading Coaches ESOL para-professionals	3.3. Student work samples Feedback on classroom observations	3.3. Student use of strategies in the writing process Writing Prompt Data

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Materials	Bi-Lingual Classroom Library Books	Title I	$600.00
			Subtotal: $600.00
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
Professional Literature	ESOL Strategies Resources	Title I	$200.00

			Subtotal: $200.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Family Engagement	Family Night Workshops	Parent Involvement Title I	$450.00
			Subtotal: $450.00
			Grand Total: $1,250.00

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In 3rd grade, 40%of students will achieve Level 3 on the 2013 administration of the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (112)	40% (145/362)

	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. -Matching blended curriculum, Investigations and Envisions, to standards. -Assessments do not match curriculum. -Fidelity to curriculum due to time constraints	1A.1. Implement Core Instruction with fidelity -Calendar Math -Envisions -Math Investigations Teachers will participate in training with the Math Coach.	1A.1. Classroom teacher/ Principal/Leadership & Design Team/ Math Coach/District Support Personnel on Using the Pearson Systems/Cluster Math Coach	1A.1. Review lesson plans during classroom walk-throughs, discuss in training/meetings with Math Coach/Leadership team members.	1A.1. Classroom observation, lesson plans, Data Notebooks, and Learning Schedule Assessments.
2	1A.2. Benchmark data are posted in Pearson Inform and teachers need to become more familiar with manipulating the data and using the student data for instruction Teachers are new to using the Pearson Insight program to create assessments and enter student data, so professional development is needed to positively impact teacher planning for student achievement.	1A.2. Pearson Insight and Inform training during Early Release. Include higher order questions for inquiry-based instruction by preplanning questions. Teachers will use the Learning Schedule as a guide for planning.	1A.2. Classroom teacher/ Principal /Leadership Team/ Math Coach / District Support Personnel on Using the Pearson Systems/Cluster Math Coach	1A.2. Review lesson plans during classroom walk-throughs, discuss in training/meetings with Math Coach/Leadership team members. Observe level of student engagement.	1A.2. Data Review Meetings Inform / Insight Data Student Assessments Math Benchmark Scores RtI data
3	1A.3. Many teachers new to grade level curriculum and standards.	1A.3. Time will be provided to grade level teachers for training on Early dismissal and faculty meeting days. Professional development time is built into weekly resource schedule. Novice teachers will observe master teachers. Attend professional development opportunities provided by the District.	1A.3. Classroom teacher/ Principal /Leadership Team/ Math Coach	1A.3. Observe classroom instruction and provide feedback. (CAST)	1A.3. Participation in training Monitor observations for implementation of training. 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:

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In 3rd- 5th grade, at least 18% of the students will achieve a level 4 or 5 on the 2013 administration of the FCAT 2.0 Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (48)	18 % (65/362)

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. Questioning strategies are lower level complexity Classroom structure for differentiated grouping	2A.1. Include higher cognitive complexity questions for inquiry-based instruction. Scaffold and differentiate instruction through the use of flexible grouping and conferencing Incorporate literature that enhances the learning of math concepts. Provide professional development on infusing higher order questioning during math instruction using Webb's Depth of Knowledge (DOK) and	2A.1. Classroom teacher/ Principal /Leadership Team/ Math Coach /Cluster Math Coach	2A.1. Review lesson plans during classroom walk-throughs, discuss in training/meetings with Math Coach/Leadership team members.	2A.1. Classroom observation, lesson plans, Data Notebooks, and Learning Schedule Assessments

				cognitive complexity.
2	2A.2. Classroom structure for differentiated grouping.	2A.2 Scaffold and differentiate instruction through the use of flexible grouping and conferencing.	2A.2 Classroom/teacher/Principal/Leadership team/Math Coach.	2A.2. Review lesson plans during classroom walk-throughs, discuss in training/meetings with Math Coach/Leadership Team members	2A.2. Results of classroom observation, lesson plans, Data Notebooks, and Learning Schedule Assessments FCAT
3	2A.3. Professional Development	2A.3. Provide professional development on infusing higher order questioning during math instruction using Webb's Depth of Knowledge (DOK) and cognitive complexity	2A.3. Classroom/teacher/Principal/Leadership team/Math Coach	2A.3. Review lesson plans during classroom walk-throughs, discuss in training/meetings with Math Coach/Leadership Team members	2A.3. Results of classroom observation, lesson plans, Data Notebooks, and Learning Schedule Assessments FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In 4th & 5th grade, 70 % of students will make learning gains on the 2013 administration of the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (294)	70% (169/241)

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. Student math data needs to be the determining factor in impacting instruction. Teachers cannot rely solely on the district learning schedule to prepare students for gains on the FCAT assessment. Teacher reliance on envisions for math instruction	3A.1. All students in grades 3rd-5th will participate in Math Investigations lessons using hands on math activities and using math tools to actively engage in problem solving daily. Lesson planning and instruction will be delivered using Math Workshop Model and instruction will be differentiated based on students' needs. Implement calendar math to build number sense.	3A.1. Leadership Team (Principal, Assistant Principal, Math Coach)	3A.1. Focus Walks Math Investigations Observations Conduct grade level observations, reviews, and meetings to ensure all requirements are being met.	3A.1. CAST Observation instruments Data Assessment Notebooks/ Anecdotal Notes Review Calendar Math Test Data review of Benchmark Tests during Fall, Winter, Spring, and End of Year.
2	3A.2. Appropriate instructional level and teacher strategies	3A.2. Well planned explicit instruction and student activities coupled with conferencing	3A.2. Classroom teacher/ Leadership Team (Principal, Assistant Principal,Math Coach)	3A.2. Faculty Trainings and Lesson Studies Classroom Observations	3A.2. Lesson plans Classroom Observations
3	3A.3. Implementation of workshop model	3A.3. Lesson planning and instruction will be delivered using Math Workshop Model and instruction will be differentiated based on students needs	3A.3. Classroom teacher/Leadership Team (Principal, Assistant Principal, Math Coach)	3A.3. Faculty Trainings and Lesson Studies Classroom Observation	3A.3. Lesson Plans Results from Classroom Observations Artifacts from math workshop FCAT Benchmarks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In 3rd -5th grade, 80% of lowest 25% students will achieve learning gains on the 2013 administration of the FCAT 2.0 Math Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (333)	80% (210/232)

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. There are time constraints for the implementation of RtI for mathematics.	4A.1. School wide RtI block	4A.1. Leadership Team (Principal, Assistant Principal, Math Coach), Guidance Counselors, Math Interventionist	4A.1. Observations conducted during the scheduled RtI block.	4A.1. Observations and data collected during RtI. FCAT results
2	4A.2. Vocabulary and background knowledge.	4A.2. Use of Calendar Math Creating and planning for a problem of the day based on data reflecting student needs.	4A.2. Classroom teacher, Leadership Team (Principal, Assistant Principal, Math Coach)	4A.2. Review lesson plans during classroom walk-throughs, discuss in training/meetings with Math Coach/Leadership team members.	4A.2 Classroom artifacts associated with Calendar Math Calendar Math materials/ lesson plans & Review Calendar Math Test data review during Fall, Winter, Spring, and End of Year
3	4A.3 Parental participation in the PMP plan	4A.3. Maintain a Progress Monitoring Plan (PMP) for students in lowest quartile	4A.3. Classroom teacher, parent, Leadership Team (Principal,Assistant Principal,Math Coach)	4A.3. Periodic review of PMP.	4A.3. Monitoring of PMP. FCAT results Benchmark results

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 : Students not achieving in math will decrease from 63% to 53% for the 2012-13 school year. Annual measurable objectives will be set for each year to improve student math proficiency.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	53%	48%	43%	63%	

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:	In 3rd-5th grade subgroups by ethnicity will increase proficiency by at least 10% on 2013 administration of the FCAT Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 56% Black: 72% Hispanic: 45%	White: 45% Black: 60% Hispanic: 35%

Asian: 33%
American Indian: N/A

| | | | Asian: 23%
American Indian: N/A | | |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
1	5B.1. White: 91 Black: 237 Hispanic: 27 Asian: 6 American Indian: 1 Cultural differences exist in regards to the importance of conceptually understanding Mathematics and application of mathematical concepts.	5B.1. Selecting and analyzing assessment data in a timely fashion to plan for next steps Small group setting using Envision remediation materials. Implementing exit slips for group time Authentic assessments Calendar math utilization and remediation piece in Envisions Assist parents with understanding the importance of the Math investigations curriculum.	5B.1. Coaches/ Classroom Teacher/ Administration Classroom Teacher	5B.1 Data Assessment Notebooks	5B.1. Data Chat Meetings Performance Data on math Benchmarks, PMA's and various assessments FCAT Results
2	5B.2. Opportunities/exposure-prior knowledge to build upon	5B.2. Make connections to real-world experiences/familiar activities/events Small group instruction in basic skill concepts with use of manipulatives.	5B.2. Classroom teacher, Leadership Team (Principal, Assistant Principal, Math Coach), Math Interventionist	5B.2. Observe level of student engagement	5B.2. Math assessment results: Benchmark Assessments, FCAT data, PMA's
3	5B.3. Attendance	5B.3. Conferences and contracts with students. Parent conferences School Social Worker to visit homes as needed	5B.3. Classroom Teacher, Guidance Counselor, Social Worker	5B.3 Keeping accurate attendance records. Parental contact Home visits Attendance meetings Compare data to chart progress from baseline year (2011)	5B.3. Attendance 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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In 3rd-5th grade ELL Students will increase proficiency by10% on 2013 administration of the FCAT 2.0 Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (6/8)	65% (5/8)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
	5C.1. Language acquisition	5C.1. Utilize the ESOL	5C.1. Classroom Teacher	5C.1. Ongoing assessments	5C.1. DRA 2's

1	reading below grade level and lack of academic language to perform at proficiency level on the assessments.	curriculum in small group settings for language development and acquisition written at a lower level to bridge with the CORE	Instructional Coach VT Teacher Bilingual Paraprofessionals	utilized throughout the quarter from Reading Series Ongoing Observation of students performance in guided reading groups and independent reading times.	FAIR Benchmark Tests Core selected math assessments
2	5C.2. Lack of motivation and confidence	5C.2 Students will set goals for themselves in math, based upon their needed areas of improvement	5C.2. Math teachers, students	5C.2 Teachers and students will meet on ongoing basis to determine if students are meeting their goals. They will look at both tracking and goal sheets to determine student achievement data to determine student performance and growth.	5C.2 Student tracking sheets, Goal sheets, FCAT results
3	5C.3. Multiple levels of instruction	5C.3. Teachers will differentiate instruction by using small groups, conferencing, Instructional Focus Calendar, and Focus Lessons	5C.3. Math Teachers Instructional Coach Principal	5C.3. Instructional Coach and Principal will conduct Classroom Walk-Throughs to look at conference logs and small group notes. Math Teachers will look at student achievement data to note students performance and growth	5C.3. Progress Monitoring Assessments, Classroom Walk-Through forms, Conference Logs, Small Group notes, FCAT results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 3rd-5th grade Students with Disabilities will increase proficiency by 20% administration of the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (32/32)	80% (26/33)

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. Effective collaboration between regular ed. and ESE teacher	5D.1. Create planning time to develop effective accommodations needed for students	5D.1. Classroom teacher, ESE teacher Principal	5D.1. Consistent team planning and monitoring of the IEP Collaborative lesson plans	5D.1. FCAT Alternate Assessment where applicable
2	5D.2. Selecting and analyzing assessment data in a timely fashion to plan for next steps	5D.2 Disaggregate data to review and plan next steps with Math assessments.	5D.2 Leadership Team (Principal, Assistant Principal, Math Coach, Math Teacher)	5D.2. Observation and participation in analyzing data Next Steps in Lesson Plans	5D.2. Benchmark Assessments, Data Notebooks
3	5D.3. Lack of common planning time for the ESE and general education teachers.	5D.3. Small group setting using Envision remediation materials implementing exit tickets for group time	5D.3 Math Coach ESE Teachers Leadership Team	5D.3. Observation of small group time and data logs	5D.3. Exit tickets Benchmarks

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Economically Disadvantaged students will increase proficiency by 10% for the 2013 administration of the FCAT Math 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (206)	37% (110/298)

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 attending after school tutoring may have transportation conflicts or obligations to walk their siblings home after school.	5E.1. Transportation options and the importance of after school tutoring will be carefully reviewed with the parents. Recommend students to attend safety nets through after school tutoring and Saturday Academy	5E.1. Leadership Team Principal,/ Assistant Principal Math Coach, Math Teachers	5E.1. Data Assessment Notebook/ Conferencing notes Monitor students in safety nets through pre& post assessments for safety nets	5E.1. Inform data / Leadership Data Assessment notebooks Data review meetings Student Math data Benchmark results
2	5E.2. Monitoring student population for the AYP subgroup Economically Disadvantaged can be difficult as current students withdraw and new students enter. Student status can also change at the beginning of the school year.	5E.2 Clearly define the population for the AYP subgroup in Economically Disadvantaged during the October FTE and continue to monitor the population and note changes.	5E.2. Principal/ CRT	5E.2. Compare benchmark progress of ED students and non-ED students.	5E.2. Inform/Genesis Reports
3	5E.3. Resources at home	5E.3. Provide math resource kits of extension learning activities to utilize at home	5E.3. Principal/Math Leads/Math Coach/ Math Teachers	5E.3. Conferences with parents and students	5E.3. Monitor homework progress of targeted students.

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
Analysis of Data	K-5	School Data Contact and Math Coach	School-Wide	Early Dismissal September 2012- May 2013 Grade Level meetings built	Data notebooks will be maintained by classroom teachers and reviewed. Administrators will review data through data notebooks and/or class	Principal and Assistant Principal; Classroom

				into the weekly schedule (M,W,F)	profiles. Data will be reviewed during observations.	teacher
Math Strategies	Pre K – 5	School Math Coach District Math Department	School-Wide	Early Dismissal Professional Learning September 2012 – May 2013	Classroom teachers will observe strategy lessons in Math Model Lessons Academy of Math representative will collaborate monthly with teachers to share information.	Classroom Teacher
Differentiated Instructional Groups	3-5	School Math Coach	School-Wide	Early Dismissal Professional Learning September 2012 – May 2013	Administrators will observe classroom instruction. Lesson plans will be monitored to determine need for follow up for grade levels and/or individual teachers.	Principal and Assistant Principal
Quality questioning in mathematics	K-5	Math Coach	School-Wide	Early Dismissal Professional Learning September 2012 – May 2013	Classroom modeling and observation sessions. Review of student math journals and responses.	Principal/ Assistant Principal observations (CAST)
Math Investigations	K-5	Math Coach	School-Wide	Early Dismissal Professional Learning September 2012 – May 2013	Observe teachers using manipulatives and varied math strategies to build conceptual understanding. Provide feedback to teachers.	Principal/ Assistant Principal/ Math Coach
Common Core Math Instruction	K-5	Math Cluster Coach School Math Coach	School-Wide	Early Dismissal Professional Learning September 2012 – May 2013	Administrators will observe classroom instruction. Lesson plans will be monitored to determine need for follow up for grade levels and/or individual teachers.	Principal, Assistant Principal, and math Coach in Conferences
Academy of Math	K-5	District Level	Selected participants (one primary & one intermediate teacher)	Selected dates established by the district	Math Academy observations/ Samples of Student Work	District Math Personnel

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math Manipulatives	Hands-on materials	Title I	$550.00
Math Literature	Children's Literature Books (Math)	Title I	$600.00
			Subtotal: $1,150.00
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
Professional Literature	Math Resources for Common Core, questioning, and pedagogy	Title I, Professional Development	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,150.00

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:	For the 2011-12 school year 27% of the 5th grade students scored a level 3 on the FCAT Science Assessment. For the 2012-13 school year the goal is for 40% of the 5th grade students to score a level 3 on the FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (43)	40% (48/121)

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. Reading ability of students	1A.1 Improve classroom libraries and expose students to science based nonfiction texts during science and literacy instruction. Incorporate leveled science readers into daily science and reading instruction Use of Weekly Reader Science Spin	1A.1. Science Lead teachers School Administration Cluster Science Coach	1A.1. Teachers and the leadership team will monitor students' reading levels as compared to Science Benchmark data results	1A.1. Science Benchmark Data Teacher Made Assessments
2	1A.2. Students' prior knowledge and skill in scientific thinking	1A.2. Expose students to more science programs and hands on experiments Link science to common applications Implement project based learning activities, such as science fair. Teachers will provide more science experiences and connection both at school and home Each 4th & 5th grade students will participate in the science fair with individual projects. Students in Kindergarten thru 3rd grade will participate in the science fair by completing class science fair projects	1A.2. Science Lead Teachers Cluster Science Coach	1A.2. Observation of science experiments/ hands-on learning activities Scoring Science Fair Projects	1A.2. Formative assessments Students scores on Science Fair Projects and School-wide Science Fair
	1A.3.	1A.3.	1A.3.	1A.3.	1A.3.

| 3 | Student lack background knowledge and hands-on exposure to scientific concepts and real-world experiences. | Provide quality field trips with scientific value. Examples: Star Base program, MOSH, Jacksonville Zoo, & Marine Science Center | Field Trip Coordinators at each grade level | Feedback from field trips | Informal Assessments Formal 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:

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:**

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	10% (12) of the students in 5th grade will score a Level 4 or 5 on the FCAT Science Assessment.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
3% (5)	10% (12)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>2A.1.
Limited access to science materials and lack of professional development for implementing use of 5E's</td><td>2A.1.
Instructional Delivery of the 5 Es (Engage, Explore, Explain, Evaluate, and Extend) A heavier focus on the teaching and learning through exploring and explaining (in writing)

Instructional delivery will include specific Science vocabulary and will encourage students' scientific thinking abilities</td><td>2A.1.
Cluster Science Coach

Science Lead Teachers

School Coaches

School Administration</td><td>2A.1.
Science Journaling

Focused walk-through observations

Lesson plans reflecting introduction of vocabulary and including use of non-fiction children's literature</td><td>2A .1.
Performance Tasks

Science notebooks or portfolios with increased vocabulary evident in students' writing

Progress of students on district benchmark assessments</td></tr>
</table>

		Teachers will use Science Centers to provide more hands on experiences			100% of 4th and 5th grade students completing a Science Fair Project
2	2A.2. Technology Barriers	2A.2. Update current technology to make sure it is in working order. Purchase additional technology (IPAD Carts/ Apps) to support science instruction	2A.2. Administration School Technology Contact Technology Team Bookkeeper	2A.2. Lesson plans including technology	2A.2. Observations Assessments Benchmark Data
3	2A.3. Use of Gizmos for Science and additional science technology resources.	2A.3. Provide professional Development for teachers on effectively implementing Gizmos in 5 E's Science Planning.	2A.3. Science Lead Teachers Administration Jane Owen (Gizmos)	2A.3. Collect data from Gizmo activities Monitor Benchmark data for Science to determine areas for improvement in science reporting categories	2A.3. Gizmo use and participation data. FCAT data(grade 5)

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
					Classroom	

5 E's Science Instruction	K -5th Science Teachers	Principal Coaches	K- 5th grade Teachers	10/25/12	Observations of science instruction Peer observations of model lessons	Coaches/ Administration
Literacy support for Non-fiction Text features	K-5th Literacy/ Science Teachers	Reading Coaches	K-5th grade Teachers	12/5/12	Observation of lessons for non-fiction text Data review of benchmarks from science and non-fiction text	Coaches/ Administration/ Lead Teachers
Gizmos Training	Science Teachers 3rd -5th	STC/ Technology Lead Teachers	Varies, based on individual professional development needs of the teacher	10/25/12	Gizmo completion data Gizmo assessments/ result	STC/ Coaches/ Principal
Technology Training for use of iPads and App Use	K-5th	STC Lead Technology Teachers	Varies, based on individual professional development needs of the teacher	12/5/12	Observations of lessons using technology Surveys on technology use for teachers and students Results of assessments (informal/ formal)	Coaches/ Administration/ Lead Technology Teachers

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Texts	Nonfiction Classroom Library Books	Title I	$3,000.00
Resources for hands on investigations	Lab Materials	Instructional Fund	$500.00
			Subtotal: $3,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
iPad Carts	30 iPads per Cart	Title I Funding	$64,929.00
			Subtotal: $64,929.00
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: $68,429.00

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:	75% of 4th grade students (86 students out of 115) will score 4.0 or higher on the 2013 FCAT Writing Assessment

2012 Current Level of Performance:	2013 Expected Level of Performance:
52% of 4th grade students scored 3.5 or higher on the 2012 FCAT Writing Assessment. August 2012 DCPS District Writing Assessment results reflect the following scores for 4th grade students: 28% Level 1 (40 students) 33% Level 2 (47 students) 23% Level 3 (32 students) 14% Level 4 (20 students) 2% Level 5 (2 students)	75% of 4th grade students (86) will score 4.0 or higher on the 2013 FCAT Writing Assessment

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. Prior Knowledge of students writing abilities	1a.1.Specialization instructional model in grades 3-5. Tailored academic writing grouping across each grade level. Students will utilize the writer's workshop model daily. Focus, Organization, Support and Conventions will be key elements within daily instruction. Revision & Editing process will be explicitly guided within core instructional blocks as demonstrated in student writing drafts & weekly craft lessons. Writer's Workshop framework will be utilized daily in all grades. Student writing conferencing will be evident in tailored small group instruction. Writing Journals incorporated within daily instruction across all content areas. Individualized Student Writing Portfolios utilized K-5.	1a.1. Principal Assistant Principal Instructional Coaches, Classroom teachers, Leadership Team, RTI Team and Instructional Interventionist	1a.1. Principal/Assistant Principal/ Instructional Coaches will meet weekly with grade levels, one-on-one with teachers and during PLC meetings to discuss the student assessment results which align with academic grouping of students. During those meetings lesson plans, differentiated instructional approaches, data notebooks & student writing portfolios will be utilized to provide evidence of quality instruction, assessment and differentiation to address individual student needs. Writing teachers will meet monthly within each grade level to coordinate the scope and sequence of skill/standard acquisition. Quality of student writing pieces/Calibration of teacher scoring method Review standards based bulletin boards-growth evident within student written assignments	1a.1. Classroom Observations/CAST Pearson District Writing Score Data, Class/Grade Level Data Spreadsheets updated each nine weeks by individual teachers. Nine Week Student Progress Meetings with Principal/Assistant Principal. Monitoring progress through data notebooks, student writing portfolios & journals. Writing conferencing evident by viewing anecdotal notes that each teacher composes while conferencing weekly with individual students. The integrity of Writer's Workshop Model visibly evident during classroom walk-through visitations.
2	1a.2. Time Constraints	1a.2. Minimize transition time among specialization teams when changing classes. Maximize instructional time through uninterrupted academic block time frames.	1a.2. Classroom Teachers	1a.2. Tailored specialization team schedule created for content blocks. Curriculum time frames established K-5. Utilization of organized routines and procedures for every class. (CHAMPS)	1a.2. Classroom observations & evidence of CHAMPS procedures posted/utilized in every classroom. (CAST)
	1a.3. Fidelity of Writer's Workshop	1a.3. Differentiated instructional writing	1a.3. Classroom Teachers,	1a.3. Writing lesson plans organized by	1a.3.

| | | Model of Instruction | lesson planning. Academic focus/goals or standards posted daily on the whiteboard. Embed higher order/cognitively complex questioning strategies within instruction.

Integrate touchtone texts/quality trade books within instruction that correlate to the writing craft focus for each lesson.

Infuse divergent vocabulary approaches within daily instruction

Calibrate writing scoring process among each grade level of educators using Anchor papers to guide evaluation of student writing.

Provide professional development to educators including: Writer's Workshop Model, Lucy Calkins Writing Strategies, Building Writing Stamina within Students, Ralph Fletcher & Lester Laminack Instructional Approaches in Writing & Varied Vocabulary Strategies to embed within instruction. | Instructional Coaches, Principal, Assistant Principal, Instructional Interventionist, Leadership Team, RTI Team | craft/writing focal point.

Review conference documentation from teachers and peers.

Follow DCPS and JHE Instructional Focus Calendars. (Professional Development Guide: Curriculum Maps for the Common Core)

Identify appropriate reading texts/trade books/touchtone texts that align with and model effective writing strategies.

Review of all data, writing portfolios. Discuss with educators design of effective, tailored craft lessons that will refine skills & deliver targeted instruction that will demonstrate clear growth & maturity in student writing.

Review scoring process within grade level calibration meetings to ensure that anchor papers are appropriately utilized to score formal student writing pieces. | Teacher observations/Classroom Observations/CAST

State of Florida Six Point Rubric Scoring Tool |
|---|---|---|---|---|---|---|
| 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 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
Common Core Training	K-5	Principal, Assistant Principal, InstructionalCoaches	School-wide K-5, ESE	Monthly	Review implementation of Common Core within lesson planning and instructional approaches.	Principal, Assistant Principal, Instructional Coaches, Leadership Team
Teach Like A Champion-Doug Lemov	K-5	Principal, Assistant Principal, Instructional Coaches	School-wide K-5, ESE	Monthly	Review implementation of instructional strategies through classroom observations.	Principal, Assistant Principal, Instructional Coaches, Leadership Team
Writer's Workshop Training	K-5	Instructional Coaches	Sept./Oct. 2012	Monthly	Classroom modeling/observations/review lesson plans	Instructional Coaches
Interactive Writing	K-1	Instructional Coaches District Reading Coach	Sept./Oct. 2012	Monthly	Classroom modeling /observations/ review lesson plans	Instructional Coaches
The Writing Process	K-5	Instructional Coaches	Sept.- Nov. 2012	Monthly	Classroom modeling /observations/ review lesson plans/ Student Writing Samples	Instructional Coaches/ Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Literature	Achieving Excellence Through 50 Target Skills by Melissa Forney	Title I / Professional Development	$100.00
Professional Literature	Lester Laminack- Cracking Open the Author's Craft	Title I / Professional Development	$100.00
Professional Literature	Ralph Fletcher- Non-Fiction Craft Lessons	Title I / Professional Development	$100.00
Coaching Conference	Reading and Writing Project Coaching Conference with Lucy Calkins	Title I / Professional Development	$6,500.00
			Subtotal: $6,800.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $6,800.00

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:	To reduce the number of students with 10 or more absences by 10% as compared to 2011-2012 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
47% of students had 10 or more absences.	37% of students will have 10 or more absences.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
396	356
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
42%(350)	15%(127)
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. Family circumstances arise resulting in parents not sending the child/children to school regularly.	1.1. Monthly Attendance Intervention Team with parents/guardians of students with 5 or more unexcused absences. Attendance warning letters sent home by student's teacher after 3 absences. Attendance Policy brochure given to parents. Home visits by school social worker and attendance social worker. Full-Service School referrals	1.1. M. Sierra, School Counselor N. Savage-Attendance Social Worker General Education Teacher M. Sierra, School Counselor General Education Teacher M. King, Social Worker N. Savage, Attendance Social Worker M. Sierra, School Counselor K. Sands, School	1.1. Parent Attendance at meetings Number of students referred to the Attendance Intervention Team.	1.1. Attendance report from school information system. Agendas and notes from Attendance meetings. Log of social worker home visits

			Counselor		
2	1.2. Cultural differences impede parental understanding of the importance of regular attendance.	1.2.School Based Workshops Home visits	1.2 M. Sierra, School Counselor K. Sands, School Counselor M. King, Social Worker	1.2. Parent Attendance at meetings	1.2. Attendance Records Chart by individual student for students with high absentees Log- number of home visits
3	1.3. Students don't see value in attending school regularly	1.3.Perfect/good attendance awards Awards Ceremonies/Ribbons Assign NAS mentors for students with high absentee rates.	1.3. M. Sierra, School Counselor K. Sands, School Counselor M. King, Social Worker General Education Teacher	1.3. Attendance records	1.3. Attendance records NAS mentoring logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review of attendance policies	ALL	Attendance Worker, School Counselors	School-Wide	Faculty Meeting-Oct/November	Number of attendance referrals	School Administration School Counselor School Social Worker
Importance of regular attendance	ALL	Attendance Worker, School Counselors, School Psychologist	Parents	Parent Night	Number of attendance referrals	School Administration School Counselor School Social Worker School Psychologist

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Awards	Ribbons, pins	Student Incentive Funds	$500.00

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:	By the end of the 2012-2013 school year our school will decrease the number of students in school suspensions by 15% and out of school suspensions by 15%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
44	35
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
31	25
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
122	104
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
64	57

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. Need for more use of positive discipline strategies in the classroom.	1.1. Implement School wide CHAMPS / Card System Implement Behavior Tools and modified behavior systems, as needed Review staff duty support schedule Success Store (rewards) using Eagle dollars. Daily planner signature checks with incentives (Morning Show).	1.1 Principal Assistant Principal Faculty & Staff Principal & Assistant Principal Faculty & Staff Foundations Team Guidance Counselors	1.1. Discipline data from Genesis and DCPS IM Data Foundations Surveys	1.1. School suspension data

| | | Implement new arrival & dismissal procedures school wide.

Implement new lunch room procedures.

School wide discipline plan.

Foundations team will present behavior strategies at monthly Faculty meetings.

Classroom guidance, 2nd Step K-5 (bullying)

Host quarterly assemblies to reward positive behavior | | | |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | 1.2. Level of effective communication with parents. | 1.2. Frequent and proactive communication with parents through the school-wide phone contact system, calendars, student planners, school sign, and flyers and notices. | 1.2 Full Service Support School Staff | 1.2. Log of behavior referrals

School climate survey-parents | 1.2. Student agenda/planners (used as a home school connection correspondence tool) |
| 3 | 1.3.Parent not responding and following through with in-take meeting. | 1.3. Recommendations by guidance counselors for student to use Full Service behavior modification resources (i.e. certified therapists) | 1.3. Guidance Counselors School Social Worker School Administration | 1.3. Log of parent conferences | School archive of referrals.

School archive of Full-Service resource usage. Log of school Social Worker home visits. |

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
Behavior interventions	K-5	Foundations	School Wide	Monthly /staff training/grade levels	Classroom visits/Foundations Survey	Administration School Counselors
Use of Full Service Resources	K-5	Full Service School Counselors	School Wide	Pre-planning	Log of referrals to Full Service Weekly log of counselors visits	Administration Guidance Counselors
Use of Guidance Counselors, School Social Worker, School Psychologist as a resource	K-5	Guidance Counselors Social Work Psychologist	School Wide	Pre-planning Early Release Days Professional Planning Day	Guidance counselors, social worker, psychologist logs/schedules	Administration
					Site visits by the	

Behavior Tools Training	EBD Teachers/ ESE Teachers	District ESE Office	EBD Teachers/ ESE Staff	Pre-planning/ Ongoing throughout the school year	district Observations Implementations of BIP and development of FBA	District ESE personnel Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Behavior Management	CHAMPs Books/ Resource Books	Title I/ Professional Development	$500.00
Card System	Colored index cards	General Fund	$200.00
Student Planners	Planners	General Fund	$6,000.00
			Subtotal: $6,700.00
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
Behavior Modification Training	Professional resources	Behavior – Title 1	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives	Success Store Prizes	Student Incentives fund/ School-wide Fundraiser	$2,500.00
			Subtotal: $2,500.00
			Grand Total: $9,400.00

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.*	To increase parent involvement in after school family events and activities by 8% We will also increase the number of parent volunteers and opportunities for parents to assist within the school.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
7% of parents attended family nights/events after school hours	15% of parents will attend family nights/events after school hours
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1.	1.1. Positively	1.1.	1.1.	1.1. Participation

1	Families may view after school activities after school hours as unimportant, trivial, or have work conflicts.	communicate Family Nights and Events in advance via the school newsletter, Parent Link invites, school website and flyers. Provide detailed information on the benefits of family connection nights and the focus on academic achievement and instruction. Partner with the PTA to designate liaisons invite parents and encourage their attendance Utilizing Title I funding to provide food and incentives for Family Nights Hold activities at different times to accommodate work schedules.	Teachers Administrators School Counselors Social Worker School Psychologist	Parent surveys administered during family nights/events	logs/ sign-in sheets for Family nights and evening events School Climate Surveys
2	1.2. Communicating effectively with families due to language barriers, access to technology, etc.	1.2 Provide language translators as needed to ESOL families Provide information to parents regarding family nights/events, conferences, information pertaining to their student's education in multiple formats of communication.	1.2. Teachers Administrators School Counselors Social Worker School Psychologist	1.2 Parent surveys administered during family nights/events School Climate Surveys	1.2. School Climate Surveys
3	1.3. Parents need books, resources and materials to assist with student learning at home.	1.3. Identify students in various sub-groups and provide special invites with training sessions for parents . After these sessions reading support will continue with follow-up sessions. Supply parents with strategies and resources to supplement instruction at home Educate parents on the importance of students reading on grade level in elementary school. Purchase appropriate materials and provide activities and resource kits for families to check out and work with their children.	1.3. Administration Teachers	1.3 Parent Surveys Monitor targeted student progress and chart gains. Provide parent feedback forms in take-home kits.	1.3 Results of parent surveys from feedback forms Targeted student data Review School Climate data from parents

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
Effective Communication with Families	K-5	Kristen Sands Millie Sierra	School-wide	Early Release	Pre Post Tests Climate Survey Teacher feedback and communication	Kristen Sands Millie Sierra

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Increase parent knowledge of Instructional Practices	Parent Pamphlets/take home materials	Parental Involvement Title 1 money	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

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)

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. Goal Goal #1:	Establish a mentoring program for students at Jacksonville Heights, involving thirty mentors to service at least 30 students. Mentors will be selected in October 2012 and will meet with students weekly.
2012 Current level:	2013 Expected level:
12 mentors (2011-12)	30 mentors

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. Time constraints for mentors	Create schedules for mentors with the best times to meet with students. Monitor mentor visits and address any concerns with scheduling.	Volunteer Liaison Administration Volunteer Coordinator	Monitor volunteer hours monthly Meet with the NAS commanding officer and facilitator for Big Brother/ Big Sister Program, as needed	Volunteer/ Mentor Logs
2	1.2. Locating at least 30 mentors to serve at JHE	Establish partnerships with community resources (NAS *& Big Brothers/ Big Sisters Program) Devise a plan for mentors to service students Select students for the mentoring program to motivate students for academics and behavior.	Volunteer Liaison Administration Volunteer Coordinator	Utilize partnership with NAS and Big Brothers/ Big Sisters Program to identify quality mentors	Data received from surveys and training sessions.
3	1.3. Mentors are not all properly trained to work with children	Provide professional development for mentors	Volunteer Liaison Administration Volunteer Coordinator	Observe mentors with students. Monitor the number of hours spent with a mentee monthly.	Volunteer/ Mentor Logs

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

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

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

Mentor Training	Mentors	Volunteer Coordinator Volunteer Liaison,& Administration	Mentors / Selected Staff Members	October/ November 2012	Follow up training sessions with mentors Observations of interactions with students	Classroom Teachers/ Staff Members Volunteer Coordinator Volunteer Liaison, & Administration

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 Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Access to Quality Children's Literature	Classroom Library Books	Title I	$4,000.00
CELLA	Reading Materials	Bi-Lingual Classroom Library Books	Title I	$600.00
Mathematics	Math Manipulatives	Hands-on materials	Title I	$550.00
Mathematics	Math Literature	Children's Literature Books (Math)	Title I	$600.00
Science	Reading Texts	Nonfiction Classroom Library Books	Title I	$3,000.00
Science	Resources for hands on investigations	Lab Materials	Instructional Fund	$500.00
Suspension	Behavior Management	CHAMPs Books/ Resource Books	Title I/ Professional Development	$500.00
Suspension	Card System	Colored index cards	General Fund	$200.00
Suspension	Student Planners	Planners	General Fund	$6,000.00
				Subtotal: $15,950.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	iPad Carts	30 iPads per Cart	Title I Funding	$64,929.00
				Subtotal: $64,929.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Literature	Texts to support the implementation of Common Core Instruction for Literacy Comprehension Tool Kits	Title I	$2,500.00
CELLA	Professional Literature	ESOL Strategies Resources	Title I	$200.00
Mathematics	Professional Literature	Math Resources for Common Core, questioning, and pedagogy	Title I, Professional Development	$1,000.00
Writing	Professional Literature	Achieving Excellence Through 50 Target Skills by Melissa Forney	Title I / Professional Development	$100.00
Writing	Professional Literature	Lester Laminack- Cracking Open the Author's Craft	Title I / Professional Development	$100.00
Writing	Professional Literature	Ralph Fletcher- Non-Fiction Craft Lessons	Title I / Professional Development	$100.00
Writing	Coaching Conference	Reading and Writing Project Coaching Conference with Lucy Calkins	Title I / Professional Development	$6,500.00
Suspension	Behavior Modification Training	Professional resources	Behavior – Title 1	$200.00
				Subtotal: $10,700.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student Incentives	Reading Incentives for meeting quarterly goals	Student Incentives / School-wide Fundraiser	$2,000.00
CELLA	Family Engagement	Family Night Workshops	Parent Involvement Title I	$450.00
Attendance	Attendance Awards	Ribbons, pins	Student Incentive Funds	$500.00
Suspension	Incentives	Success Store Prizes	Student Incentives fund/ School-wide Fundraiser	$2,500.00

Parent Involvement	Increase parent knowledge of Instructional Practices	Parent Pamphlets/take home materials	Parental Involvement Title 1 money	$500.00
			Subtotal:	$5,950.00
			Grand Total:	**$97,529.00**

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn 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.

 No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

> The first SAC meeting will be held on Thursday, September 20, 2012 at 8:00 A.M. This meeting will allow the school the opportunity to work through the process of identifying SAC members and electing a SAC board.

Projected use of SAC Funds	Amount
The purchase of Weekly Reader and Weekly Reader Science Spin for all students	$1,500.00

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

> The School Advisory Council (SAC) has an important function for the success of Jacksonville Heights Elementary. Listed below are some of the functions of the SAC.
>
> • Participating in planning and monitoring of the school building and grounds
> • Initiating activities or programs that generate greater cooperation between the community and the school
> • Recommending various support services for the school.
> • Assisting in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending or continuing such school improvement plan.
> • Assisting in the development of educational goals and objectives.
> • Review and give input in the preparation of the school budget.
> • Performing other functions as requested by the principal.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
JACKSONVILLE HEIGHTS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	59%	73%	39%	228	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	58%	61%			119	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)	79% (YES)			137	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					484	
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
JACKSONVILLE HEIGHTS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	61%	52%	81%	38%	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	58%	52%			110	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?	55% (YES)	60% (YES)			115	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					457	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested