FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MAYPORT ELEMENTARY SCHOOL

District Name: Duval

Principal: Yvonne Ferguson

SAC Chair: Judy Cromartie

Superintendent: Ed Pratt Dannals

Date of School Board Approval: November 1, 2011

Last Modified on: 10/18/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Yvonne Ferguson	M.Ed. Educational Leadership B.A. Elementary Education	3	5	2008-09 Mayport Elementary School Grade-A Reading Proficiency 78%, Math Proficiency 69%, Science Proficiency 45%., Reading Learning Gains 72%, Math Learning Gains 68%, Reading Lowest Quartile 50%, Math Lowest Quartile 61%. AYP No, Only White subgroup made AYP in reading and math. 2009-10 Mayport Elementary School Grade-C Reading Proficiency 64%, Math Proficiency 65%, Science Proficiency 52%, Reading Learning Gains 57%, Math Learning Gains 71%, Reading Lowest Quartile 30%, Math Lowest Quartile 67%. AYP – No. 2010-11 Mayport Elementary School Grade-C Reading Proficiency 69%, Math Proficiency 63%, Science Proficiency 51%, Reading Learning Gains 60%, Math Learning Gains

					50%, Reading Lowest Quartile 53%, Math Lowest Quartile 47%. AYP – No. 2011-12 Mayport Elementary School Grade-D Reading Proficiency 49%, Math Proficiency 38%, Science Proficiency 46%, Reading Learning Gains 58%, Math Learning Gains 49%, Reading Lowest Quartile 68%, Math Lowest Quartile 42%. AYP – No.

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)
Literacy	Kim Bloor			7	2011-12 Kernan Elementary, 3rd grade teacher School Grade-A Class Reading Proficiency 49% Class Math Proficiency 38% Class Reading Learning Gains 58% Class Math Learning Gains 49%
Reading	Jill Kolb		1	12	2011-12 Mayport Elementary, 1st grade teacher School Grade-D Reading Proficiency 49%, Math Proficiency 38%, Science Proficiency 46%, Reading Learning Gains 58%, Math Learning Gains 49%, Reading Lowest Quartile 68%, Math Lowest Quartile 42%. AYP – No.
Mathematics	Alicia Pinchot			7	2011-12 Jacksonville Beach Elementary, 2nd grade teacher School Grade-A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Instructional Coaching Support - Curriculum & Assessment Writing, Lesson Modeling, Collaborative Coaching Cycles, Teacher Meetings	Instructional Coaches	May 2013	
2	2.Friday Grade Level Training (MTSS/RtI, Common Core State Standards/NGSSS-Aligned Curriculum, Instruction and Assessments)	Instructional Coaches Principal	May 2013	
3	3. Site-based Autism PD/Coaching	CSS Site Coordinator	May 2013	
4	4. Teacher Induction Program/Alternative Ed. Certification	Teacher Mentors Instructional Coaches TIP Coordinator	May 2013	
5	5. Data-driven Professional Learning Community Inquiry Studies	Instructional Coaches Principal	May 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
6	Professional development through Academies at Schultz Center, In-Class coaching support via lesson modeling, curriculum writing support, common assessment analysis and planning for instruction, coaching cycles and school PLCs

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
33	9.1%(3)	30.3%(10)	6.1%(2)	54.5%(18)	27.3%(9)	81.8%(27)	3.0%(1)	9.1%(3)	36.4%(12)

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
Jill Kolb	Elizabeth Kelly	1st grade Instructional Coach supporting 1st grade teacher	Coaching, co-planning, feedback conferences, modeling as needed
Kimberly Bloor	Anne Devaney	2nd grade Instructional Coach supporting 2nd grade teacher	Coaching, co-planning, feedback conferences, modeling as needed
Christine Dix	Brandelle Neudeck	2nd year of successful mentee-mentor support will be sustained	Planning, sharing resources, feedback conferences, observation & debrief
Kimberly Bloor	Sharon Paige	2nd grade Instructional Coach supporting 2nd grade teacher	Coaching, co-planning, feedback conferences, modeling as needed

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 C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Yvonne Ferguson
Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis;

and participates in the design and delivery of professional development.

Select General Education Teachers: Christine Dix, Megan Price, Angela Roselle, Brig Kimes, Rachel Manser
Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrateTier 1 materials/instruction with Tier 2/3 activities.

Instructional Coaches: Kim Bloor, Jill Kolb, Alicia Pinchot
Provide school, class, and teacher level instructional support to implement the Continuous Improvement Model using data-driven decisions to advance school systems, teacher practice, and student proficiency. Instructional Coaches are leading the transition to the Common Core and PARCC and ensuring alignment of standards, curriculum, assessment and instruction at all levels of school design.

Consultation – Exceptional Student Education (ESE) Specialist: Earnestine Maye, Carolyn Pugh, Deanna Sessions
Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as support facilitation and co-teaching.

Consultation – Curriculum Integration Specialist: Stephanie Stevenson
Leads the implementation of the Magnet School Assistance Program (MSAP) grant for our Coastal Sciences Academy magnet and required elements of Response to Intervention (RtI); facilitates professional development, curriculum design and development with faculty and staff; supports the implementation of K-5 Coastal Sciences Units of Study; and organizes and documents the teaching and learning of aligned units of instruction and Tiered Instruction for RtI.

Consultation – Student Services Personnel: School Guidance Counselor-Melissa Hammond
Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?
The Building Leadership Team will focus each meeting around the following academic and behavioral 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 responses to these questions?
The team meets once a week to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council and Shared Governance Committee for review and recommendations. The Leadership Team finalizes the plan.
The School Improvement Plan becomes the guiding document for the work of the school. The Leadership Team will regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RtI to inform instruction and make mid-course adjustments as data are analyzed.

MTSS Implementation

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

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: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), District 3-5 Math Benchmark, District K-2 Math Assessment, 3-5 Math Navigator Universal Screener, Discipline Referral data from 2011-12
Progress Monitoring: PMRN, District Math/Reading Benchmark, School K-2 Math Mini-Assessments, Curriculum Based Measurement (CBM), 3-5 FCAT Simulation (Scrimmages), Math Navigator Module Pre/Post Assessments
Midyear: FAIR, DRA2, District Benchmarks, District K-2 Math Assessment, Math Navigator Module Pre/Post Assessments
End of year: FAIR, FCAT, District K-2 Math Diagnostics, DRA2, Discipline Referral data from 2012-13
Frequency of Data Review: twice a month for data analysis, calibration, and planning instruction

Describe the plan to train staff on MTSS.

The RtI Leadership team will evaluate additional staff PD needs during the weekly grade level Friday Trainings and monthly Faculty Meetings.

Describe the plan to support MTSS.

RtI will be job-embedded and occur during early dismissal Wednesdays and Friday Trainings. Instructional Coaches will follow-up with in-class support to implement Tier I core instruction with fidelity, data-driven Tier II interventions/enrichment and determine Tier III intervention needs and an action plan at each grade level.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Yvonne Ferguson
Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Exceptional Student Education (ESE) Teachers: Earnestine Maye, Carolyn Pugh and Deanna Sessions
Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as support facilitation and co-teaching.
Grade Level Leads
Provide grade level specific contributions to developing our reading curriculum and instruction PK-5 coherently and with fidelity.

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

LLT functions in a consultation role to the School Leadership Team as implementation of SIP rolls out in K-5 classrooms. The LLT meets biweekly to discuss the needs of students at each grade level based on FAIR, FLKRS, DRA2, and FCAT data and then plan Tier II instruction matched to student needs, and monitors student progress.

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

K-2 implementation of a daily 30 minute reading intervention/enrichment block, 8:45-9:15 Mondays-Thursdays and Tier III reading instruction using Leveled Literacy Intervention for students identified as 2+ years behind grade level proficiency. We are also instituting a K-5 take-home “Book in a Bag” read a lot campaign.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	41% (67) of students in grades 3, 4, and 5 will score a level 3 on the 2013 Reading FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (49) student in grades 3, 4, and 5 scored a level 3	41% (67) of students in grades 3, 4, and 5 will score a level 3 on the 2013 Reading FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	•The teacher's ability to disaggregate reading data to specifically inform reading instruction for whole and small groups, as well as individual students	•Collaborate with both the Reading and Instructional Coaches to develop plans to efficiently and effectively look at data to meet individual student needs.	•Classroom teachers (K-5), Instructional Coach, Reading Coach, Principal	•Review FAIR reports, DRA2 Focus for Instruction, and class profiles to determine if students are receiving focused whole class instruction, small group intervention, and individualized support in readers workshop.	•FAIR end of year reports and 2013 FCAT Reading results.
2	•Students who are reading a year, or more, behind need to learn at an accelerated pace to close the achievement gap with their peers.	•Using intervention programs, such as Leveled Literacy Intervention (by Fountas and Pinnell) and other specifically targeted interventions, will allow teachers and coaches to accelerate reading acquisition.	•Classroom teachers (K-5), Instructional Coach, Reading Coach, Principal	•Frequent ongoing progress monitoring reviewed during grade level and school level data chats	•FAIR end of the year reports and 2013 FCAT Reading results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A: 7 self-contained CSS students will take the FAA and 3 mainstreamed students will take the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	25% (41) of students in grades 3, 4, and 5 will score a level 4 or above on the 2013 Reading FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (34) of students in grades 3, 4, and 5 scored a level 4 or above on the 2012 FCAT	25% (41) of students in grades 3, 4, and 5 will score a level 4 or above on the 2013 Reading FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	•Lack of fidelity in implementation of enrichment reading programs and differentiated strategies	•30 minutes of enrichment time is built into the master schedule for K-5 students in need of reading enrichment. •Comprehension: Literacy Navigator, Nonfiction Literature Circles •Vocabulary: Words Their Way, Fountas and Pinnell Word Study	•General Education teachers, ESE teachers, Principal, School Counselor, Instructional and Reading Coaches, other support personnel	•FAIR and DRA progress monitoring	•FAIR, DRA2, and FCAT end of the year results
2	•Text complexity not challenging enough for high performing readers	•Realign classroom libraries to increase the amount of text at an appropriate level of text complexity	•General Education teachers, Principal, Instructional and Reading Coaches, other support personnel	•FAIR and DRA progress monitoring	•FAIR, DRA2, and FCAT end of the year results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A: 7 self-contained CSS students will take the FAA and 3 mainstreamed students will take the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	68% (78)of students in 4th and 5th grades will make learning gains in reading on the 2013 Reading FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (69) of students in 4th and 5th grade made learning gains in reading	68% (78)of students in 4th and 5th grades will make learning gains in reading on the 2013 Reading FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	•Identification of K-5 students in time to deliver systematic instruction in addition to core instruction.	•Identify students who are performing “below standard” or performing at Level 1 or 2 on FCAT (PMP) in literacy with safety nets before, during, or after school.	•Instructional Coach, Reading Coach, Principal. Guidance Counselor, K-5 teachers	•Bi-weekly grade level meetings to identify, discuss, plan, and review the effectiveness of safety nets	•FAIR, DRA2, and FCAT end of the year results
2	•The teacher’s ability to disaggregate reading data to prescriptively inform reading instruction to increase learning gains for individual students	•Frequent and ongoing data discussions with K-5 classroom teachers and the coaches (reading and instructional) to look deeply at individual student achievement and focus on appropriate instructional strategies and safety nets.	•Instructional Coach, Reading Coach, Principal. Guidance Counselor, K-5 teachers	•Bi-weekly grade level meetings to identify, discuss, plan, and review the effectiveness of safety nets	•FAIR, DRA2, and FCAT end of the year results
3	•Timely data collection (frequency and number of students screened at one time)	•School wide “scrimmage” for grades 3-5	•Classroom teachers, Instructional Coach, Reading Coach, Principal	•Frequent ongoing progress monitoring reviewed during grade level and school level data chats	•FAIR, DRA2, and FCAT end of the year results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A: 7 self-contained CSS students will take the FAA and 3 mainstreamed students will take the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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:	At least 78% (23) of students in the lowest 25% will make learning gains in reading on the 2013 Reading FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (20) of students in the lowest 25% made learning gains in reading.	At least 78% (23) of students in the lowest 25% will make learning gains in reading on the 2013 Reading FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	•The teachers' ability to disaggregate reading data to prescriptively inform reading instruction to increase learning gains for individual students in the lowest 25%	•Frequent and ongoing data discussions with K-5 classroom teachers and the coaches (reading and instructional) to look deeply at individual student achievement and focus on appropriate instructional strategies.	•K-5 teachers, Instructional Coach, Reading Coach, Principal, and Guidance Counselor	•Frequent ongoing progress monitoring reviewed during grade level and school level data chats	•FAIR, DRA2, and FCAT end of the year results
2	•The teachers' ability to implement research-based reading intervention programs with fidelity	•Initial training and as-needed follow up coaching for the Leveled Literacy Intervention Program and Words Their Way	•K-5 teachers, Instructional Coach, Reading Coach, Principal, Guidance Counselor	•Frequent ongoing progress monitoring reviewed during grade level and school level data chats	•FAIR, DRA2, and FCAT end of the year 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%.			Reading Goal # 5A : Between 2012 and 2017, the percentage of students in all subgroups will make satisfactory progress in reading on annual assessments will increase from 59% to 78%.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59 %	63 %	66%	70%	74%	

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:	At least 66% of 3rd – 5th grade White, Black and Hispanic students will make satisfactory progress in reading

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 51% (44) Black: 43% (20) Hispanic: NA were proficient or above proficient on the FCAT Reading Standard component (SSS)	White: 66% (57) Black: 66% (24) Hispanic: 66% (13)

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	•Leveled books of a variety and high-interest to engage students in daily independent reading	•Daily independent reading K-5 for at least 20 minutes during the Readers Workshop on student's independent reading level	•K-5 reading teachers, Principal	•Classroom walkthrough to take status of the class and conduct fluency checks	•Student reading logs and fluency graphs
2	•Student work and/or graphs to measure growth and close the achievement gap. FAIR end of the year reports and 2013 FCAT reading results.	•Increased recognition, through the use of data boards and data discussions, to make sure students in subgroups are considered a priority when forming intervention groups.	•K-5 reading teachers, reading coach, instructional coach, principal	•Weekly grade level meeting to match students to appropriate interventions	•Student work and/or graphs to measure growth and close the achievement gap. FAIR end of the year reports and 2013 FCAT reading results.
3	•Lack of high-interest books that reflect the diverse cultures and backgrounds of our ethnic subgroups in class libraries.	•Increase the number of high-interest books that reflect the diverse cultures and backgrounds of our ethnic subgroups in K-5 class libraries.	•K-5 class teachers, reading coach, principal	•Identifying percentage of books currently in class libraries that reflect diverse cultures and backgrounds of our ethnic subgroups in K-5 class libraries with the support of the reading coach and develop a list of grade level appropriate books to add to class libraries for purchase.	•Purchase orders for K-5 class libraries

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:	*N/A: Not an official subgroup due to less than 15 ELL students in 3rd-5th grades.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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	•Student groups/interventions planned without considering students in the English Language Learners subgroup when groups are formed	•Increased recognition, through the use of data boards and data discussions, to make sure students in the English Language Learners subgroups are considered a priority when forming intervention groups.	•K-5 reading teachers, reading coach, instructional coach, principal	•Bi-weekly grade level meeting to match students to appropriate interventions	•Student work and/or graphs to measure growth and close the achievement gap. FAIR end of the year reports and 2013 FCAT reading results

2	•Students need specific instruction around key vocabulary and language acquisition.	•English Language Learners will use tools, such as Text Talk and other vocabulary programs, to increase their acquisition of key vocabulary	•K-5 reading teachers	•Ongoing progress monitoring embedded in Text Talk	•FAIR end of the year reports and 2013 FCAT reading 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 reading. Reading Goal #5D:	66% (13) of Students with Disabilities will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (9) of Students with Disabilities made satisfactory progress in reading.	66% (13) of Students with Disabilities will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	•Student groups/interventions planned without considering students with disabilities subgroup information when groups are formed	•Increased recognition, through the use of data boards and data discussions, to make sure students in the student with disabilities subgroups are considered a priority when forming intervention groups.	•K-5 reading teachers, ESE teachers, reading coach, instructional coach, principal	•Weekly grade level meeting to match students to appropriate interventions	•Student work and/or graphs to measure growth and close the achievement gap. FAIR end of the year reports and 2013 FCAT reading results
2	•Students with disabilities receive fewer opportunities to work on tasks involving critical thinking skills	•Increase the number of tasks involving critical thinking skills using on-level text	•K-5 reading teachers, ESE teachers, reading coach, instructional coach, principal	•Bi-weekly grade level meeting to match students to appropriate interventions	•Student work and/or graphs to measure growth and close the achievement gap. FAIR end of the year reports and 2013 FCAT reading 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:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	66% (76) of Economically Disadvantaged students will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (45) of Economically Disadvantaged students are proficient in reading.	66% (76) of Economically Disadvantaged students will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	•Additional time beyond	•Engage K-5 grade	•SAI Tutors,	•Attendance and	•FAIR end of year

1	the school day for academic support and tutoring	economically disadvantaged students with after-school tutoring using SAI and Turnaround dollars, when they come available.	Guidance Counselor, Principal	progress-monitoring records of students registered with each SAI tutor.	reports and 2013 FCAT Reading results
2	•Not all children have the availability of books that are appropriate to their reading needs/levels at home to read on a daily basis	•All children at Mayport Elementary will be provided with a "book bag" to take home daily that includes an appropriate, leveled reading book and a response journal to reinforce literacy skills	•Classroom teachers (K-5), Principal	•Frequent ongoing progress monitoring reviewed during grade level and school level data chats	•FAIR end of the year reports and 2013 FCAT Reading results
3	•Student groups/interventions planned without considering subgroup information when groups are formed	•Increased recognition, through the use of data boards and data discussions, to make sure students in subgroups are considered a priority when forming intervention groups.	•K-5 reading teachers, reading coach, instructional coach, principal	•Weekly grade level meeting to match students to appropriate interventions	•Student work and/or graphs to measure growth and close the achievement gap

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 State Standards: Unwrapping and developing performance tasks, lesson design	K-5	Instructional Coaches	School-wide	Preplanning and monthly grade level meetings	Observe lessons, develop rubrics, and look at student work from performance assessments to determine degrees of mastery	Instructional Coaches Principal
Leveled Literacy Intervention and Words Their Way	Intervention teachers and 2nd grade teachers	Instructional Coaches	K-3	Preplanning, Working on the Work (WOW) Fridays Weekly grade level meetings with Instructional coaches	Lesson design, lesson observation, individual coaching (on an as-needed basis)	Instructional Coaches
Intervention Team Planning	K-5	Principal	Grade Level Teams	Weekly and WOW Fridays	Differentiated Instructional Plans	Grade Level Teams

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
30 minute daily intervention	Leveled Literacy Intervention (Red System)	School instructional supplies and materials budget	$4,500.00
			Subtotal: $4,500.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Identify and add high-interest grade level books that reflect diverse cultures and backgrounds of ethnic groups at Mayport Elementary to K-5 class libraries	Various book vendors	Magnet class library funds, PTA and SAC dollars	$3,000.00
			Subtotal: $3,000.00
			Grand Total: $7,500.00

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:	N/A due to less than 15 ELL students in grades 3rd-5th grades
2012 Current Percent of Students Proficient in listening/speaking:	
N/A due to less than 15 ELL students in grades 3rd-5th grades	

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	N/A due to less than 15 ELL students in grades 3rd-5th grades	N/A due to less than 15 ELL students in grades 3rd-5th grades	N/A due to less than 15 ELL students in grades 3rd-5th grades	N/A due to less than 15 ELL students in grades 3rd-5th grades	N/A due to less than 15 ELL students in grades 3rd-5th grades

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

Problem-Solving Process to Increase Student Achievement

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

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

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

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A due to less than 15 ELL students in grades 3rd-5th grades	N/A due to less than 15 ELL students in grades 3rd-5th grades	N/A due to less than 15 ELL students in grades 3rd-5th grades	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	36% (59) of 3rd-5th grade students will score a level 3 on Math FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (38) students scored level 3 on Math FCAT 2.0.	36% (59) of 3rd-5th grade students will score a level 3 on Math FCAT 2.0.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher understanding of the level of student performance and learning required by the Next Generation Sunshine State Standards 3rd-5th and Common Core Standards in K – 2nd.	Professional development focusing on unpacking the standards to allow teachers to have a better understanding of what critical areas of learning are required by the standards at each grade level and how student performance expectations change across the different grade levels.	K-5 Math Teachers Math Coach	Analysis of K-2 Math Diagnostics and FCAT results.	K-2 Math Diagnostics and 2013 Math FCAT 2.0 results
2	Continuing to implement new math curriculum aligned with K-2nd Common Core & 3rd-5th NGSSS: combination of Math Investigations and Envision Math.	Have selected math teachers attend district trainings and participate in The Academy of Mathematics with the Math Coach. Learning will be modeled and implementation supported by the math coach.	K-5 Math Learning Leaders Math Coach	Analysis of K-2 Math Diagnostics and FCAT results.	K-2 Math Diagnostics and 2013 Math FCAT 2.0 results
3	Lack of fidelity in implementing core instruction K-5	Implement a 60 minute Math workshop in all mathematics classrooms. In addition, allocate a minimum of 15 minutes of daily Every Day Counts Calendar Math (EDC) interactive instruction in all classrooms.	K-5 Math Learning Leaders Math Coach	Analysis of Progress Monitoring Assessments	Weekly Progress Monitoring Assessments Investigations, Envision, & EDC Math 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 mathematics. Mathematics Goal #1b:	NA: 7 self-contained CSS students will take the FAA and 2 mainstreamed students will take the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA: 7 self-contained CSS students will take the FAA and 2	NA: 7 self-contained CSS students will take the FAA and 2

mainstreamed students will take the FAA	mainstreamed students will take the FAA

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:	21% (34) of students score a level 4 and 5 on the Math FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (20) students scored a level 4 and 5 on the Math FCAT 2.0	21% (34) of students score a level 4 and 5 on the Math FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Motivating and continuing to enhance the learning of these complex math thinkers and problem-solvers.	Differentiating instruction daily to offer enrichment opportunities that keep these children both motivated and learning.	K-5 Math Learning Leaders Math Coach	Analysis of K-2 Math Diagnostics and FCAT results as well as instructional tools/curriculum used to provide enrichment	Analysis of K-2 Math Diagnostics and FCAT results as well as instructional tools/curriculum used to provide enrichment
2	Benchmark Testing Conditions do not align completely with that of the FCAT so results may not be true predictors of FCAT performance - rigor of test items, format of test items	Administer the Benchmark Tests three times per year following identical FCAT test requirements to prescribe instruction and to track growth over time.	(3-5) Math Learning Leaders Math Coach	Analysis of Benchmark data	Benchmark exam, K-2 Math Diagnostics and 2013 Math FCAT 2.0 results
3	Lack of understanding of how to analyze and use Benchmark data.	Provide informed training for teachers in Grades 3 – 5.	(3-5) Math Learning Leaders Math Coach	Analysis of Benchmark data	Benchmark exam, K-2 Math CCSS Assessments and 2013 Math FCAT 2.0 results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	NA: 7 self-contained CSS students will take the FAA and 2 mainstreamed students will take the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA: 7 self-contained CSS students will take the FAA and 2	NA: 7 self-contained CSS students will take the FAA and 2

mainstreamed students will take the FAA	mainstreamed students will take the FAA

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:	53% (86) students make learning gains on Math FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (84) students made learning gains on Math FCAT 2.0	53% (86) students make learning gains on Math FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to provide practice and immediate feedback with FCAT 2.0 test items, distracters, test navigation, test vocabulary, and testing stamina.	Conduct three Math Scrimmages allowing students exposure to items mirroring the item specifics and cognitive complexity of the FCAT 2.0	3-5 Math Learning Leaders and Principal	Analysis of Scrimmage data	In-house Scrimmages Results FCAT 2013 Results
2	Time to implement Math Navigator Modules	Conduct Math Navigator modules during the RTi afternoon 30 minutes block specific to the individual students' needs.	Math Learning Leaders and School Coaches	Checkpoints in the Math Navigator Modules	Interim Benchmark Assessment and 2013 FCAT 2.0

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:	* NA: 7 self-contained CSS students will take the FAA and 2 mainstreamed students will take the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
* NA: 7 self-contained CSS students will take the FAA and 2 mainstreamed students will take the FAA	* NA: 7 self-contained CSS students will take the FAA and 2 mainstreamed students will take the FAA

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:	53% (15) of students in lowest 25% made learning gains on the Math FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (12) of students in lowest 25% made learning gains on the Math FCAT 2.0	53% (15) of students in lowest 25% made learning gains on the Math FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints when students need additional reinforcement to understand math concepts.	Provide students who are not “near the standard” (K-2) or Level 1 or 2 on FCAT (3-5) (PMP) in math with safety nets before, during, or after school.	K-5 Math Learning Leaders SAI Math Tutors	Monitor computer generated student reports, math conference notes, portfolio entries, RTI accommodations, and various Safety Net assessments to identify “next steps” for the students.	FCAT Explorer Math Navigator Math Facts in a Flash Classworks FCAT 2013 Results FCAT 2012 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 : Between 2012 and 2017, the percentage of students in all subgroups making satisfactory progress in mathematics on annual assessments will increase from 48% to 72%.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48%	53%	57%	62%	67%	

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:	53% of 3rd – 5th grade White, Black and Hispanic students are making satisfactory progress in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:

White: 35% Black: 19% Hispanic: NA-fewer than 15 Hispanic students in 3rd-5th in 2012	53% of 3rd – 5th grade White, Black and Hispanic students are making satisfactory progress in reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of fluency in basic math facts required to perform higher level mathematical computations and understand complex mathematical concepts.	Students will practice fluency in +,-,x, and ÷ facts using timed Math Assessments	1st-5th grade teachers	Math Fluency Assessment Data	% of 3rd-5th grade white, hispanic and black students reaching grade level math computational fluency targets aligned to NGSSS 2013 FCAT Math Results
2	Parents have difficulty navigating math homework with their children and express frustration when trying to help their child complete assignments at home	Parent and student math night.	Grade level teachers with support from math coach	Overall attendance and parent survey.	2013 FCAT Math Results of targeted groups.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NA-No ELL subgroup due to fewer than 15 ELL students in 3rd-5th for 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA-No ELL subgroup due to fewer than 15 ELL students in 3rd-5th for 2013	NA-No ELL subgroup due to fewer than 15 ELL students in 3rd-5th for 2013

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	Lack understanding of basic English math vocabulary.	Vocabulary wall/chart that includes the word with the math example Printed list of some of the math vocabulary with the word also written in their native language.	K – 5 Teachers Math Coach	Monitor math conversations/ written explanations to observe that vocabulary is being used and used correctly.	Common Assessments 2013 Math FCAT 2.0
2	Lack of understanding of math concepts in English terms.	Provide opportunities for students to use manipulatives and visual models to make the concept concrete.	K – 5 Math Teachers	Monitor the using the manipulatives and visual models by having the student explain their thinking.	Common Assessments 2013 Math FCAT 2.0

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.	53% (12) Students with Disabilities making satisfactory progress in mathematics.86% (36)of 3rd-5th grade students

Mathematics Goal #5D:	with disabilities will score a level 3 or above on the FCAT Math Standards component.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (7) Students with Disabilities were proficient or above proficient on the Math FCAT 2.0	53% (12) Students with Disabilities making satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time in the instructional day to deliver differentiated math instruction without supplanting the core curriculum and instruction.	Differentiate core instruction using Building Blocks, an online mathematics intervention, and Number Worlds during a daily math center and/or skills block.	ESE specialists and K-5 teachers	Program-embedded progress monitoring assessments	2013 Math FCAT 2.0 Results

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	53% (60) of Economically Disadvantaged students make satisfactory progress on the Math FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (26) of Economically Disadvantaged students made satisfactory progress on the Math FCAT 2.	53% (60) of Economically Disadvantaged students make satisfactory progress on the Math FCAT 2.0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent difficulty supporting math homework practice, use of FCAT Explorer on at-home technology device, and provision of commercial tutoring services.	Engage students in FCAT Math Explorer during differentiated math centers and/or after-school tutoring.	3-5 teachers	Completion of FCAT Math Explorer Attendance Record and Progress Monitoring Assessments used in Tutoring	2013 FCAT Math Results

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

Unpacking Math NGSSS and K-2 Common Core	K-5	K-5 Math Lead Teachers Instructional Coaches	Grade Level PLCs & Friday Grade Level WOW Days	Early Dismissal bi-monthly	Walk-through Observations of aligned differentiated instruction and assessments	Principal
Academy of Math	K-5	District Math Coaches	K-5 Math Lead Teachers	Schultz Center Schedule	Alignment of Math Lead Teacher Instruction with District Expectations/Benchmark & FCAT Results	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
30 minute daily in-school and after-school math tutoring	Math Navigator Student Booklets	Turnaround Tutoring and SAI $	$2,000.00
			Subtotal: $2,000.00
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
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: $2,000.00

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:	Given instruction based on the NG Sunshine State Standards, 36% (22) of the 5th grade students will score at level three on the 2013 FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FCAT 2.0 2012 Data 29% (18) of 5th grade students scored an achievement level 3 on FCAT Science 2.0	Given instruction based on the NG Sunshine State Standards, 36% (22) of the 5th grade students will score at level three on the 2013 FCAT Science 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
	Time for students to practice application,	Higher level questioning and small	5th grade Science – Manser	Students are required to record data	District Unit Performance

1	synthesis, analysis, and evaluation of science concepts.	group discussions during science activities to monitor student understanding of science content.	Science Lab Instructor - Malz	collected during science activities and to draw conclusions using “evidence” collected in Science Notebook and NGSSS-aligned notebook entry rubric.	Tasks, District Benchmarks, FCAT 2013
2	Teaching Science Content integrated with Coastal Science magnet content to proficiency prior to April FCAT.	Align Coastal Science Units of instruction with 5th grade NGSSS science standards.	5th grade Science – Manser Science Lab Instructor - Malz	Teaching aligned Coastal Science Units and student performance on NGSSS aligned assignments and Interim Benchmark Assessments.	Coastal Science Unit Performance Tasks, Interim Benchmark Assessment, FCAT 2013
3	Large amount of content that has to be taught in great depth during the school year.	Students will be given a pre-test and post-test for each science unit to determine standards to be taught and standards requiring review. Students will be required to keep up to date Science notebooks.	5th grade Science - Manser	Student notebooks will be checked for understanding and student’s improved score comparing pre and post-unit tests.	District Unit Tests, FCAT 2013

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:	NA: 7 self-contained CSS students will take the FAA and 2 mainstreamed students will take the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA: 7 self-contained CSS students will take the FAA and 2 mainstreamed students will take the FAA	NA: 7 self-contained CSS students will take the FAA and 2 mainstreamed students will take the FAA

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	15% (9) of 5th grade students score a level 4 and 5 on FCAT Science 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on FCAT 2.0 2012 Data 13% (8) 5th grade students scored an achievement level 4 and 5 on FCAT Science 2.0	15% (9) of 5th grade students score a level 4 and 5 on FCAT Science 2.0

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	High level of reading difficulty on science FCAT questions.	Use nonfiction comprehension strategies and FCIM lessons to focus instruction on science content and reading/test taking strategies.	5th grade Science – Manser Science Lab Instructor – Malz Reading Coach - Kolb	Improved performance on district Benchmark assessments	Benchmark test (fall, winter, & spring) , 2013 FCAT 2.0
2	Parent involvement: at home studying and reviewing Science content.	Students will have access to myscienceonline.com (Florida interactive science, Pearson) and bring home science text to complete at home reading.	Teacher, parent, student	Improved performance on Science District Unit assessments and participation in class discussions reviewing questions from Science Text.	Science District Unit Assessments, 2013 FCAT 2.0
3	Coastal Sciences Integration aligned with NGSSS science expectations, Common Core State Standards and Ocean Literacy Standards to support magnet implementation objectives.	Students will be involved in teacher-developed Coastal Sciences units of instruction aligned with NGSSS, Common Core State Standards and Ocean Literacy Standards that include project-based activities that build background and content knowledge with local hands-on activities (ex. Small Fry to Go Aquaculture Program and GTMNERR Oyster Bed Restoration Project).	Stephanie Stevenson Coastal Sciences Curriculum Integration Specialist K-5 Teachers	Increased student engagement in high-quality science investigations which result in improved student performance on science performance tasks and FCAT 2.0.	Coastal Science Rubric for Unit Performance Tasks and 2013 FCAT 2.0

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:	NA: 7 self-contained CSS students will take the FAA and 2 mainstreamed students will take the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA: 7 self-contained CSS students will take the FAA and 2 mainstreamed students will take the FAA	NA: 7 self-contained CSS students will take the FAA and 2 mainstreamed students will take the FAA

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
Coastal Sciences Units of Instruction	K-5	Community Partners and Curriculum Integration Specialist	K-5 Teachers	Ongoing, Friday Training, In class teacher/student enrichment investigations	Implementation of K-5 Coastal Sciences Units of Study	Principal and CIS
Field Studies	K-5	Community Partners & CIS	K-5 Teachers	Ongoing	Revision of Coastal Sciences Units of Study to include more science vocabulary, hands-on learning and aligned field studies for students	Principal and CIS
Academy of Science	K-5	District Science Specialists	K-5 Science Lead Teachers	Schultz Center Schedule	Alignment of Implementation of District Expectations/Science FCAT	Principal

Science Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Small Fry to Go	Rainbow Trout eggs and Striped Bass fry, Labitat	Magnet Funding	$5,500.00
			Subtotal: $5,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,500.00

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 tested will score at a level 4.0 or above on the FCAT 2.0 Florida Writes essay.
2012 Current Level of Performance:	2013 Expected Level of Performance:

17% (8 out of 48) of 4th grade students scored at a level 4.0 or above on the FCAT Florida Writes essay.	75% of 4th grade students tested will score at a level 4.0 or above on the FCAT 2.0 Florida Writes essay.

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	Identification of effective instructional strategies that will improve student writing scores	Analyze the 2012 Florida FCAT Writing results and writing diagnostics to assess and improve the effectiveness of student writers (ex. implementation of writing scrimmage will provide focused instruction of writing strategies and allow students time to reflect on what they learned.)	K-5 Writing teachers Kim Bloor: Instructional Coach Jill Kolb: Literacy Coach	Analysis of student writing using genre rubrics, conferring, and peer response groups and peer editing using an editing checklist aligned with the Florida Writes Rubric. Students record their proficiency scores after writing scrimmage and write a reflection which includes listing strategies they will use to reach their writing goal (4.0 or higher).	Genre class profiles, Student Work Samples, 2012 FCAT 2.0 Writing results.
2	Students not having long blocks of daily writing instruction due to the constraints of time.	Implementation of 4th grade Writing Workshop daily for 60 minutes(K-3 daily 45-60 minute Writing Workshop)	K-4 Writing teachers Kim Bloor: Instructional Coach Jill Kolb: Literacy Coach	Quarterly focus walks.	Writers Workshop Implementation Matrix.
3	Students must have clear, explicit model of narrative and expository essays that represent a score point 4.0-6.0	Use anchor/calibration published essays and the FCAT 2.0 writing rubric to explicitly instruct students on the criteria for each writing level in a concentrated effort to move student's writing levels to 4.0-6.0 Implement and use minilessons based on the Units of Study by Lucy Caulkins.	Megan Price: 4th Grade Teacher Kim Bloor: Instructional Coach Jill Kolb: Literacy Coach	Test Taking Genre Study pre-/post-assessments for Narrative and Expository Writing Evidence in writers notebook.	Class profiles and 2012 FCAT 2.0 Writing results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	NA: 7 self-contained CSS students will take the FAA and 2 mainstreamed students will take the FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA: 7 self-contained CSS students will take the FAA and 2 mainstreamed students will take the FAA	NA: 7 self-contained CSS students will take the FAA and 2 mainstreamed students will take the FAA

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
Using Mentor Texts	3rd/4th grade	Kim Bloor	Megan Price, Angela Roselle and Mary Woodall	Bi-weekly (Early Release) and also via blog on technology	Utilizing a Writer's Notebook to practice and use strategies in our own writing. Implementing Minilesson utilizing mentor texts. Evidenced in student writing samples and writers notebook.	Megan Price: 4th Grade Teacher Kim Bloor: Instructional Coach Principal
Teacher College: Units of Study	4th Grade	Kim Bloor	Megan Price and Angela Roselle	Weekly (resource Time)	Looking at Student Work from Lessons Delivered	Megan : 4th GradeTeacher Kim Bloor: Instructional Coach

Writing Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Book Study with instructional coach in order to better use mentor texts.	Purchase Mentor Author, Mentor Texts Short Texts, Craft Notes, and Practical Classroom Uses By Ralph Fletcher	SAP Funds	$250.00
			Subtotal: $250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $250.00

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:	75% of students will have less than 10 absences in 2012-13 and 93% of students will have less than 10 tardies in 2012-13.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
62% of students with less than 10 absences	75% of students with less than 10 absences
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
38% of students with excessive absences (10 or more)	25% of students with excessive absences (10 or more)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
12% of students with excessive tardies (10 or more)	7% of students with excessive tardies (10 or more)

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	Student absences are a result of any combination of the following: illness, family vacation, transition time before or after a change of address or truancy.	. Attendance records will be reviewed bi-monthly. As a result of the findings, meetings will be scheduled with parents of students with excessive absences or tardies to discuss their particular situation and create an intervention plan. Perfect attendance will be recognized at quarterly award ceremonies. Severe cases will be reported to the State Attorney's Office	Attendance Intervention Team- Guidance Counselor, Principal	The Attendance Intervention Team maintain documentation reflecting the steps taken and individual plans	Attendance records and Attendance Intervention Team monitoring instrument
2	Phone numbers for parents are not current.	Recorded messages will be sent via the School Messenger system. A report of non-reachable numbers will be generated and used to update student records.	School Messenger school-based administrators	Recorded calls will be made and a report of unreachable numbers will be generated. New information cards will be sent home requesting that the data be updated to reflect a working phone number.	School Messenger report of non-reachable numbers

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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The total number of suspensions in 2012-13 will decrease from 44 (39 students) to 40 (35 students).
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
31 in-school suspensions during 2011-12	28 in-school suspensions in 2012-13
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
26 students were suspended in-school during 2011-12	23 students suspended in-school during 2012-13
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

13 out-of-school suspensions during 2011-12	12 out-of--school suspensions in 2012-13
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
13 out-of-school suspensions during 2011-12	12 out-of--school suspensions in 2012-13

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	Decreased personnel to provide student supervision	Foundations guidelines and CHAMPs will be implemented school-wide to provide consistent expectations and structure. Dolphin of the Month program will be continued to encourage and promote positive student behavior.	Foundations Team, Classroom Teachers Principal, Classroom Teachers	The Foundations Team will conduct surveys and monitor common areas to determine the effectiveness of the implemented components. Documentation will show that a different student was selected from each class each month.	Foundation Team surveys and monitoring forms Dolphin of the month submission 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
No Data Submitted						

Suspension Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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.*	Parent involvement in family nights, Open House, Orientation, and other parent events will increase by 10%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
50% of parents participate in family nights, Open House, Orientation, PTA events, and other parent-oriented events.	Parent involvement in family nights, Open House, Orientation, and other parent events will increase by 10%.

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	Two-parent or single-parent homes where all parents work full-time jobs which makes it difficult to spend additional time at school during the day for school events	Plan parent events in the early morning, afternoon and evening to accomodate varying parent schedules. Establish a father-based organization at school that meets monthly with children before school.	PTA Board Members Principal Volunteer Liaison	Parent Sign-in Sheets should demonstrate increasing attendance by at least 10%	Parent Sign-in Sheets and Parent Surveys

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

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

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

No Data Submitted

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

Problem-Solving Process to Increase Student Achievement

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Safety Goal Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Safety Goal Goal Safety Goal Goal #1:	All students feel safe in classrooms.
2012 Current level:	2013 Expected level:
School Climate Survey indicators for Safety show that 89% of students (only 4th & 5th grade students surveyed) feel safe in the classroom.	School Climate Survey indicators for Safety will show that 95% of students (only 4th & 5th grade students surveyed) feel safe in school common areas.

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	Lack of fidelity in delivering Foundations common area lesson plans by all PK-5 teachers.	Instruction and review of all common area guidelines and lesson plans in every PK-5 classroom during the first three weeks of school and again after the winter break: • Cafeteria • Hallway • Restrooms • Playground • Bus Zone	Foundations Team	Observation of student behavior in common areas based on guideline criteria by Foundations Team members and parent volunteers.	Annual School Climate Survey
2		Students will participate in Character Education, and Service Leadership Programs: • Fitness and Character Education (F.A.C.E.) • R.E.S.P.E.C.T. • Kiwanis K-Kids	Community Partners & Volunteer Liaison	Analysis of student grades and discipline data	School grade reports and discipline data
3		Students will participate in programs that increase self-awareness, health, and fitness to promote a positive self-image: • Health Education to Reduce Obesity (H.E.R.O.) • Red Ribbon Week Activities to promote healthy choices • Junior River Run Team	SAC, PTA, and Community Partners	Analysis of student discipline data	School discipline data

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

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

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

Budget:

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

End of Safety Goal Goal(s)

Safety Goal Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	
1. Safety Goal Goal Safety Goal Goal #1:	All students feel safe in the classrooms.
2012 Current level:	2013 Expected level:
School Climate Survey indicators for Safety show that 89% of students (only 4th & 5th grade students surveyed) feel safe in the classroom.	School Climate Survey indicators for Safety will show that 95% of students (only 4th & 5th grade students surveyed) feel safe in school common areas.

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
	Fidelity of developing,	Teaching students	PK-5 teachers	Evidence of CHAMPS	Annual School

1	delivering, and referencing CHAMPS for class routines.	CHAMPS expectations for primary class routines (ex. whole group instruction, small group work, individual work, lining up, moving in the hallways, etc.)	and principal	expectations posted in classroom and referred to by teachers and students.	Climate Survey

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

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

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

Budget:

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

End of Safety Goal Goal(s)

CSS-Alternative Assessment 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. CSS-Alternative Assessment Goal	53% (4 of 7) of 3rd-5th grade students taking the Alternate Assessment for Reading will be proficient (score 4) or above proficient (score 5-9).

CSS-Alternative Assessment Goal #1:	53% (4 of 7) of 3rd-5th grade students taking the Alternate Assessment for Math will be proficient (score 4) or above
2012 Current level:	2013 Expected level:
38% (3 of 8) of 3rd-5th grade students taking the Alternate Assessment for Reading were proficient (score 4) or above proficient (score 5-9). 25% (2 of 8) of 3rd-5th grade students taking the Alternate Assessment for Math were proficient (score 4) or above proficient (score 5-9).	53% (4 of 7) of 3rd-5th grade students taking the Alternate Assessment for Reading will be proficient (score 4) or above proficient (score 5-9). 53% (4 of 7) of 3rd-5th grade students taking the Alternate Assessment for Math will be proficient (score 4) or above proficient (score 5-9).

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	Creation of differentiated instructional materials to meet the needs of all levels of students in the classroom.	Implementation of Unique, a Language Arts Curriculum, daily in 3rd-5th Communication Social Skills Class.	CSS Site Coordinator and Class Teachers	Monthly pre- and post-assessment in Unique Learning Systems Curriculum	2013 Florida Alternate Assessment of Reading and Math
2	Creation of differentiated instructional materials to meet the needs of all levels of students in the classroom.	Implementation of Number Worlds, a Math Curriculum, daily in 3rd-5th Communication Social Skills Class.	CSS Site Coordinator and Class Teachers	Unit assessments in Number Worlds Curriculum	2013 Florida Alternate Assessment of Math

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

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

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

Budget:

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

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

End of CSS-Alternative Assessment Goal(s)

Drop-out Prevention 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. Drop-out Prevention Goal Drop-out Prevention Goal #1:	The number of students promoted will increase by at least 2%.
2012 Current level:	2013 Expected level:
94% students promoted.	96% students promoted.

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. School day does not provide enough time for students who are one or more years below grade level proficiency to close the gap and reach grade level performance expectations.	During and after-school tutoring services will be offered to students falling below grade level expectations and targeting students who are overage.	SAI Tutors, Classroom teachers	Students enrolled in tutoring services will show an improvement in targeted area on post test, standardized district benchmark assessments and FCAT	FCAT 2013 and promotion data

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

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

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

Budget:

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

End of Drop-out Prevention Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	30 minute daily intervention	Leveled Literacy Intervention (Red System)	School instructional supplies and materials budget	$4,500.00
CELLA	N/A due to less than 15 ELL students in grades 3rd-5th grades	N/A due to less than 15 ELL students in grades 3rd-5th grades	N/A due to less than 15 ELL students in grades 3rd-5th grades	$0.00
Mathematics	30 minute daily in-school and after-school math tutoring	Math Navigator Student Booklets	Turnaround Tutoring and SAI $	$2,000.00
Science	Small Fry to Go	Rainbow Trout eggs and Striped Bass fry, Labitat	Magnet Funding	$5,500.00
				Subtotal: $12,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Book Study with instructional coach in order to better use mentor texts.	Purchase Mentor Author, Mentor Texts Short Texts, Craft Notes, and Practical Classroom Uses By Ralph Fletcher	SAP Funds	$250.00
				Subtotal: $250.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Identify and add high-interest grade level books that reflect diverse cultures and backgrounds of ethnic groups at Mayport Elementary to K-5 class libraries	Various book vendors	Magnet class library funds, PTA and SAC dollars	$3,000.00
				Subtotal: $3,000.00
				Grand Total: $15,250.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

View uploaded file (Uploaded on 10/18/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately

balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

☒ No. Disagree with the above statement.

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

The SAC is composed of members meeting all requirements except that it is not currently representative of the ethnic and racial community served by the school due to the resignation in the fall of two parent members. The principal is currently in communication with with potential SAC members to fill these two positions who would also meet the ethnic and racial requirements.

Projected use of SAC Funds	Amount
Purchasing instructional materials to support academic programs and pay for tutoring services.	$3,200.00

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

The SAC is monitoring the progress of community partnership programs such as Blessings in a Backpack, Cathedral Arts Program, Health Education to Reduce Obesity, R.E.S.P.E.C.T., Fitness in Character Education, and GTMNERR Oyster Bed Restoration Project. It is also reviewing and making ongoing recommendations for our School Improvement Plan, expanding our volunteers, and communicating with parents and community members about the progress of Mayport Elementary at its Midyear Stakeholder Assessment Meeting.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Duval School District
MAYPORT ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	63%	86%	51%	269	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	60%	50%			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?	53% (YES)	47% (NO)			100	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					479	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District
MAYPORT ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	65%	67%	52%	248	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	57%	71%			128	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?	30% (NO)	67% (YES)			97	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					473	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested