FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CHIMNEY LAKES ELEMENTARY SCHOOL

District Name: Duval

Principal: Janet Knott

SAC Chair: Julissa Garcia

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/18/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Chimney Lakes Elementary 2007- Present 2012: Grade A (Reading Proficiency-59%, Math Proficiency-68%, Writing Proficiency-86%, Science Proficiency-52%,Reading Learning Gains-69%, Math Learning Gains-73%,Lowest 25% Gains Reading-70%, Lowest 25% Gains Math-78%) AYP - Y 2011: Grade A (Reading Proficiency- 80%, Math Proficiency- 86%, Writing Proficiency-76%, Science- 64%, Reading Learning Gains- 72%, Math Learning Gains- 83%, Lowest 25% Gains Reading- 58%, Lowest 25% Gains Math- 90%) AYP-Y 2010: Grade A (Reading Proficiency- 78%, Math Proficiency- 82%, Writing- 92%, Science- 59%, Reading Learning Gains-65%, Math Learning Gains- 78%, Lowest 25% Gains Reading- 55%, Lowest 25% Gains Math- 77%) AYP- N 2009: Grade A (Reading Proficiency- 82%,

Position	Name	Degrees/ Certifications	Years at Current School	Years as Administrator	Prior Performance Record
Principal	Janet Knott	Master of Education, Bachelor of Science Certifications: School Principal, Elementary Education	6	21	Math Proficiency- 80%, Writing- 88%, Science- 50%, Reading Learning Gains- 72%, Math Learning Gains- 87%, Lowest 25% Gains Reading- 63%, Lowest 25% Gains Math- 90%) AYP- Y 2008: Grade A (Reading Proficiency- 80%, Math Proficiency- 66%, Writing- 55%, Science- 48%, Reading Learning Gains- 70%, Math Learning Gains- 74%, Lowest 25% Gains Reading- 65%, Lowest 25% Gains Math- 83%) AYP- N Principal Biltmore Elementary 2004- 2007 2007: Grade C (Reading Proficiency- 52%, Math Proficiency- 51%, Writing- 82%, Science- 41%, Reading Learning Gains- 48%, Math Learning Gains- 82%, Lowest 25% Gains Reading- 53%, Lowest 25% Gains Math- 83%) AYP- N 2006: Grade B (Reading Proficiency- 66%, Math Proficiency- 40%, Writing- 76%, Reading Learning Gains- 73%, Math Learning Gains- 76%, Lowest 25% Gains Reading- 77%) AYP- Provisional 2005: Grade C (Reading Proficiency- 50%, Math Proficiency- 38%, Writing- 81%, Reading Learning Gains- 61%, Math Learning Gains- 66%, Lowest 25% Gains Reading- 60%) AYP- N
Assis Principal	Morlene MacGregor	Master of Education, Bachelor of Science Certification: School Principal, Elementary Education	23	6	Assistant Principal of Chimney Lakes Elementary 2007- Present 2012: Grade A (Reading Proficiency-59%, Math Proficiency-68%, Writing Proficiency-86%, Science Proficiency-52%,Reading Learning Gains-69%, Math Learning Gains-73%,Lowest 25% Gains Reading-70%, Lowest 25% Gains Math-78%) AYP - Y 2011: Grade A (Reading Proficiency- 80%, Math Proficiency- 86%, Writing Proficiency- 76%, Science- 64%, Reading Learning Gains- 72%, Math Learning Gains- 83%, Lowest 25% Gains Reading- 58%, Lowest 25% Gains Math- 90%) AYP-Y 2010: Grade A (Reading Proficiency- 78%, Math Proficiency- 82%, Writing- 92%, Science- 59%, Reading Learning Gains- 65%, Math Learning Gains- 78%, Lowest 25% Gains Reading- 55%, Lowest 25% Gains Math- 77%) AYP- N 2009: Grade A (Reading Proficiency- 82%, Math Proficiency- 80%, Writing- 88%, Science- 50%, Reading Learning Gains- 72%, Math Learning Gains- 87%, Lowest 25% Gains Reading- 63%, Lowest 25% Gains Math- 90%) AYP- Y 2008: Grade A (Reading Proficiency- 80%, Math Proficiency- 66%, Writing- 55%, Science- 48%, Reading Learning Gains- 70%, Math Learning Gains- 74%, Lowest 25% Gains Reading- 65%, Lowest 25% Gains Math- 83%) AYP- N
Assis Principal	Darryl Hill	Master of Education Certification: Educational Leadership	2	2	Assistant Principal of Chimney Lakes Elementary 2010- Present 2012: Grade A (Reading Proficiency-59%, Math Proficiency-68%, Writing Proficiency-86%, Science Proficiency-52%,Reading Learning Gains-69%, Math Learning Gains-73%,Lowest 25% Gains Reading-70%, Lowest 25% Gains Math-78%) AYP - Y 2011: Grade A (Reading Proficiency- 80%, Math Proficiency- 86%, Writing Proficiency- 76%, Science- 64%, Reading Learning Gains- 72%, Math Learning Gains- 83%, Lowest 25% Gains Reading- 58%, Lowest 25% Gains Math- 90%) AYP-Y

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include

history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

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

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Re-hire personnel from leave and recruit transfers that are highly qualified	Principal	June 2013	
2	2. Enable teachers to become experts in content areas through attendance at district or privately sponsored in-service activities	Principal	June 2013	
3	3. Promote and maintain a collegial environment within the school	Principal	June 2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Not applicable	

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
73	2.7%(2)	11.0%(8)	52.1%(38)	34.2%(25)	34.2%(25)	100.0%(73)	0.0%(0)	2.7%(2)	52.1%(38)

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
		Mrs. Hope is in her first full year of teaching in our school. Ms. Scott has 8 years of teaching experience,	Weekly Meetings

Tonya Scott	Ashley Hope	all of those years are in Kindergarten. Ms. Scott as her mentor will guide her in complying with district and state requirements.	Planning Content Lessons Together
Jennifer Thompson	Morgan Jones	Ms. Jones is in her first year of teaching. Ms. Thompson has 9 years of teaching eperience, in Kindergarten and First grade, the last 2 being in First grade. Ms. Thompson as her mentor will guide her in complying with district and state requirements.	Weekly Meetings Planning Content Lessons Together
Terri Stevens	Carrie Dixon	Mrs. Dixon is in her first full year of teaching in our school. Mrs. Stevens has 11 years of teaching experience, the last 4 years in Second grade. Mrs. Stevens as her mentor will guide her in complying with district and state requirements.	Weekly Meetings Planning Content Lessons Together
Donna Polk	April Walker	Mrs. Walker is in her first full year of teaching in our school. Mrs. Polk has 8 years of teaching experience in Second grade. Mrs. Polk as her mentor will guide her in complying with district and state requirements.	Weekly Meetings Planning Content Lessons Together
Brian Elliott	Doug Dinneen	Mr. Dinneen is in his first year teaching in our school. Mr. Elliott has 15 years of teaching experience, all of it being in Fifth grade. Mr. Elliott as his mentor will guide her in complying with district and state requirements.	Weekly Meetings Planning Content Lessons Together

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Title I, Part A

> N/A

Title I, Part C- Migrant

> N/A

Title I, Part D

> N/A

Title II

> N/A

Title III

> N/A

Title X- Homeless

> N/A

Supplemental Academic Instruction (SAI)

> N/A

Violence Prevention Programs

> N/A

Nutrition Programs

> N/A

Housing Programs

> N/A

Head Start

> N/A

Adult Education

> N/A

Career and Technical Education

> N/A

Job Training

> N/A

Other

> N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Janet Knott, Principal; Daryl Hill, Assistant Principal; Sheila Handres, School Counselor; Gloria Muenzemay, Resource; Rhunell Wilson, ESE; Erin Torrens, Kindergarten; Annice Yergin, First Grade; Michelle Pearson, Second Grade; Teresa Runyan, Third Grade; Pauline Morales, Fourth Grade; Judy Phipps, Fifth Grade

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?

RTI leadership team meets bimonthly to review academic and behavioral data used to insure all Tier I curriculum requirements are meeting the needs of all students. Remediation strategies are infused into Tier I core instruction to meet the needs of the general population of students. Grade level representatives present diagnostic academic data and Daryl Hill presents behavioral data from Foundations Team. The RtI Leadership Team and the Collaborative Problem Solving Teams (CPST, grade level teams led by their Grade Level RtI Leadership Team member) will consider 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 do not learn?
4. What evidence do we have to support our responses to these questions?
5. What resources to we have or need to meet the students' needs?

Any student not responding to Tier 1 instruction and interventions are recommended to the CPST for Tier 2 intervention planning. When students are identified as needing Tier 3 interventions, they will be referred by the CPST to the RtI Leadership Team where parent meetings will be scheduled. With parent involvement, more intensive interventions will be planned and implemented. Data collection process will be used to guide planning and interventions. Student's progress is monitored individually and interventions are reviewed and revised accordingly.

The RtI Leadership team provides professional development as needed, based on the analysis of student data, while problem solving the effectiveness of instructional practices and behavioral interventions (Foundations Team) throughout the school.

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 RtI Leadership team actively utilizes the problem solving process to identify the academic and behavioral needs of the school based on analysis of data. This is done through collaboration with the Foundations Team, Academic Lead teachers, and vertical articulation. Representatives from all areas were involved in developing and implementing the SIP.

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.

Teachers will analyze academic data from the assessment tools listed below.
• Baseline data: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments as appropriate, Florida Comprehensive Assessment Test (FCAT), and Curriculum Based Assessments
• Midyear: FAIR, DRA-2, Curriculum Based Assessments, District Benchmark Assessments as appropriate
• End of year: FAIR, FCAT, Curriculum Based Assessments

Ongoing progress monitoring and frequency of data review is based on individual student need when using Tier II and Tier III interventions. Individual decisions regarding frequency are made based on student need; however, our best practice recommendation is at least twice per month for informal assessments to track short-term intervention progress.

Inclusive data for the students in the Response to Intervention (RtI) process is managed through the use of individual student folders, which are housed in the student's classroom and moved to the next grade level through the student's cumulative folder. Intervention data is kept in narrative and graphical form in the student's individual folders.

Data on absenteeism, referrals, and suspensions from Genesis will be utilized for behavior. Tier I interventions include: Second Step, CHAMPs, "Think Tank," and After School Detention. Classroom teachers, the School Counselor, the Assistant Principals and the Principal will work to design appropriate interventions to meet the individual students need Tier II & Tier III interventions.

Describe the plan to train staff on MTSS.

Grade level facilitators will meet with new grade level members to train and disseminate RTI information during grade level meetings. Updated professional development may also include early dismissal days and team meetings as needs arise based

on research of RTI best practices and continual data analysis of student work.

RtI learning may also occur during the following:
• Professional learning communities
• Classroom observations
• Collaborative planning
• Analysis of student work
• Book study
• Lesson study
• Action research

Describe the plan to support MTSS.

Time dedicated each day in the classroom to support Tier 1, 2, and 3. Dedicated research based materials are used to remediate or enrich students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Janet Knott, Principal; Tonya Scott, Kindergarten; Kelley Ganey, First Grade; Alicia Pitts, Second Grade; Catherine Motolenich, Third Grade; Priscilla Hardage, Fourth Grade; Donna Mace, Fifth Grade

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

The LLT members attend district level training and then meets to debrief on district training. The LLT then decides how they can support the district's reading goals and our school's reading goals based on grade level data. We meet quarterly following district training to debrief and make a plan of action for training staff. LLT provides leadership and support for their grade level members as needed throughout the year.

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

The LLT will work providing support and training on the following topics:
1) common core standards
2) FCAT 2.0 categories and content focus,
3) complexity of text and questioning (using Webb's depth of Knowledge), and
4) word study/vocabulary development.

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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 25% or 140 students out of 566 students scored a Level 3 on the 2012 administration of the FCAT Reading Test. The Expected Level of Performance of students scoring a Level 3 on the 2013 administration of the FCAT Reading test is 29% or 169 students (out of 583 students) based on the DCPS 2013 FCAT School Grade Stretch Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (140 students)	29% (169 students)

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.Excessive absences and tardies in the school year of 2011-2012, 26% or 146 students were absent 10 or more days. Of the 26%, 20% or 29 students were absent 21 days or more. In addition, 14% or 78 students were tardy 10 or more times. On average there were 14.31 (2.52%) tardies per day. As a result, students missed an excessive amount of instruction. It is essential that instructional resources and strategies be maximized to increase student performance.	1.1. Administration, Guidance, the Foundations Team, and Classroom Teachers will establish a school-wide reward system for attendance (including arriving to school on time) and establish a more effective method of tracking early checkouts.	1.1. Principal, Assistant Principals, Guidance, District Attendance Social Worker, and Classroom Teachers	1.1. Review of Attendance Data	1.1. Effectiveness will be determined through a decrease in absenteeism and early checkouts and an increase in student performance for those with excessive absences, tardies, and early checkouts on quarterly grade reports, Duval County Interim Benchmarks Assessments, FAIR and the FCAT 2.0
2	1.2. Lack of rigor in reading lesson plans	1.2. Continue 90 minute daily Readers Workshop Model in all classrooms with fidelity, utilize the FAIR assessment data, utilize Duval County Interim Benchmark Assessment Data, continue DRA 2 and Houghton Mifflin Benchmark assessments to monitor student progress. While this data is shared	1.2. Principal, Assistant Principals, and Classroom Teachers	1.2. Review assessment data and item analysis sheets to ensure teachers are assessing students according to the Duval County Learning Schedule. The Principal and Leadership Team will meet with teachers either during grade level, content area, early dismissal meetings, or one-on-one, to discuss	1.2. FAIR assessment data, Houghton Mifflin Benchmark Assessments, disaggregated data from Duval County Interim Benchmark Assessments, DRA2, Classroom Profile Sheets

		with all parents, parents of students with excessive absences or tardies will be asked to attend a conference to review the data and the impact excessive absences and/or tradies have on student performance.		assessment results and student progress. Classroom profile sheets will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing.	
3	1.3. Low SES impacts students background knowledge/vocabulary	1.3 Maintain and improve reading strategies learned in in-service trainings and professional learning communities. Continue to incorporate vocabulary instruction through the CLE news and our magnet theme.	1.3. Principal, Assistant Principals, and Classroom Teachers, Media Specialist, Literacy Lead Team, International Cultural Committee	1.3. Principal and Assistant Principal will monitor continuous progress through classroom walkthroughs and one-on-one conferencing with teachers. Classroom teachers will monitor student ability to incorporate new vocabulary words in their daily language and writing.	1.3. Effectiveness will be determined through FAIR, DRA 2, Duval County Interim Benchmark Assessments, and Houghton Mifflin assessments, and increased FCAT scores in the vocabulary category
4	1.4. Lack of reading stamina for taking and reading longer passages on the FCAT	1.4. Continue to promote/recognize the achievement of the One Million Word Challenge by classroom teachers aligning instruction to incorporate fluency and provide opportunities to increase reading stamina or reading volume using appropriate student text levels. The more students read, the better they will be able to sustain while reading the longer passages on FCAT 2.0.	1.4. Principal, Assistant Principals, Classroom Teachers, and Media Specialist	1.4. Classroom teachers will monitor student progress towards the goal	1.4. Effectiveness will be determined through FAIR, DRA 2, and Houghton Mifflin Benchmark assessments
5	1.5 Differentiate instruction to meet the needs of all students	1.5. Implement enrichment groups during RtI time allotment to include students achieving above level proficiency (Level 4s & 5s) on the 2013 administration of the Reading Benchmark focusing on above level reading materials (i.e. Compass Odyssey) and literature study groups.	1.5. Principal, Assistant Principals, and Classroom Teachers	1.5. Classroom teachers will administer pre-test and post-test when applicable; Lesson plans will be reviewed during classroom walkthroughs and one-on-one conferencing with teachers; Data notebooks will be maintained to monitor student achievement.	1.5.Effectiveness will be determined by Compass Odyssey Pre-Test and Post-Test Data, Duval County Interim Benchmark Assessments, 2013 FCAT Reading Test, FAIR, DRA 2, and Houghton Mifflin assessments.
6	1.6 Lack of rigor and highly effective questioning in the classroom	1.6 Implement use of essential questions and embed highly effective questions in lesson plans and day to day instruction as learned through early dismissal day professional development.	1.6 Principal, Assistant Principals, and Classroom Teachers	1.6 Classroom teachers will administer pre-test and post-test when applicable. Lesson plans will be reviewed during classroom walkthroughs and one-on-one conferencing with teachers. Data notebooks will be maintained to monitor student achievement.	1.6 Effectiveness will be determined by Compass Odyssey Pre-Test and Post-Test Data, Duval County Interim Benchmark Assessments, 2013 FCAT Reading Test, FAIR, DRA 2, and Houghton Mifflin 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 reading. Reading Goal #1b:	n/a	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
Not enough students to qualify.	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	Not enough students to qualify.				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 3-5 34% or 190 students out of 566 students scored a Level 4 or 5 on the 2012 administration of the FCAT Reading Test. The Expected Level of Performance of students scoring a Level 4 or 5 on the 2013 administration of the FCAT Reading test is 35 % or 204 students (out of 583 students) based on the DCPS 2013 FCAT School Grade Stretch Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (190 students)	35% (204 students)

	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.Excessive absences and tardies in the school year of 2011-2012, 26% or 146 students were absent 10 or more days. Of the 26%, 20% or 29 students were absent 21 days or more. In addition, 14% or 78 students were tardy 10 or more times. On average there were 14.31 (2.52%) tardies per day. As a result, students missed an excessive amount of instruction. It is essential that instructional resources and strategies be maximized to increase student performance.	2.1. Administration, Guidance, the Foundations Team, and Classroom Teachers will establish a school-wide incentive system for regular attendance (including arriving to school on time) and establish a more effective method of tracking early checkouts.	2.1. Principal, Assistant Principals, Guidance, District Attendance Social Worker, and Classroom Teachers	2.1. Review of Attendance Data	2.1. Effectiveness will be determined through a decrease in absenteeism and early checkouts and an increase in student performance for those with excessive absences, tardies, and early checkouts on quarterly grade reports, Duval County Interim Benchmarks Assessments, FAIR and the FCAT 2.0
	2.2. Lack of rigor in	2.2. Continue 90 minute	2.2. Principal,	2.2. Review assessment	2.2. FAIR

2	reading lesson plans	daily Readers Workshop Model in all classrooms with fidelity, utilize the FAIR assessment data, utilize the Duval County Interim Benchmark Assessment Data, continue DRA 2 and Houghton Mifflin Benchmark assessments to monitor student progress and drive our instruction.	Assistant Principals, and Classroom Teachers	data and item analysis sheets to ensure teachers are assessing students according to the Duval County Learning Schedule. The Principal and Leadership Team will meet with teachers either during grade level, content area, early release meetings, or one-on-one, to discuss assessment results and student progress. Classroom profile sheets will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing.	assessment data, Houghton Mifflin Benchmark assessments, disaggregated data from Duval County Interim Benchmark Assessments, DRA2, Classroom Profile Sheets
3	2.3. Low SES impacts students background knowledge/vocabulary	2.3. Maintain and improve strategies learned in in-service trainings and professional learning communities. Continue to incorporate vocabulary instruction through the CLE news and our magnet theme.	2.3. Principal, Assistant Principals, and Classroom Teachers	2.3. Principal and Assistant Principal will monitor Interim Benchmark Assessments, continuous progress through classroom walkthroughs and one-on-one conferencing with teachers.	2.3 Effectiveness will be determined through FAIR, DRA 2, Duval County Assessments, and Houghton Mifflin assessments.
4	2.4. Lack of rigor and highly effective questioning in the classroom.	2.4. Implement enrichment groups during RtI time allotment to include students achieving above level proficiency on the 2012 administration of the Reading FCAT, focusing on above level reading materials (i.e. Compass Odyssey) and literature study groups.	2.4. Principal, Assistant Principals, and Classroom Teachers	2.4. Classroom teachers will administer pre-test and post-test when applicable. Lesson plans will be reviewed during classroom walkthroughs and one-on-one conferencing with teachers. Data notebooks will be maintained to monitor student achievement.	2.4. Effectiveness will be determined by Compass Odyssey Pre-Test and Post-Test Data, Duval County Interim Benchmark Assessments, 2012 FCAT Reading Test, FAIR, DRA 2, and Houghton Mifflin assessments.
5	2.5. Differentiate instruction to meet needs of all students	2.5. Implement enrichment groups during RtI time allotment to include students achieving above level proficiency (Level 4s & 5s) on the 2012 administration of the Reading FCAT, focusing on above level reading materials (i.e. Compass Odyssey) and literature study groups	2.5. Principal, Assistant Principals, and Classroom Teachers	2.5. Classroom teachers will administer pre-test and post-test when applicable; Lesson plans will be reviewed during classroom walkthroughs and one-on-one conferencing with teachers; Data notebooks will be maintained to monitor student achievement.	2.5.Effectiveness will be determined by Compass Odyssey Pre-Test and Post-Test Data, Duval County Interim Benchmark Assessments, 2013 FCAT Reading Test, FAIR, DRA 2, and Houghton Mifflin assessments.
6	2.6. Discipline	2.6. Minimize transition times among specialization teams when changing classes, maximize instructional time through school-wide and district time frames, continue implementation of awarding "Cheetah Bucks" for positive behaviors, continue implementation of Foundations/CHAMPs	2.6. Principal, Assistant Principal, classroom teachers, resource teachers, and paraprofessionals	2.6 Administration will review number of referrals written and monitor the number of students sent to the office for behavior/discipline issues.	2.6 School-wide classroom visits and profile data for number of referrals written and entered into the system

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			
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Not enough students to qualify.		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:	In grades 4-5, 69% or 250 students (out of 363 students) achieved learning gains on the 2012 administration of the FCAT Reading Test. The Expected Level of Performance for students achieving learning gains on the 2013 administration of the FCAT Reading Test in grades 4-5 is 73% (273) of 374 students based on 2013 DCPS FCAT School Grade Stretch Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (250 students)	73% (273) of 374 students

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.Excessive absences and tardies in the school year of 2011-2012, 26% or 146 students were absent 10 or more days.

Of the 26%, 20% or 29 students were absent 21 days or more.

In addition, 14% or 78 students were tardy 10 or more times.

On average there were 14.31 (2.52%) tardies per day.

As a result, students missed an excessive amount of instruction. It is essential that instructional resources | 3.1. Administration, Guidance, the Foundations Team, and Classroom Teachers will establish a school-wide reward system for attendance (including arriving to school on time) and establish a more effective method of tracking early checkouts. | 3.1. Principal, Assistant Principals, Guidance, District Attendance Social Worker, and Classroom Teachers | 3.1. Review of Attendance Data | 3.1. Effectiveness will be determined through a decrease in absenteeism and early checkouts and an increase in student performance for those with excessive absences, tardies, and early checkouts on quarterly grade reports, Duval County Interim Benchmarks Assessments, FAIR and the FCAT 2.0. |

	and strategies be maximized to increase student performance.			
2	25% or 145 students scored a level 1 or 2 on the reading FCAT in grades 4-5. (2012)	3.2. Administer progress monitoring assessments in order to track progress and plan for differentiated instruction with fidelity; Teachers will focus on monitoring the reading applications reporting category; In reviewing 2011 and 2012 FCAT data of our subgroups, we identified the main idea/ author's purpose category falls 2-3 mean points below the total student mean points possible.	3.2. Principal, Assistant Principals, and Classroom Teachers	3.2. Administrators will review district benchmark assessments, FAIR assessments, data notebooks, and progress monitoring forms	3.2. Administrators will review all data and converse with teachers on the use of their data to drive instruction as well as differentiate instruction to increase true learning gains.
3	25% or 140 students in grades 3-5 scored a level 3 on the Reading FCAT. (2012)	3.3. Employ more higher complexity questioning	3.3. Principal, Assistant Principals and Classroom Teachers	3.3. When visiting classrooms, administrators will focus their attention to the frequency of higher level questions being asked lesson planning	3.3. Assessments will be disaggregated by classroom teachers to determine the effectiveness of differentiated instruction and plan for results based on item analysis of assessments

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 3-5, 70% or 99 students out of 142 students in the lowest 25% of students, achieved learning gains on the 2012 administration of the FCAT Reading Test. The Expected Level of Performance of the lowest 25% of students achieving learning gains on the 2013 administration of the FCAT Reading Test in grades 3-5 is 74% or 104 out of 141 students based on 2013 DCPS FCAT School Grade Stretch Targets.

2012 Current Level of Performance:		2013 Expected Level of Performance:		
70% (99 students)		74% (104 students)		

		Problem-Solving Process to Increase Student Achievement		

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4.1. Excessive absences and tardies in the school year of 2011-2012, 26% or 146 students were absent 10 or more days. Of the 26%, 20% or 29 students were absent 21 days or more. In addition, 14% or 78 students were tardy 10 or more times. On average there were 14.31 (2.52%) tardies per day. As a result, students missed an excessive amount of instruction. It is essential that instructional resources and strategies be maximized to increase student performance.	4.1. Administration, Guidance, the Foundations Team, and Classroom Teachers will establish a school-wide reward system for attendance (including arriving to school on time) and establish a more effective method of tracking early checkouts.	4.1. Principal, Assistant Principals, Guidance, District Attendance Social Worker, and Classroom Teachers	4.1. Review of Attendance Data	4.1. Effectiveness will be determined through a decrease in absenteeism and early checkouts and an increase in student performance for those with excessive absences; tardies, and early checkouts on quarterly grade reports; Duval County Interim Benchmarks Assessments, FAIR and the FCAT 2.0 .
2	4.2. 30% (43 students) out of 142 students remain in the bottom quartile based on 2012 FCAT data.	4.2. Tier 2: Plan supplemental instruction/interventions for students not responding to core instruction through the use of small group remediation. Focus of instruction is determined by review of data collected by classroom teacher and will include explicit instruction, modeled instruction, guided practice and independent practice. Questioning techniques, guided reading, word analysis and other supplemental resources based on needs of students.	4.2 Classroom Teachers. CPST, RtI Leadership Team, Remediation Teachers, Principal and Leadership Team	4.2. Student progress is assessed through the use of classroom profile sheets and possible RtI charting and graphing for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated.	4.2.Data will be used to determine progress. Data Notebooks to be reviewed and collaboration with CPST/ Leadership Team for next steps. Instructional time lines reviewed and updated to plan for next steps.
3	4.3 30% (43 students) out of 142 students remain in the bottom quartile based on 2012 FCAT data.	4.3. Tier 3: Plan targeted intervention with RtI Leadership Team for students not responding to Tier 2 instruction/ interventions. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core and Tier 2.	4.3. Classroom Teachers. CPST, RtI Leadership Team, Remediation Teachers, Principal and Leadership Team	4.3. Student progress is monitored by CPST and followed up by RtI Leadership Team after a specified amount of time. Data collection will occur weekly and be discussed at the bi-weekly CPST meeting.	4.3. Data will be used to determine progress and possible next steps for the student. Due to the individualized nature of data collection at Tier 3, data collected, graphs, and charts will be specific to that student.

4	4.4. Low SES impacts students background knowledge/vocabulary	4.4 Maintain and improve reading strategies learned in in-service trainings and professional learning communities. Continue to incorporate vocabulary instruction through the CLE news and our magnet theme.	4.4 Principal, Assistant Principals, and Classroom Teachers, Media Specialist, Literacy Lead Team, International Cultural Committee	4.4. Principal and Assistant Principal will monitor continuous progress through classroom walkthroughs and one-on-one conferencing with teachers. Classroom teachers will monitor student ability to incorporate new vocabulary words in their daily language and writing.	4.4. Effectiveness will be determined through FAIR, DRA 2, Duval County Interim Benchmark Assessments, and Houghton Mifflin assessments, and increased FCAT scores in the vocabulary category

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 :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	According to our 2012 FCAT mathematics test data, 26% of our white, 45% of our black, 26% of our Hispanic students are not making satisfactory progress in mathematics. In 2013, we expect to reduce the percentage points of these students not making satisfactory progress in mathematics by five percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 33%, Black: 52%, Hispanic: 43%, Asian: 31%, American Indian: n/a (not making satisfactory progress in reading)	White: 28%, Black: 47%, Hispanic: 38%, Asian: 26%, American Indian: n/a (not 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	Anticipated Barrier: Differentiate instruction to meet the needs of all students.	Strategy: Implement enrichment groups during RtI time allotment to include students achieving above level proficiency (Level 4s & 5s) on the 2012 administration of the Reading Benchmark test and 2013 Reading FCAT, focusing on above level Reading materials (i.e. Compass Odyssey) and study groups.	Principal, Assistant Principals, and Classroom Teachers	Classroom teachers will administer pre-test and post-test when applicable; Lesson plans will be reviewed during classroom walkthroughs and one-on-one conferencing with teachers; Data notebooks will be maintained to monitor student achievement.	Effectiveness will be determined by Compass Odyssey Pre-Test and Post-Test Data, Duval County Interim Benchmark Assessments, 2013 FCAT Reading Test, FAIR, DRA 2, and Houghton Mifflin 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 subgroup:

5C. English Language Learners (ELL) not making

satisfactory progress in reading.

Reading Goal #5C:

N/A

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

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: | According to our 2012 FCAT Reading test data, 71% of our students with disabilities are not making satisfactory progress in reading.

In 2013, we expect to reduce the percentage points of these students not making satisfactory progress in reading by five percent. |
|---|---|

2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD (71%) are not making satisfactory progress in reading.	SWD (66%) will not 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	Differentiate instruction to meet the needs of all students	Implement enrichment groups during RtI time allotment to include students achieving above level proficiency (Level 4s & 5s) on the 2013 administration of the Reading Benchmark focusing on above level reading materials (i.e. Compass Odyssey) and literature study groups.	Principal, Assistant Principals, and Classroom Teachers	Classroom teachers will administer pre-test and post-test when applicable; Lesson plans will be reviewed during classroom walkthroughs and one-on-one conferencing with teachers; Data notebooks will be maintained to monitor student achievement.	Effectiveness will be determined by Compass Odyssey Pre-Test and Post-Test Data, Duval County Interim Benchmark Assessments, 2013 FCAT Reading Test, FAIR, DRA 2, and Houghton Mifflin 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 subgroup:

| 5E. Economically Disadvantaged students not making satisfactory progress in reading.

Reading Goal #5E: | According to our 2012 FCAT reading test data, 47% of our students with disabilities are not making satisfactory progress in reading.

In 2013, we expect to reduce the percentage points of these students not making satisfactory progress in reading by five percent. |
|---|---|

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

SWD: 47% are not making satisfactory progress in reading.	SWD: 42% will not 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	Differentiate instruction to meet the needs of all students	Implement enrichment groups during RtI time allotment to include students achieving above level proficiency (Level 4s & 5s) on the 2013 administration of the Reading Benchmark focusing on above level reading materials (i.e. Compass Odyssey) and literature study groups.	Principal, Assistant Principals, and Classroom Teachers	Classroom teachers will administer pre-test and post-test when applicable; Lesson plans will be reviewed during classroom walkthroughs and one-on-one conferencing with teachers; Data notebooks will be maintained to monitor student achievement.	Effectiveness will be determined by Compass Odyssey Pre-Test and Post-Test Data, Duval County Interim Benchmark Assessments, 2013 FCAT Reading Test, FAIR, DRA 2, and Houghton Mifflin assessments.

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
Reading (deeper level comprehension, vocabulary development, fluency instruction, and improving reading scores)	K-5 Math Classroom Teachers	Fay Blake (District InstructionalCoach)	K-2 teachers, 3-5 teachers, Special Education Teachers	Early Dismissal Day October Feb. 20, 2013	Lesson Plans, Classroom Visits, Data Notebook, Early Dismissal, Content Area/Vertical Planning, Grade Level Meetings Design and/or Leadership Team	Design/Leadership Team
Highly Effective Questioning	K-5 Math Classroom Teachers	District Personnel	K-2 teachers, 3-5 teachers, Special Education Teachers	Early Dismissal Day November 7, 2012	Lesson Plans, Classroom Visits, Data Notebook, Early Dismissal, Content Area/Vertical Planning, Grade Level Meetings Design and/or Leadership Team	Design/Leadership Team
FCIM	K-5 Math Classroom Teachers	Teresa Logan	K-2 teachers, 3-5 teachers, Special Education Teachers	December 12, 2012	Lesson Plans, Classroom Visits, Data Notebook, Early Dismissal, Content Area/Vertical Planning, Grade Level Meetings Design and/or Leadership Team	Design/Leadership Team
			K-2 teachers,		Lesson Plans, Classroom Visits, Data Notebook, Early Dismissal,	

Compass Odyssey	K-5 Math Classroom Teachers	Holly Lanham (District Technology Personnel)	3-5 teachers, Special Education Teachers	Early Dismissal Day March 6, 2013	Content Area/Vertical Planning, Grade Level Meetings Design and/or Leadership Team	Design/Leadership Team
Effective use of progress monitoring, differentiated instruction and planning for results	K-5 Math Classroom Teachers	Design Team, Leadership Team, Content Area Lead Teachers, RtI Team, District Mathematics Coaches	K-2 teachers, 3-5 teachers, Special Education Teachers	Weekly Grade Level Meetings, Early Dismissal Trainings, Monthly Faculty Meetings	Lesson Plans, Classroom Visits, Data Notebook, Early Dismissal, Content Area/Vertical Planning, Grade Level Meetings Design and/or Leadership Team	Design/Leadership Team
Effective continuation of the Response to Intervention (RtI) and Problem Solving Model	K-5 Math Classroom Teachers	Design Team, Leadership Team, Content Area Lead Teachers, RtI Team, District Mathematics Coaches	K-2 teachers, 3-5 teachers, Special Education Teachers	Weekly Grade Level Meetings, Early Dismissal Trainings, Monthly Faculty Meetings	Lesson Plans, Classroom Visits, Data Notebook, Early Dismissal, Content Area/Vertical Planning, Grade Level Meetings Design and/or Leadership Team	Design/Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In grades K-5, 100% of teachers will fully implement, with fidelity, the DRA2 as demonstrated/documented in their classroom assessment notebooks and school wide Classroom Profile Sheets.	DRA2 K-3, DRA2 4-8	District Funds	$0.00
In grades K-5, RtI facilitators will fully implement, with fidelity, Compass Odyssey and document student progress through regular assessments.	DRA2 K-3, DRA2 4-8	District Funds	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
In grades K-5, classroom teachers will implement, with fidelity, DCPS adopted technology programs.	1. Destination Reading 2. FCAT Explorer 3. Compass Odyssey 4. FAIR Assessments	District Funds	$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 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			
2012 Current Percent of Students Proficient in listening/speaking:				
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				

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:	N/A			
2012 Current Percent of Students Proficient in reading:				
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				

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In grades 3-5, 24% or 134 students out of 569 students scored a Level 3 on the 2012 administration of the FCAT Mathematics Test. The Expected Level of Performance of students scoring a Level 3 on the 2013 FCAT Math test is 28% or 163 students (out of 583 students) based on the 2013 DCPS 2013 FCAT Stretch Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (134 students)	28% (163 students)

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.Excessive absences and tardies in the school year of 2011-2012, 26% or 146 students were absent 10 or more days. Of the 26%, 20% or 29 students were absent 21 days or more. In addition, 14% or 78 students were tardy 10 or more times. On average there were 14.31 (2.52%) tardies per day. As a result, students missed an excessive amount of instruction. It is essential that instructional resources and strategies be maximized to increase student performance.	1.1. For the school year of 2012-13, K-5 teachers will continue the 60 minute daily Math Workshop Model in all classrooms with fidelity; utilize the Duval County Interim Benchmark and PMA Assessment Data; continue Calendar Math, enVision, and Math Instigations instruction.	1.1. Principal, Assistant Principals, and Classroom Teachers	1.1. Review assessment data and item analysis sheets to ensure teachers are assessing students according to the Duval County Learning Schedule. The Principal and Leadership Team will meet with teachers either during grade level, content area, early release meetings, or one-on-one, to discuss assessment results and student progress. Classroom profile sheets will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing.	1.1. enVision Assessments, Investigation Unit Assessments, disaggregated data from Duval County Interim Benchmark and PMA Assessments (DCPS-developed math assessments), Classroom Profile Sheets.
2	1.2 Lack of rigor and highly effective questioning in the classroom	1.2. Implement use of essential questions and embed highly effective questions in lesson plans and day to day instruction as learned through early dismissal day professional development.	1.2. Principal, Assistant Principals, and Classroom Teachers	1.2. Classroom teachers will administer pre-test and post-test when applicable. Lesson plans will be reviewed during classroom walkthroughs and one-on-one conferencing with teachers. Data notebooks will be maintained to monitor student achievement.	1.2. enVision Assessments, Investigation Unit Assessments, disaggregated data from Duval County Interim Benchmark and PMA Assessments (DCPS-developed math assessments), Classroom Profile Sheets.
	1.3 Lack of rigor in math lesson plans	1.3. Continue 60 minute daily Math Workshop Model in all classrooms with fidelity, utilize Duval	1.3. Principal, Assistant Principals, and Classroom	1.3. Review assessment data and item analysis sheets to ensure teachers are assessing	1.3. enVision Assessments, Investigation Unit Assessments,

3		County Interim Benchmark Assessment Data to monitor student progress. While this data is shared with all parents, parents of students with excessive absences or tardies will be asked to attend a conference to review the data and the impact excessive absences and/or tradies have on student performance.	Teachers	students according to the Duval County Learning Schedule. The Principal and Leadership Team will meet with teachers either during grade level, content area, early dismissal meetings, or one-on-one, to discuss assessment results and student progress. Classroom profile sheets will also be utilized to document the process of teaching, assessing, re-teaching, and reassessing.	disaggregated data from Duval County Interim Benchmark and PMA Assessments (DCPS-developed math assessments), Classroom Profile Sheets.
4	1.4 Differentiate instruction to meet the needs of all students	1.4. Implement enrichment groups during RtI time allotment to include students achieving above level proficiency (Level 4s & 5s) on the 2012 administration of the Math Benchmark test and 2013 math FCAT, focusing on above level Math materials (i.e. Compass Odyssey) and study groups.	1.4. Principal, Assistant Principal, Classroom Teachers	1.4. Classroom teachers will administer pre-test and post-test when applicable; Lesson plans will be reviewed during classroom walkthroughs and one-on-one conferencing with teachers; Data notebooks will be maintained to monitor student achievement.	1.4. enVision Assessments, Investigation Unit Assessments, disaggregated data from Duval County Interim Benchmark and PMA Assessments (DCPS-developed math assessments), Classroom Profile Sheets.
5	1.5 Low SES impacts students background knowledge/vocabulary	1.5 Maintain and improve math strategies learned in in-service trainings and professional learning communities. Continue to incorporate math instruction through the CLE news and our magnet theme.	1.5 Principal, Assistant Principals, and Classroom Teachers, International Cultural Committee	1.5 Principal and Assistant Principal will monitor continuous progress through classroom walkthroughs and one-on-one conferencing with teachers. Classroom teachers will monitor student ability to incorporate new vocabulary words in their daily language and writing.	1.5 enVision Assessments, Investigation Unit Assessments, disaggregated data from Duval County Interim Benchmark and PMA Assessments (DCPS-developed math assessments), Classroom Profile Sheets.
6	1.6 Lack of math fluency	1.6 Continue to promote/recognize the different strategies for math fluency (ie. subtraction, addition, multiplication and division)	1.6 Principal, Assistant Principals, Classroom Teachers	1.6 Classroom teachers will monitor student progress towards the goal	1.6 enVision Assessments, Investigation Unit Assessments, disaggregated data from Duval County Interim Benchmark and PMA Assessments (DCPS-developed math assessments), Classroom Profile Sheets.

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:	N/A
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	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, 43% or 244 students out of 569 students scored a Level 4 or 5 on the 2012 administration of the FCAT Mathematics Test. The Expected Level of Performance of students scoring a Level 4 or 5 on the 2013 administration of the FCAT Math test is 44% or 246 student (out of 583 students) based on the DCPS 2013 FCAT Stretch Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (244 students)	44% (256 students)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Excessive absences and tardies in the school year of 2011-2012, 26% or 146 students were absent 10 or more days. Of the 26%, 20% or 29 students were absent 21 days or more. In addition, 14% or 78 students were tardy 10 or more times. On average there were 14.31 (2.52%) tardies per day. As a result, students missed an excessive amount of instruction. It is essential that instructional resources and strategies be maximized to increase student performance.	2.1. Continue 60 minute daily Math Workshop Model in all classrooms with fidelity; utilize Duval County Interim Benchmark and PMA/ LSA Assessment Data; continue Calendar Math, enVision, and Math Instigations instruction	2.1. Principal, Assistant Principals, and Classroom Teachers	2.1. Review assessment data and item analysis sheets to ensure teachers are assessing students according to the Duval County Learning Schedule. The Principal and Leadership Team will meet with teachers either during grade level, content area, early release meetings, or one-on-one, to discuss assessment results and student progress. Classroom profile sheets will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing.	2.1. enVision Assessments, Investigation Unit Assessments, disaggregated data from Duval County Interim Benchmark and PMA/ LSA Assessments, Classroom Profile Sheets
2	2.2. Lack of rigor in math lesson plans	2.2. Continue 60 minute daily Math Workshop Model in all classrooms with fidelity, utilize the Duval County Interim Benchmark Assessment Data, to monitor student progress and drive our instruction.	2.2. Principal, Assistant Principals, and Classroom Teachers	2.2. Review assessment data and item analysis sheets to ensure teachers are assessing students according to the Duval County Learning Schedule. The Principal and Leadership Team will meet with teachers either during grade level, content area, early release	2.2. enVision Assessments, Investigation Unit Assessments, disaggregated data from Duval County Interim Benchmark and PMA Assessments (DCPS-developed math assessments),

				meetings, or one-on-one, to discuss assessment results and student progress. Classroom profile sheets will also be utilized to document the process of teaching, assessing, reteaching, and reassessing.	Classroom Profile Sheets.
3	2.3. Low SES impacts students background knowledge/vocabulary	2.3. Maintain and improve strategies learned in inservice trainings and professional learning communities. Continue to incorporate vocabulary instruction through the CLE news and our magnet theme.	2.3. Principal, Assistant Principals, and Classroom Teachers	2.3. Principal and Assistant Principal will monitor Interim Benchmark Assessments, continuous progress through classroom walkthroughs and one-on- one conferencing with teachers.	2.3 enVision Assessments, Investigation Unit Assessments, disaggregated data from Duval County Interim Benchmark and PMA Assessments (DCPS-developed math assessments), Classroom Profile Sheets.
4	2.4. Lack of rigor and highly effective questioning in the classroom.	2.4. Implement enrichment groups during RtI time allotment to include students achieving above level proficiency on the 2012 administration of the Math FCAT.	2.4. Principal, Assistant Principals, and Classroom Teachers	2.4. Classroom teachers will administer pre-test and post-test when applicable. Lesson plans will be reviewed during classroom walkthroughs and one-on-one conferencing with teachers. Data notebooks will be maintained to monitor student achievement.	2.4. enVision Assessments, Investigation Unit Assessments, disaggregated data from Duval County Interim Benchmark and PMA Assessments (DCPS-developed math assessments), Classroom Profile Sheets.
5	2.5. Differentiate instruction to meet needs of all students	2.5. Implement enrichment groups during RtI time allotment to include students achieving above level proficiency (Level 4s & 5s) on the 2012 administration of the Math FCAT.	2.5. Principal, Assistant Principals, and Classroom Teachers	2.5. Classroom teachers will administer pre-test and post-test when applicable; Lesson plans will be reviewed during classroom walkthroughs and one-on-one conferencing with teachers. Data notebooks will be maintained to monitor student achievement.	2.5. enVision Assessments, Investigation Unit Assessments, disaggregated data from Duval County Interim Benchmark and PMA Assessments (DCPS-developed math assessments), Classroom Profile Sheets.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:		
2012 Current Level of Performance:	2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement		
	Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In grades 4-5, 73% or 267 students made learning gains on the 2012 FCAT Mathematics Test. The Expected Level of Performance of students making gains on the 2013 administration of the FCAT Mathematics test is 77% or 282 students based on the DCPS 2013 FCAT Stretch Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (267 students)	77% (282 students)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Excessive absences and tardies in the school year of 2011-2012, 26% or 146 students were absent 10 or more days. Of the 26%, 20% or 29 students were absent 21 days or more. In addition, 14% or 78 students were tardy 10 or more times. On average there were 14.31 (2.52%) tardies per day. As a result, students missed an excessive amount of instruction. It is essential that instructional resources and strategies be maximized to increase student performance.	3.1. Administration, Guidance, the Foundations Team, and Classroom Teachers will establish a school-wide reward system for attendance (including arriving to school on time) and establish a more effective method of tracking early checkouts.	3.1. Principal, Assistant Principals, Guidance, District Attendance Social Worker, and Classroom Teachers	3.1. Review of Attendance Data	3.1. Effectiveness will be determined through a decrease in absenteeism and early checkouts and an increase in student performance for those with excessive absences, tardies, and early checkouts on quarterly grade reports, Duval County Interim Benchmarks Assessments, FAIR and the FCAT 2.0.
2	3.2 25% or 145 students scored a level 1 or 2 on the math FCAT in grades 4-5. (2012)	3.2. Administer progress monitoring assessments in order to track progress and plan for differentiated instruction with fidelity; Teachers will focus on monitoring the reading applications reporting category; In reviewing 2011 and 2012 FCAT data of our subgroups, we identified the algebraic thinking category falls 2-3 mean points below the total student mean points possible.	3.2. Principal, Assistant Principals, and Classroom Teachers	3.2. Administrators will review district benchmark assessments, data notebooks, and progress monitoring forms	3.2. enVision Assessments, Investigation Unit Assessments, disaggregated data from Duval County Interim Benchmark and PMA/ LSA Assessments, Classroom Profile Sheets
	3.3 25% or 140 students	3.3. Employ more higher	3.3. Principal,	3.3. When visiting	3.3. enVision

3	in grades 3-5 scored a level 3 on the Math FCAT. (2012)	complexity questioning	Assistant Principals and Classroom Teachers	classrooms, administrators will focus their attention to the frequency of higher level questions being asked lesson planning	Assessments, Investigation Unit Assessments, disaggregated data from Duval County Interim Benchmark and PMA/ LSA Assessments, Classroom Profile Sheets

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:	N/A
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	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In grades 3-5, 78% or 111 students (out of 142 students) in the lowest 25% of students, achieved learning gains on the 2012 administration of the FCAT Math Test. The Expected Level of Performance of the lowest 25% of students achieving learning gains on the 2013 administration of the FCAT Math Test in grades 3-5 is 82% or 116 students (out of 142 students) based on 2013 DCPS FCAT Stretch Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (111 students)	82% (116 students)

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
	4.1. Excessive absences and tardies in the school year of 2011-2012, 26% or 146 students were absent 10 or more days. Of the 26%, 20% or 29 students were absent 21 days or more.	4.1. Administration, Guidance, the Foundations Team, and Classroom Teachers will establish a school-wide reward system for attendance (including arriving to school on time) and establish a	4.1. Principal, Assistant Principals, Guidance, District Attendance Social Worker, and Classroom Teachers	4.1. Review of Attendance Data	4.1. Effectiveness will be determined through a decrease in absenteeism and early checkouts and an increase in student performance for

1	In addition, 14% or 78 students were tardy 10 or more times. On average there were 14.31 (2.52%) tardies per day. As a result, students missed an excessive amount of instruction. It is essential that instructional resources and strategies be maximized to increase student performance.	more effective method of tracking early checkouts.			those with excessive absences; tardies, and early checkouts on quarterly grade reports; Duval County Interim Benchmarks Assessments, and the FCAT 2.0 .
2	4.2. 30% (43 students) out of 142 students remain in the bottom quartile based on 2012 FCAT data.	4.2. Tier 2: Plan supplemental instruction/interventions for students not responding to core instruction through the use of small group remediation. Focus of instruction is determined by review of data collected by classroom teacher and will include explicit instruction, modeled instruction, guided practice and independent practice. Questioning techniques, guided reading, word analysis and other supplemental resources based on needs of students.	4.2 Classroom Teachers. CPST, RtI Leadership Team, Remediation Teachers, Principal and Leadership Team	4.2. Student progress is assessed through the use of classroom profile sheets and possible RtI charting and graphing for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated.	4.2.Data will be used to determine progress. Data Notebooks to be reviewed and collaboration with CPST/ Leadership Team for next steps. Instructional time lines reviewed and updated to plan for next steps.
3	4.3 30% (43 students) out of 142 students remain in the bottom quartile based on 2012 FCAT data.	4.3. Tier 3: Plan targeted intervention with RtI Leadership Team for students not responding to Tier 2 instruction/ interventions. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core and Tier 2.	4.3. Classroom Teachers. CPST, RtI Leadership Team, Remediation Teachers, Principal and Leadership Team	4.3. Student progress is monitored by CPST and followed up by RtI Leadership Team after a specified amount of time. Data collection will occur weekly and be discussed at the bi-weekly CPST meeting.	4.3. Data will be used to determine progress and possible next steps for the student. Due to the individualized nature of data collection at Tier 3, data collected, graphs, and charts will be specific to that student.
4	4.4. Low SES impacts students background knowledge/vocabulary	4.4 Maintain and improve reading strategies learned in in-service trainings and professional learning communities. Continue to incorporate math vocabulary instruction through the CLE news and our magnet theme.	4.4 Principal, Assistant Principals, and Classroom Teachers, International Cultural Committee	4.4. Principal and Assistant Principal will monitor continuous progress through classroom walkthroughs and one-on-one conferencing with teachers. Classroom teachers will monitor student ability to incorporate new vocabulary words in their daily math writing.	4.4. Effectiveness will be determined through Duval County Interim Benchmark Assessments, and increased FCAT scores

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 :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	According to our 2012 FCAT mathematics test data, 26% of our white, 45% of our black, 26% of our Hispanic students are not making satisfactory progress in mathematics. In 2013, we expect to reduce the percentage points of these students not making satisfactory progress in mathematics by five percent.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
White: 26%, Black: 45%, Hispanic: 26% are not making satisfactory progress in mathematics.	White: 21%, Black: 40%, Hispanic: 21% will not making satisfactory progress in mathematics.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Differentiate instruction to meet the needs of all students</td><td>Implement enrichment groups during RtI time allotment to include students achieving above level proficiency (Level 4s & 5s) on the 2012 administration of the Math Benchmark test and 2013 math FCAT, focusing on above level Math materials (i.e. Compass Odyssey) and study groups.</td><td>Principal, Assistant Principal, Classroom Teachers</td><td>Classroom teachers will administer pre-test and post-test when applicable; Lesson plans will be reviewed during classroom walkthroughs and one-on-one conferencing with teachers; Data notebooks will be maintained to monitor student achievement.</td><td>enVision Assessments, Investigation Unit Assessments, disaggregated data from Duval County Interim Benchmark and PMA Assessments (DCPS-developed math assessments), Classroom Profile Sheets.</td></tr>
</table>

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
N/A	N/A

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
</table>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	According to our 2012 FCAT mathematics test data, 52% of our students with disabilities are not making satisfactory progress in mathematics. In 2013, we expect to reduce the percentage points of these students not making satisfactory progress in mathematics by five percent.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
SWD: 52% are not making satisfactory progress in mathematics.	SWD: 47% will not 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	Differentiate instruction to meet the needs of all students	Implement enrichment groups during RtI time allotment to include students achieving above level proficiency (Level 4s & 5s) on the 2012 administration of the Math Benchmark test and 2013 math FCAT, focusing on above level Math materials (i.e. Compass Odyssey) and study groups.	Principal, Assistant Principal, Classroom Teachers	Classroom teachers will administer pre-test and post-test when applicable; Lesson plans will be reviewed during classroom walkthroughs and one-on-one conferencing with teachers; Data notebooks will be maintained to monitor student achievement.	enVision Assessments, Investigation Unit Assessments, disaggregated data from Duval County Interim Benchmark and PMA Assessments (DCPS-developed math assessments), Classroom Profile Sheets.

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:	N/A	
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	N/A	N/A	N/A	N/A	N/A

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
Effective use of progress monitoring, differentiated instruction and planning for results	K-5 Math Classroom Teachers	Design Team, Leadership Team, Content Area Lead Teachers, RtI Team, District Mathematics Coaches	K-2 teachers, 3-5 teachers, Special Education Teachers	Weekly Grade Level Meetings, Early Dismissal Trainings, Monthly Faculty Meetings	Lesson Plans, Classroom Visits, Data Notebook, Early Dismissal, Content Area/Vertical Planning, Grade Level Meetings	Design and/or Leadership Team
Highly effective questioning	K-5 Math Classroom Teachers	District Team	K-2 teachers, 3-5 teachers, Special Education Teachers	Early Dismissal Trainings	Lesson Plans, Classroom Visits, Data Notebook, Early Dismissal, Content Area/Vertical Planning, Grade Level Meetings	Design and/or Leadership Team
FCIM	K-5 Math Classroom Teachers	Teresa Logan	K-2 teachers, 3-5 teachers, Special Education Teachers	Weekly Grade Level Meetings, Early Dismissal Trainings, Monthly Faculty Meetings	Lesson Plans, Classroom Visits, Data Notebook, Early Dismissal, Content Area/Vertical Planning, Grade Level Meetings	Design and/or Leadership Team
Effective implementation of the Duval County Learning Schedule and Math Workshop Model	K-5 Math Classroom Teachers	Design Team, Leadership Team, Content Area Lead Teachers, RtI Team, District Mathematics Coaches	K-2 teachers, 3-5 teachers, Special Education Teachers	Weekly Grade Level Meetings, Early Dismissal Trainings, Monthly Faculty Meetings	Lesson Plans, Classroom Visits, Data Notebook, Early Dismissal, Content Area/Vertical Planning, Grade Level Meetings	Design and/or Leadership Team
Effective continuation of the Response to Intervention (RtI) and Problem Solving Model	K-5 Math Classroom Teachers	Design Team, Leadership Team, Content Area Lead Teachers, RtI Team, District Mathematics Coaches	K-2 teachers, 3-5 teachers, Special Education Teachers	Weekly Grade Level Meetings, Early Dismissal Trainings, Monthly Faculty Meetings	Lesson Plans, Classroom Visits, Data Notebook, Early Dismissal, Content Area/Vertical Planning, Grade Level Meetings	Design and/or Leadership Team
Destination Success (K-2), Compass Odyssey (3-5)	K-5 Math Classroom Teachers	T. Bechtold, H. Lanham	K-2 teachers, 3-5 teachers, Special Education Teachers	Early Dismissal Trainings	Lesson Plans, Classroom Visits, Data Notebook, Early Dismissal, Content Area/Vertical Planning, Grade Level Meetings	Design and/or Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In grades K-5, 100% of teachers will fully implement the core math series with fidelity as demonstrated on formative assessments and the 2012 FCAT Mathematics test.	enVision Program Math Investigation Calendar Math	District Funds	$0.00
In grades K-5, 100% of teachers will fully implement, with fidelity, the District Progress Monitoring Assessments, Learning Schedule Assessments as demonstrated or documented in their classroom assessment notebooks and school-wide Classroom Profile Sheets.	Progress Monitoring Assessments and Learning Schedule Assessments	District Funds	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
In grades K-5, classroom teachers will implement, with fidelity, DCPS	1. Destination Math 2. FCAT Explorer 3. Focus Florida 4.	District Funds	$0.00

Strategy	Description of Resources	Funding Source	Available Amount
adopted technology programs.	Compass Odyssey		
			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 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:	In grade 5, 32% or 54 students (out of 167 students) scored a Level 3 on the 2012 FCAT Science Test. The Expected Level of Performance of students scoring a Level 3 on the 2013 administration of the FCAT Science test is 37 % or 68 students (out of 184 students) based on the DCPS 2013 FCAT School Grade Stretch Targets.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (54 students)	37% (68 students)

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. Due to time constraints and emphasis on specific content areas (Reading and Math in K-2, Reading in 3rd grade, Writing in 4thgrade) Science may not be consistently taught comprehensively until 5th grade.	1.1. All students will experience science lessons based on the 5E Model. The 5E Model ensures content-based readings, hands on activities, and small group and classroom discussions. Lessons will be taught in conjunction with our Pearson Florida science curriculum. Include science questions on the WCLE morning announcements call in trivia.	1.1. Classroom Teachers	1.1. Classroom teachers will meet during content area / vertical planning meetings and early release meetings to disaggregate results of common assessment data and Duval County Interim Benchmark Assessments to determine progress and next steps.	1.1. Effectiveness will be determined through assessments tied to Sunshine State Standards and Duval County Interim Benchmark Assessments.
	1.2. Due to time constraints and emphasis on specific content areas (Reading	1.2. Plan supplemental instruction/intervention for students not responding to core	1.2. Principal, Assistant Principals, Classroom	1.2. Student progress is assessed through the use of classroom profile sheets for all	1.2. Data will be used to determine progress and

2	and Math in K-2, Reading in 3rd grade, Writing in 4thgrade) Science may not be consistently taught comprehensively until 5th grade.	instruction through the use of small group remediation. Focus of instruction is determined by review of data collected by classroom teacher and will include explicit and modeled instruction, guided and independent practice.	Teachers, Science Lead teachers	students receiving supplemental instruction. Percent of students making adequate progress toward benchmark is calculated	collaboratively reviewed with colleagues/ administration for next steps. Instructional time lines reviewed and updated to plan for next steps
3	1.3. Due to time constraints and emphasis on specific content areas (Reading and Math in K-2, Reading in 3rd grade, Writing in 4thgrade) Science may not be consistently taught comprehensively until 5th grade.	1.3. Plan targeted intervention for students not responding to supplemental instruction. Evidence-based interventions will be matched to individual student needs, in addition to core	1.3. Principal, Assistant Principals, Classroom Teachers, Science Lead Teachers	1.3. Student progress is assessed using data bi-weekly for all students receiving targeted intervention; Adequate progress is determined by comparing student's baseline to targets set	1.3. Data will be used to determine progress collaboratively with colleagues/ administration for next steps; Instructional time lines reviewed and updated
4	1.4. Due to time constraints and emphasis on specific content areas (Reading and Math in K-2, Reading in 3rd grade, Writing in 4thgrade) Science may not be consistently taught comprehensively until 5th grade.	1.4. Create vertical plan K-5 to ensure that Science is consistently taught comprehensively K-5	1.4. Principal, Assistant Principals, Classroom Teachers, Science Lead Teachers	1.4. Student progress is assessed using data bi-weekly for all students receiving targeted intervention; Adequate progress is determined by comparing student's baseline to targets set	1.4. K-4 End of the Year Science Assessment, Grade 5 FCAT Data
5	1.5.Excessive absences and tardies in the school year of 2011-2012, 30% or 51 fifth grade students (out of 170) were absent 10 or more days. Of the 30%, 7% or 12 fifth grade students (out of 170 students) were absent 21 days or more. In addition, 14% or 28 fifth grade students (out of 196)were tardy 10 or more times. As a result, students missed an excessive amount of instruction. It is essential that instructional resources and strategies be maximized to increase student performance.	1.5. For the school year of 2012-13, Administration, Guidance, the Foundations Team, and Classroom Teachers will establish a school-wide reward system for attendance (including arriving to school on time) and establish a more effective method of tracking early checkouts.	1.5. Principal, Assistant Principals, Guidance, District Attendance Social Worker, and Classroom Teachers	1.5. Review of Attendance Data	1.5. Effectiveness will be determined through a decrease in absenteeism and early checkouts and an increase in student performance for those with excessive absences, tardies, and early checkouts on quarterly grade reports, Duval County Interim Benchmarks Assessments, FAIR and the 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:

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

Not enough students to qualify.	n/a

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In 5th grade, 18% or 33 students out of 167 students scored a Level 4 or 5 on the 2012 administration of the FCAT Science Test. The Expected Level of Performance of students scoring a Level 4 or 5 on the 2013 FCAT Science test is 20% or 37% students. (out of 184 fifth grade students)
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (33 students)	20% (37 students)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>2.1.Excessive absences and tardies in the school year of 2011-2012, 30% or 51 fifth grade students (out of 170) were absent 10 or more days.

Of the 30%, 7% or 12 fifth grade students (out of 170 students) were absent 21 days or more.

In addition, 14% or 28 fifth grade students (out of 196)were tardy 10 or more times.

As a result, students missed an excessive amount of instruction. It is essential that instructional resources and strategies be maximized to increase student performance.</td>
<td>2.1. For the 2012-2013 school year all students will experience science lessons based on the 5E Model with fidelity and rigor. The 5E Model ensures content-based reading, hands on activities, small group and classroom discussions. Lessons will be taught in conjunction with Pearson Florida Science Series.</td>
<td>2.1. Classroom Teachers, Science Lead Teachers</td>
<td>2.1. Classroom teachers will meet during content area / vertical planning meetings and Early Dismissal meetings to review results of common assessment data to determine progress and next steps</td>
<td>2.1. Effectiveness will be determined through assessments tied to Sunshine State Standards.</td>
</tr>
<tr>
<td></td>
<td>2.2.Excessive absences and tardies in the school year of 2011-2012, 30% or 51 fifth grade students (out of 170) were absent 10 or more days.</td>
<td>2.2. Implement enrichment groups during RtI allotment to include students achieving above level proficiency on the 2011 administration of the Reading FCAT,</td>
<td>2.2. Classroom Teachers, Science Lead Teachers</td>
<td>2.2. Classroom teachers will administer pre-test and post-test when applicable; Lesson plans will be reviewed during classroom walkthroughs and one-</td>
<td>2.2. Effectiveness will be determined by Duval County Interim Benchmark Assessments and 2013 FCAT</td>
</tr>
</table>

2	Of the 30%, 7% or 12 fifth grade students (out of 170 students) were absent 21 days or more. In addition, 14% or 28 fifth grade students (out of 196)were tardy 10 or more times. As a result, students missed an excessive amount of instruction. It is essential that instructional resources and strategies be maximized to increase student performance.	focusing on above level science based reading materials and higher level exploration based on the 5E Model		on-one conferencing with teachers; Data notebooks will be maintained to monitor student achievement	Science Test.

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not enough data to qualify.	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				

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
Highly effective questioning	K-5 Science Classroom Teachers	District Team	K-2 teachers, 3-5 teachers, Special Education Teachers	Early Dismissal Trainings	Lesson Plans, Classroom Visits, Data Notebook, Early Dismissal, Content Area/Vertical Planning, Grade Level Meetings	Design and/or Leadership Team

Effective use of progress monitoring, differentiated instruction and planning for results	K-5 Science Classroom Teachers	Design Team, Leadership Team, Content Area Lead Teachers, RtI Team, District Science Coaches	K-2 teachers, 3-5 teachers, Special Education Teachers	Weekly Grade Level Meetings, Early Dismissal Trainings, Monthly Faculty Meetings	Lesson Plans, Classroom Visits, Data Notebook, Early Dismissal, Content Area/Vertical Planning, Grade Level Meetings	Design and/or Leadership Team
Effective implementation of the Duval County Learning Schedule and Science Workshop Model	K-5 Science Classroom Teachers	Design Team, Leadership Team, Content Area Lead Teachers, RtI Team, District Science Coaches	K-2 teachers, 3-5 teachers, Special Education Teachers	Weekly Grade Level Meetings, Early Dismissal Trainings, Monthly Faculty Meetings	Lesson Plans, Classroom Visits, Data Notebook, Early Dismissal, Content Area/Vertical Planning, Grade Level Meetings	Design and/or Leadership Team
Effective use of Gizmo and other available technology to extend science instruction	K-5 Science Classroom Teachers	Design Team, Leadership Team, Content Area Lead Teachers, RtI Team	K-2 teachers, 3-5 teachers, Special Education Teachers	Weekly Grade Level Meetings	Lesson Plans, Classroom Visits, Data Notebook, Early Dismissal, Content Area/Vertical Planning, Grade Level Meetings	Design and/or Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continue implementation with fidelity and rigor the 5E model of classroom instruction for inquiry based learning.	Science Kits/Manipulatives School Based Science Lab	District Funds	$0.00
Provide training for the new science textbook and auxiliary materials	Pearson Florida Interactive Science	District Funds	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
In grades K-5, classroom teachers will implement, with fidelity, DCPS adopted technology programs.	FCAT Explorer – Grade 5 Only Gizmos/Explore Learning, Compass Odyssey	District Funds	$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 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:
	In Grade 4, 50% or 95 students out of 191 students scored a Level 3 on the 2012 administration of the FCAT Writing Test.

	1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In Grade 4, 35% or 66 students out of 191 students scored a Level 4 or higher on the 2012 administration of the FCAT Writing Test. The Expected Level of Performance of students scoring a Level 4 on the 2013 administration of the Florida Writes test is 58% or 110 students (out of 190 students) based on the DCPS 2013 FCAT School Grade Stretch Targets.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	50% (95 students) level 3 35% (66 students) level 4 or higher	58% (110 students) level 4 or higher

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.Excessive absences and tardies in the school year of 2011-2012, 17% or 34 fourth grade students (out of 196) were absent 10 or more days. Of the 17%, 4% or 8 fourth grade students (out of 196) were absent 21 days or more. In addition, 11% or 19 fourth grade students (out of 196) were tardy 10 or more times. As a result, students missed an excessive amount of instruction. It is essential that instructional resources and strategies be maximized to increase student performance.	1.1. Continue with fidelity the 60 minute Writers Workshop Model daily, the use of Sunshine State Standards, and Houghton Mifflin Core curriculum, in which writing will be monitored for progress.	1.1. Principal, Assistant Principals, and Classroom Teachers	1.1. Continue the use of student writing portfolios and writing notebooks (daily writing) to be used consistently throughout the year to demonstrate growth over time.	1.1. Effectiveness will be determined through district writing benchmark assessments (three times a year), data notebooks, class profile sheets, anecdotal notes from one-on-one conferences, guided writing groups, strategy and craft writing rubrics.
2	1.2 Kindergarten through third grade teachers do not have a sufficient understanding of the Florida Writes expectations.	1.2. Implementing vertical writing team that will address writing instruction in all grade levels.	1.2. Principal, Assistant Principals, Grade Level Representatives, Fourth Grade Team	1.2. Continue the use of student writing portfolios and writing notebooks to be used consistently throughout the year to demonstrate growth over time.	1.2. Effectiveness will be determined through district writing benchmark assessments, data notebooks, class profile sheets, anecdotal notes from one-on-one conferences, guided writing groups, strategy and craft writing rubrics.

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:	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective implementation of the Duval County Learning Schedule and Writers Workshop Model	K-5 Literacy Teachers	Literacy Lead Teachers	K-5 Literacy Teachers	Weekly Grade Level Meetings, Early Dismissal Trainings, Monthly Faculty Meetings, Bi-Weekly RtI Team Meetings	Monitor student writing portfolios and district benchmark assessments for progress	Design / Leadership Team
Effective use of progress monitoring, differentiated instruction, and planning for results.	K-5 Literacy Teachers	Literacy Lead Teachers	K-5 Literacy Teachers	Weekly Grade Level Meetings, Early Dismissal Trainings, Monthly Faculty Meetings, Bi-Weekly RtI Team Meetings	Monitor student writing portfolios and district benchmark assessments for progress	Design / Leadership Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In grades K-5, 100% of teachers will continue to fully implement the Writer's Workshop Model with fidelity as demonstrated on formative assessments and the 2013 Florida Writes.	Houghton-Mifflin Core Reading Program	District Funds	$0.00
In grades K-5, 100% of teachers will continue to fully implement the Writer's Workshop Model with fidelity using the District Writing Prompts in their classroom assessment notebooks and school-wide Class Profile Sheets.	District Writing Prompts	District Funds	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The percentage of students absent for 10 or more days in 2012 was 32% or 364 students. Of those, 9% or 102 students were absent 21 or more days. The goal for attendance is to reduce the number of students absent 10 or more days by 3% or 11 students. In 2012. Chimney Lakes Elementary had 231 students or 20% of students with 10 or more tardies. The goal would be to reduce the number of students with 10 or more tardies by 3% or 7 students. The average daily attendance rate is 95%. The goal would be to increase that rate by 1% or 11 students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (average daily attendance rate)or 1097 students	96% (average daily attendance rate)or 1108 students
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
32 % or 364 students	29% or 353 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
20% or 231 students	17% or 224 students

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents not fully aware of attendance and tardy policy of elementary students as defined in the Student Code of Conduct	1.1. Educate parents on attendance, tardy, and early checkout policy as part of the bi-weekly school newsletter and at PTA/Parent Nights; Conduct AIT meetings as outlined in the	1.1. Guidance counselor, AIT team, Attendance Social Worker, Vice Principal (newsletter)	1.1. Evaluation of tardies and absences data	1.1. Tardies and absences data

		Student Code of Conduct; Monitor attendance monthly, teachers refer students as they meet criteria			
2	1.2. Parents having issues with their children not wanting to come to school resulting in absences and tardies/early checkouts	1.2. Provide students with an incentive plan to encourage and motivate students to come to school on time	1.2. Classroom Teachers, Administrators, and Guidance Counselor	1.12 Evaluation of tardies and absences data	1.2. Tardies and absences data
3	1.3. Monitor early check-outs with the sign out book in the front office	1.3. Have a system in place for teachers to alert the AIT coordinator/team when a student has excessive check-outs	1.3. Classroom Teachers, Administrators, Guidance Counselor, and CRT Operator	1.3. Review of data from check-out book	1.3. Data from check-out book

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
When to refer to the AIT team and the procedures of addressing when a student is absent, tardy, or has too many early check outs Use of attendance warning letters	All	Sheila Handres, School Counselor and Daryl Hill, Assistant Principal	All Teachers	By the end of the first quarter	Schedule AIT meetings, monitor attendance monthly, teachers refer students as they meet criteria	Sheila Handres, School Counselor and Daryl Hill, Assistance Principal

Attendance Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

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

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	In 2012, there were 5 In-School Suspensions for 5 different students and 23 Out-of-School Suspensions for 19 students. For the 2013 school year, it is expected that both areas will decrease by 2 reducing In-School Suspensions to 3 and Out-of-School Suspensions 22.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
5	3
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
5	3
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
24	22
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
19	17

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students requiring individualized behavior management plans	1.1. The Foundations Team and RtI team will give teachers strategies and tools to deal with minor infractions within the classroom, including CHAMPs; Strategies and interventions will be shared during Early Dismissal trainings; School wide policies for expected behavior in	1.1. Foundations Team, RtI Team, Principal, Assistant Principals	1.1. Monitor students receiving discipline referrals and apply Tier 3 interventions in order to avoid multiple referrals and out of school suspensions	1.1. Analyze and disaggregate data on students receiving suspensions and referrals to determine trends

		specific areas will be developed including a rewards system				

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
Continued implementation of Foundations	All K-5 teachers	Foundations Team and Schultz Center	All K-5 teachers	August 2012-June 2012	Monitoring referral counts and student referral population trends, classroom visits, early dismissal trainings, grade level meetings, RtI Team meetings	Foundations Team and Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$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	The school will focus on increasing parent involvement in their child's education to promote academic success by providing parents with academic resources.

Parent Involvement Goal #1:	The school will focus on increasing parent involvement in their child's education promote academic success by providing parents with academic resources.
Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	In the 2011-2012 school year two Parent Activity Nights were held at Chimney Lakes. During the 2012-2013 school year we will increase the number of parent nights at Chimney Lakes.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In 2011-2012 an average of 50 families were represented at Parent Activity Nights at CLE.	In 2012-2013 an increase to an average of 60 families will be represented at Parent Activity Nights at CLE.

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. Transportation and childcare	1.1. Parents will be invited and encouraged to attend Open House, Parent Activity Nights, Informational Meetings, and PTA meetings that occur in the evenings after typical working hours.	1.1. Principal, Leadership Team, Business Partners	1.1. Attendance at events will be monitored	1.1. Attendance logs, minutes from meetings, and Parent Climate Surveys
2	1.2. Non-electronic communication and accessibility of information for all of our stakeholders	1.2. Information needed by parents to complete the volunteer screening and Parent Portal will be provided at Open House and printed in the school parent letter, "The New Cheetah Chatter" throughout the year; All parents will be encouraged to complete the volunteer screening early in the year	1.2. Principal, Leadership Team, Business Partners	1.2. Number of approved forms will be monitored	1.2. Updated lists provided by district
3	1.3. Transportation and childcare	1.3. Magnet Mania Expo for parents will be held in the evening after typical working hours; A transportation bus will be provided for one of our local neighborhoods that often lack parent participation	1.3. Leadership team, PTA Board including school staff, Business Partners	1.3. Participants will complete an exit survey as they leave Magnet Mania	1.3. Analyzing responses to Exit Survey
4					

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)

Attendance Bus Monitoring - Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Attendance Bus Monitoring - Safety Goal Attendance Bus Monitoring - Safety Goal #1:	The School will focus on monitoring bus attendance on a daily basis to ensure that students get on the correct buses and there is a record of students if there is a question that comes up for any reason. ie accidents, failure to disembark at correct bus stop and inclement weather
2012 Current level:	2013 Expected level:
In 2011-12 school year there were 13 bus incidents where students got on the incorrect buses to go home.	We will utilize a system where the bus attendance will be checked on a daily basis. In 2012-13 a decrease of incorrect boarding by students will decrease to 50% (7 incidents).

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	Inexperience of riding that type of transportation	Bus students are provided with bus information(labels) on a daily basis for the first two weeks	Principal,Assistant Principals, Paraprofessionals	Attendance will be taken on a daily basis	Attendance logs
3	Excessive number of buses and students in the transportation area	Buses are called in two sessions with the bus numbers shown on the classroom TV set.	Principal,Assistant Principals, Paraprofessionals Classroom teachers	Attendance will be taken on a daily basis	Attendance logs

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

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

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

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	In grades K-5, 100% of teachers will fully implement, with fidelity, the DRA2 as demonstrated/documented in their classroom assessment notebooks and school wide Classroom Profile Sheets.	DRA2 K-3, DRA2 4-8	District Funds	$0.00
Reading	In grades K-5, RtI facilitators will fully implement, with fidelity, Compass Odyssey and document student progress through regular assessments.	DRA2 K-3, DRA2 4-8	District Funds	$0.00
Mathematics	In grades K-5, 100% of teachers will fully implement the core math series with fidelity as demonstrated on formative assessments and the 2012 FCAT Mathematics test.	enVision Program Math Investigation Calendar Math	District Funds	$0.00
Mathematics	In grades K-5, 100% of teachers will fully implement, with fidelity, the District Progress Monitoring Assessments, Learning Schedule Assessments as demonstrated or documented in their classroom assessment notebooks and school-wide Classroom Profile Sheets.	Progress Monitoring Assessments and Learning Schedule Assessments	District Funds	$0.00
Science	Continue implementation with fidelity and rigor the 5E model of classroom instruction for inquiry based learning.	Science Kits/Manipulatives School Based Science Lab	District Funds	$0.00
Science	Provide training for the new science textbook and auxiliary materials	Pearson Florida Interactive Science	District Funds	$0.00
Writing	In grades K-5, 100% of teachers will continue to fully implement the Writer's Workshop Model with fidelity as demonstrated on formative assessments and the 2013 Florida Writes.	Houghton-Mifflin Core Reading Program	District Funds	$0.00
Writing	In grades K-5, 100% of teachers will continue to fully implement the Writer's Workshop Model with fidelity using the District Writing Prompts in their classroom assessment notebooks and school-wide Class Profile Sheets.	District Writing Prompts	District Funds	$0.00
Attendance				$0.00
Suspension				$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	In grades K-5, classroom teachers will implement, with fidelity, DCPS adopted technology programs.	1. Destination Reading 2. FCAT Explorer 3. Compass Odyssey 4. FAIR Assessments	District Funds	$0.00
	In grades K-5, classroom	1. Destination Math 2.		

Mathematics	teachers will implement, with fidelity, DCPS adopted technology programs.	FCAT Explorer 3. Focus Florida 4. Compass Odyssey	District Funds	$0.00
Science	In grades K-5, classroom teachers will implement, with fidelity, DCPS adopted technology programs.	FCAT Explorer – Grade 5 Only Gizmos/Explore Learning, Compass Odyssey	District Funds	$0.00
Writing	NA	NA	NA	$0.00
Attendance				$0.00
Suspension				$0.00
				Subtotal: $0.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	NA	NA	NA	$0.00
Attendance				$0.00
Suspension				$0.00
				Subtotal: $0.00

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

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.

No Attachment (Uploaded on 9/25/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The School Advisory Council will meet 8-9 times during the school year to assist in the preparation and evaluation (developing and evaluating) of the results of the School Improvement Plan (SIP)and to assist the Principal with the annual school budget. The committee will review relevant data quarterly (test scores, surveys, etc.), identify problem areas, develop improvement strategies,

monitor their implementation.

Additionally, School Advisory Committee (SAC) receives funds to be used at the discretion of the SAC, a portion of the funds will be used for implementing the SIP.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District CHIMNEY LAKES ELEMENTARY SCHOOL 2010-2011	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	86%	76%	64%	306	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	72%	83%			155	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	90% (YES)			148	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					609	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District CHIMNEY LAKES ELEMENTARY SCHOOL 2009-2010	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	82%	92%	59%	311	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	65%	78%			143	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	77% (YES)			132	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					586	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested