

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: CHET'S CREEK ELEMENTARY SCHOOL

District Name: Duval

Principal: Susan T. Phillips

SAC Chair: Chip Morris

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 11/6/2012

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	Susan T. Phillips	DEGREES (Bachelor of Arts – Early Childhood Education Master of Education – Educational Leadership) CERTIFICATION (Educational Leadership; Elementary Education Grades 1-6; Primary Education Grades K-3; ESOL Endorsement)	15	9	A school grade of A has been earned each year since the inception of school grading by the state of Florida in 1999. AYP has been earned each year since its inception by the US Department of Education in 2003. When the school opened in 1997 our FCAT results showed that only 54% of students tested were meeting the standard of Level 3 in Reading and 21% in Math. As of the end of the 2011-2012 school year 83% of students met the standard in Reading and 85% in Math. 81% of students made Learning Gains in Reading and 87% made Learning Gains in Math. 81% of the identified Bottom Quartile made Learning Gains in Reading and 90% of the Bottom Quartile made Learning Gains in Math.

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)
Reading, Writing, Math, Science, Social Studies	Melanie Holtzman	Elementary Education	8	3	CCE has maintained an A status since grading began. Melanie, as a teacher, had proven student achievement results on FCAT Reading and Mathematics. CCE has also achieved AYP each year since it has been measured. As of the end of the 2011-2012 school year 83% of students met the standard in Reading and 85% in Math. 81% of students made Learning Gains in Reading and 87% made Learning Gains in Math. 81% of the identified Bottom Quartile made Learning Gains in Reading and 90% of the Bottom Quartile made Learning Gains in Math.

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. The interview Committee consisting of administrators, coaches, and grade level teachers meets and interviews prospective teachers. The team discusses prospective teachers that would prosper in our learning community and, after offering the teacher a position, they quickly are given a grade level mentor teacher and a grade level academic coach.	Susan Phillips	Ongoing	
2	2. Mentors and coaches work extensively to support the new to Chets Creek teachers, both in informal and formal ways. The grade level mentors support the new teachers from day one including walking them through the day to day routines and assisting them at their Orientation.	Susan Phillips Melanie Holtzman	Ongoing	
3	3. Beginning teachers fulfill the requirements of the Mentoring and Induction for Novice Teachers (MINT) Program. Great effort is put forth to make sure every teacher feels a part of this learning community.	Susan Phillips Suzanne Shall (PDF)	Ongoing PEC, ACP or EPI Programs - Two Yrs	
4	4. All teachers are provided with extensive professional development opportunities at the school. (PD Teacher Meetings, TDE days, Book Studies, Book of the Month).	Susan Phillips Melanie Holtzman	Ongoing Teacher Meeting - Bi monthly Book of the Month – Monthly TDE – 4 times a year	
5	5. Lead teachers are named to diversify leadership roles and give others a chance to lead. Teacher Meetings are planned and lead by the Lead teachers.	Susan Phillips Melanie Holtzman Grade Level Leads	Lead Teachers Named in July Meetings last all year	
6	6. Named teachers participate in the Curriculum Leadership Council and Content Area Councils.	Susan Phillips Melanie Holtzman Dayle Timmons Suzanne Shall Carolyn Swidorsky	Curriculum Leadership Council Meetings – every 6 weeks Content Council Meetings – every month	
7	7. Teachers have access to an Instructional Coach. The coach assists in helping the teacher plan instruction, models demonstration lessons, observes and offers feedback to teachers, and provides opportunities for the teacher to watch instruction in other classrooms.	Melanie Holtzman	On going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
84	2.4%(2)	9.5%(8)	72.6%(61)	34.5%(29)	39.3%(33)	119.0% (100)	0.0%(0)	21.4%(18)	69.0%(58)

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
Lori Metzger	Jaclyn Earnest	Lori Metzger is the grade level ELA Lead and an experienced Second Grade teacher. She volunteered to assist Jaclyn Earnest during pre-planning for the upcoming school year. These teachers share common planning time.	Teacher Meetings Weekly Mentee/Mentor Meetings Demonstration Lessons and Debriefs Planning Content Lessons together
Jenny Nash	Victoria Barron	Jenny Nash is the grade level ELA Lead and an experienced Fourth Grade teacher. She agreed to assist Victoria Barron during the summer and pre-planning for the upcoming school year. These teachers share common planning time.	Teacher Meetings Weekly Mentee/Mentor Meetings Demonstration Lessons and Debriefs Planning Content Lessons together

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.

Joy Gannam, Facilitator

- Participates on Building Leadership Team; acts as liaison for implementation of RtI at the school level; receives ongoing RtI training and delivers information to school; provides direct intervention services to an identified group of students for action research, tracks student progress, and collaborates with leadership in using data to make decisions about interventions and strategies that support RtI.
- Develops, leads, and evaluates school core content standards/programs; analyzes scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Susan Phillips, Principal

- Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities
- Develops, leads, and evaluates school core content standards/programs; analyzes scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Lourdes Smith, Behavior Interventionist

- Serves as Foundations Team Liaison, provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

KK Cherney, Media Specialist

- Researches and presents technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and instructional purposes.

Betsy McCall, Guidance Counselor

- Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies and district staffing personnel to school and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; administers program support for ESOL and directs 504 plan management, conducts social skills groups.

Dayle Timmons, General Education Inclusion Teacher

Melanie Holtzman, Standards Coach

Grade Level FOCUS Team Facilitators

K: Laura Sambito, Julie Johnson

1st: Debbie Harbour, Lauren Morgan

2nd: Patricia Wallace, Laurie Justo

3rd: Joe Montisano, Kathy Nelson

4th: Cheryl Chascin, Cynthia Bartley

5th: Lauren Werch, Jane Szerba

Behavior: Lauren Werch, Bobbi Matthews (also members of Foundations Team)

Select General Education Teachers

- Provide information about core instruction; participate in student data collection/observations; deliver Tier 1 instruction/interventions; collaborate with other staff to implement Tier 2 interventions.

Select Exceptional Student Education (ESE) Teachers

- Participate in student data collection; assist in determination for further assessment; integrate core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborate with general education teachers through such activities as co-teaching, support facilitation, and consultation.

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. The Building Leadership Team considers the following academic and

behavioral questions:

1. What do we expect the students to learn?
2. How do we know whether they have learned what was expected?
3. What will we do when they do and do not?
4. What evidence do we have to support our responses to these questions?
5. What resources do we have or need to meet the students' needs?

Any students needing additional remediation are recommended to the grade level RTI teams to be assessed and grouped according to deficit areas for interventions. They are monitored and data is reported back at the next Grade level RTI team meeting. Students needing more intensive Tier 3 interventions go to the grade level focus team meetings that include parent involvement. In the 2012-2013 school year, the RTI structure will be used collaboratively with the building instructional teams (Curriculum Leadership Councils, Program Improvement Council, Shared Advisory Council, and grade level teams) to provide research-based classroom support for students.

RTI Leadership team provides professional development as needed, based on the analysis of student data, while problem solving the effective practices of instruction 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 Building Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan.

The School Improvement Plan is the guiding document for the work of Chets Creek. The Building Leadership Team will regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RTI to inform instruction and made mid-course adjustments as data are analyzed.

MTSS Implementation

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

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

The RTI Leadership Team analyzes academic data from the assessment tools listed below and standards based Chets Creek assessments, Duval County Benchmarks, and FCAT. (Reading 3-5, Math 3-5, Writing 4, Science 4-5). Students falling significantly below standard are referred to the RTI grade level teams. Behavior observations and data from SESIR are analyzed and considered for referral to the specialized Behavior RTI Team.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments as appropriate, Florida Comprehensive Assessment Test (FCAT), Chets Creek Assessments

Midyear: FAIR, DRA-2, District Benchmark Assessments as appropriate, Chets Creek Assessments

End of year: FAIR, FCAT, Chets Creek Assessments

Ongoing Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), Inform
Frequency of data review is based on individual student need when using Tier 2 interventions. Tier 1 uses the above assessments as dictated by state and county requirements. Individual decisions regarding frequency are made based on student need; however, our best practice recommendation at Chets Creek is at least twice a month for informal assessments to track short term intervention progress.

Inclusive data for the students in the Response to Intervention process is managed with a shared Google Spreadsheet. This document tracks meeting dates and level of Tier interventions of individual students. All faculty members have access to view the document to insure year to year consistency. Intervention data is kept in narrative and graphical form in individual student folders for students in Tier 3 interventions.

Describe the plan to train staff on MTSS.

After participating in county level professional development, RTI Facilitator trains school level team members. Facilitator and

grade level facilitators will meet with each grade level to disseminate RtI information during teacher meetings. Updated professional development will 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

Describe the plan to support MTSS.

Attend RtI training and deliver information to school, provide professional development as needed, lead and develop programs to increase student performance, purchase necessary materials for Tier 2 and Tier 3 interventions.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Susan Phillips, Principal
Melanie Holtsman, Standards Coach
Dayle Timmons, LLT Lead
Debby Cothorn, Kindergarten Representative
Maria Mallon, First Grade Representative
Lori Metzger, Second Grade Representative
Jessie Lipsky, Third Grade Representative
Jenny Nash, Fourth Grade Representative
Dorry Lopez-Sinclair, Fifth Grade Representative
Christine Montero, ESE Representative

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

The LLT is a dedicated group of ELA lead teachers who meet monthly for ninety minutes for in depth vertical conversation in ELA. The representatives consist of one classroom teacher from each grade level K-5 plus an ESE representative. The representatives are an essential part of our school's distributed leadership model because they offer professional development through twice monthly Teacher Meetings to their grade level colleagues. Without their vision, planning, follow through, and leadership our school design could not accommodate the level of professional learning we expect. They keep the global school picture in mind at the same time meeting their grade level's short and long term goals. They analyze data, focus walk grade levels, work in beginning teachers' classrooms, observe in model teachers' classrooms, and have discussions with teachers to make sure they stay on target.

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

Continued work in implementing the Common Core State Standards with an emphasis on text complexity, questioning and close reading, continued item analysis and revising all assessments to mirror FCAT 2.0 specifications and encompass expectations of the CCSS, planning twice monthly professional development for teachers.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In 2013, 29% (175) of all 3rd, 4th and 5th graders will achieve proficiency (FCAT Level 3) in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (160)	29% (175)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Transition from Next Generation Sunshine State Standards to implementing the Common Core State Standards	1a.1. Review alignment of curriculum and instruction to cover each Reading standard	1a.1. Principal	1a.1. Classroom Observation, Teacher Meetings, collegial discussion about unpacking the Reading standards	1a.1. Formative and summative assessment
2	1a.2 Changes to FCAT 2.0 and transition to PARCC	1a.2. Provide students with examples of test experiences to reflect changes to FCAT 2.0, reporting categories, new student performance expectations	1a.2. Reading Council Leads	1a.2. Teacher meetings and TDE to rewrite assessments, item analysis for common assessments	1a.2. Formative and summative assessment, District benchmark data and FCAT results
3	1a.3. Implementation of the Common Core Standards in K-2	1a.3. Instruct K-2 students in understanding how to meet the expectations of each standard in the Common Core by clearing identifying each standard at the opening of each lesson and then sharing student work that meets the standard during the closing	1a.3. Principal	1a.3. Classroom Observation, Teacher Meetings, collegial discussion about student work	1a.3. Formative and summative assessment, FAIR results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In 2013, 59% (356) of all 3rd, 4th and 5th graders will achieve FCAT Level 4 & 5 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (336)	59% (356)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Changes to FCAT 2.0 item complexities	2a.1. Increasing the number of moderate and high complexity questions and activities for students in daily workshop expectations and on assessments	2a.1. Principal	2a.1. Analyzing school based assessments and performance tasks	2a.1. FCAT results, Benchmark Assessments FAIR Results
2	2a.2. Exposing students to more complex texts in preparation for the transition to the CCSS	2a.2. Increase the complexity of text students have experience with throughout the day	2a.2. Principal	2a.2. Analyzing school based assessments and performance tasks, student reading logs	2a.2. Assessments, DRA 2 results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In 2013, 84% (337) of all 4th and 5th graders will make Learning Gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (318)	84% (337)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. Changes to Range of Words and Average Word Count per FCAT Passage	3a.1. Increasing student reading stamina by providing concentrated independent reading time daily.	3a.1. Principal	3a.1. Analyzing the cold reading assessments to determine correlation to new grade level expectations regarding length of texts; increased student reading stamina during the work period	3a.1. DRA 2 results, Cold reading assessment results, FCAT results
2	3a.2. Time	3a.2. Providing students with individual and group instruction	3a.2. Principal	3a.2. Progress Monitoring checks	3a.2. FAIR, FCAT results, Classroom observation instruments
3	3a.3. Exposing students to more complex texts in preparation for the transition to the CCSS	3a.3. Increasing questions and accountable talk during classroom read alouds	3a.3. Principal	3a.3. Progress Monitoring checks	3a.3. Classroom observations

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in 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 2013, 84% (84) of all 4th and 5th graders in the bottom quartile will make Learning Gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (79)	84% (84)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. Inability to decode fluently	4a.1. Target fluency and decoding in daily small group instruction	4a.1. Classroom Teachers	4a.1. Review alignment of instruction and curriculum with standards and assessment	4a.1. Formative assessments, District Benchmark data, FAIR results, DRA 2 results, Informal checks through classroom discussion, FCAT results
2	4a.2. Money and Resources	4a.2. Implement before and after school tutoring for identified students to include McKenzie's Academic Resource Center (MARC)	4a.2. Classroom Teachers	4a.2. Progress Monitoring checks	4a.2. FAIR results, FCAT results
3	4a.3 Time	4a.3. Provide identified students with individual instruction or computer assisted practice on Compass Odyssey	4a.3. Rtl Facilitator	4a.3. Progress monitoring checks	4a.3. FAIR results, FCAT Results, Compass Odyssey reports

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 #					
	In 2013, the achievement gap will be reduced by 2% from 85% of students to 87% of students proficient (Level 3) on FCAT.					
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:	
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
1	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1. Provide student performance data for teachers broken out by ethnicity subgroups	5B.1.Principal	5B.1.Comparing end of the year data by sub groups	5B.1.FCAT Data

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
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
1	5C.1. Language	5C.1. Assigning two ESOL paras to work with identified ELL students on a weekly basis	5C.1.Principal	5C.1. Observation	5C.1.FCAT Results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
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
1	5D.1.Time	5D.1. Assign in class para support to identified students	5D.1.Principal	5D.1.Observation	5D.1.FCAT Results

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.	
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Reading Goal #5E:					
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
1	5E.1.Student attendance	5E.1.Provide safety net support weekly for students at the McKenzie's Academic Resource Center (MARC)	5E.1.MARC Liaison	5E.1.Sign in records	5E.1.FCAT Results

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
Enhancing knowledge of genres	K-5	Principal, Reading Council Leads	All Faculty	Book-of the month Faculty Meetings; Reading Council; Grade specific Teacher Meetings	FCAT results	Principal, Instructional Coach
Unpacking the Common Core Standards	K-5 ELA teachers	Principal; Reading Council Leads	ELA teachers	Reading Council Meetings; Grade specific Teacher Meetings; Book Study	Formative Assessments Summative Assessments FCAT Results	Reading Council Leads, Principal
Aligning standards and curriculum	K-5 ELA teachers	Reading Council Leads	ELA teachers	Reading council meetings; Teacher Meetings	Observations for Reading teachers	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
RtI Tier 3 Intervention Programs	Phonics for Reading, Reading Mastery, Earobics materials	Undetermined	\$500.00
Words Their Way (Model Classrooms)	Word Study for Phonics, Vocabulary, Spelling	Undetermined	\$3,000.00
			Subtotal: \$3,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	Pathways to the Common Core: Accelerating Achievement	School	\$350.00
Literacy Institute for Reading - Teacher's College	Week long intensive workshops at Columbia University with Lucy Calkins	Undetermined	\$5,000.00
Book of the Month	Books for every classroom	Undetermined	\$8,000.00
			Subtotal: \$13,350.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Readers to Leaders	Incentive Program for Students	PTA	\$3,000.00
K-2 Leveled Books with emphasis on Non-Fiction	To replenish classroom libraries	Undetermined	\$20,000.00
			Subtotal: \$23,000.00
Grand Total: \$39,850.00			

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:		In 2013, 47.2% (50) ELL students will test Proficient in Listening/Speaking on the CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
44.2% (38)					
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' language barrier in school communication	1.1.Translate school communications so that parents will understand academic expectations and can talk with their student about them	1.1.Classroom teachers, ESOL Paras	1.1.Survey parents for feedback	1.1.Survey results
2	1.2.Language barrier in classroom instruction	1.2.Pair ELL student in class with a student who is fluent in both Spanish and English	1.2.Classroom teacher	1.2.Classroom observation	1.2.Student performance data, CELLA results

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:	In 2013, 35.6% (38) ELL students will test Proficient in Reading on the CELLA.
2012 Current Percent of Students Proficient in reading:	

32.6% (28)

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.Students not being held accountable by parents to practice reading at home	2.1.Translate directions of Reading homework into Spanish	2.1.Classroom teacher, ESOL Para	2.1.Evaluating student reading level, review of at home reading log	2.1.DRA 2 results, FAIR results, FCAT results, District Benchmark data, CELLA results
2	2.2.Hearing correct pronunciation and sounds in words, availability of technology	2.2.Use technology tools for audio/visual practice to acquire necessary letter recognition and phonics	2.2.Classroom teachers	2.2.Review of student use of technology tools	2.2. DRA 2 results, FAIR results, FCAT results, District Benchmark data, CELLA results
3	2.3Language barrier, time	2.3Administer small group and one on one instruction using Reading Mastery	2.3ESOL Paras	2.3Review of Reading Mastery performance	2.3Reading Mastery assessments

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

In 2013, 44.9% (48) ELL students will test Proficient in Writing on the CELLA.

2012 Current Percent of Students Proficient in writing:

41.9% (36)

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.Language barrier	2.1.Students will keep a seed journal with drafts, brainstorming ideas and pictures to use for crafting and editing writing pieces	2.1.Classroom teachers	2.1.Review of student writing	2.1.Writing portfolio, FCAT Writes results

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Utilize Reading systems that allow text to be read aloud to students	Leap Frog Tag Reading Systems	Undetermined	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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 2013, 32% (193) of all 3rd, 4th and 5th grade students will achieve proficiency (Level 3) in Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (173)	32% (193)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Transition from Next Generation Sunshine State Standards to implementing the Common Core State Standards	1a.1. Review alignment of curriculum and instruction to cover each Reading standard	1a.1. Principal	1a.1. Classroom Observation, Teacher Meetings, collegial discussion about unpacking the Math standards	1a.1. Formative and summative assessment
2	1a.2. Transition to PARCC	1a.2. Full implementation of CCSS for K-2 while Third Grades are beginning to instruct Skills Block lessons to help bridge the changes in Standards	1a.2. Principal	1a.2. Classroom Observation, Teacher Meetings, collegial discussion about unpacking the Math standards	1a.2. Formative and summative assessment, district benchmark data and FCAT results
3	1a.3. Ramping up new CCE students to achieve grade level standards	1a.3. Daily small group instruction	1a.3. Math Council Leads, Classroom Teachers	1a.3. Classroom Observation	1a.3. Formative and summative assessment and informal classroom observations

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In 2013, 58% (350) of all 3rd, 4th and 5th grade students will achieve above proficiency (Level 4 and 5) in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (333)	58% (350)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Understanding FCAT 2.0 Item Complexities	2a.1. Increase the number of moderate and high complexity questions and activities for students in daily workshop expectations and on assessments	2a.1. Instructional Coach	2a.1. Analyzing school based assessments and performance tasks	2a.1. FCAT Results
2	2a.2. Curriculum limitations not directly aligned with the standards	2a.2. Differentiation of student sheets during work period.	2a.2. Math Council Leads	2a.2. Review/Discussion of modifications at grade level reviews, classroom visits	2a.2. Grade level minutes, classroom observation checklists

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In 2013, 90% (362) of 4th and 5th grade students will make Learning Gains in Mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (341)	90% (362)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. Differentiating instruction to meet the needs of all students	3a.1. Tracking student progress in each benchmark to create whole group, small group, and individualized instruction to meet student needs, and providing rigorous instruction in concepts, skills, and problem solving.	3a.1. Classroom Teachers	3a.1. Classroom visits to observe small group and individualized instruction targeted at meeting students' needs.	3a.1. FCAT Math, District Math Benchmarks, Formative Assessments, Classroom Observation instruments
2	3a.2. Access to technology and/or internet	3a.2. Provide access to Reflex online math program for all students in grades 1-5 to promote math fact fluency	3a.2. Classroom Teachers	3a.2. Review of Reflex Math usage and fact gain by students	3a.2. Reflex Math reporting graphs

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	In 2013, 93% (93) of students in the Bottom Quartile (Lowest 25%) will make Learning Gains in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:

90% (88)			93% (93)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. A lack of students' number sense	4a.1. Building students' number sense through the use of Interactive Math Skills Block, Math Investigations, and Tier 2 and Tier 3 interventions.	4a.1. Principal	4a.1. Informal classroom observation and analysis of Tiered graphs	4a.1. FCAT, Formative Assessments, Benchmark Assessments, Teacher Observation, anecdotal notes, Tier II and Tier III graphs
2	4a.2. Time	4a.2. Students will use Reflex math to build fluency in addition, subtraction, multiplication and division.	4a.2. Intervention Teacher	4a.2. Comparison of pre and post graph of completion	4a.2. Computer generated graphs of achievement
3	4a.3 Time	4a.3. Provide identified students with individual or small group instruction to include Math Navigator and/or Reflex Math	4a.3. Classroom Teachers	4a.3. Progress Monitoring checks	4a.3. FCAT Results, Benchmark Assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In 2013, the achievement gap will be reduced by 2% from 86% of students to 88% of students proficient (Level 3) on FCAT. 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:	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	5B.1. White: Black: Hispanic: Asian:	5B.1. Provide student performance data for teachers broken out by ethnicity subgroups	5B.1.Principal	5B.1.Comparing end of the year data by sub groups	5B.1.FCAT Data

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

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

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	5C.1. Language	5C.1. Assigning two ESOL paras to work with identified ELL students on a weekly basis	5C.1.Principal	5C.1. Observation	5C.1.FCAT Results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	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	5D.1.Time	5D.1. Assign in class para support to identified students	5D.1.Principal	5D.1.Observation	5D.1.FCAT Results

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	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	5E.1.Student attendance	5E.1.Provide safety net support weekly for students at the McKenzie's Academic Resource Center (MARC)	5E.1.MARC Liaison	5E.1.Sign in records	5E.1.FCAT Results

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS	K-5 Math	Math Council Chair	Math Council Leads	Monthly council meetings	Council and grade level meeting agendas	Principal
CCSS	K-5 Math	Math Council Leads	K-5 Math teachers	Bi-monthly teacher meetings	Grade level meeting agendas	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use fraction manipulatives for classroom demonstration	Circle and Bar Fraction Demonstration Models	Undetermined	\$100.00
			Subtotal: \$100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use Reflex Math	Math fact fluency for addition, subtraction, multiplication and division	School Improvement Funds	\$4,500.00
			Subtotal: \$4,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Math Council Leads attend FCTM	Statewide Math Conference	Undetermined	\$1,000.00
Conduct Math book study	Young Mathematicians at Work: Construction Algebra	School	\$250.00
			Subtotal: \$1,250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,850.00

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 2013, 43% (85) of all 5th graders will achieve proficiency (FCAT Level 3) in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (74)	43% (85)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Using an Inquiry Based Approach to cover all Science Benchmarks	1a.1. Instruct students in understanding how to meet the expectations of each benchmark for each of the Science standards, with emphasis on Practice of Science throughout each Science content area.	1a.1. Principal	1a.1. Classroom observation of 5E model labs	1a.1. FCAT results , Formative and summative assessments, Lab sheets
2	1a.2. Time, resources	1a.2. Check all new science kits and create, by grade level a list of the contents per kit, per grade level, per teacher. Create a school master list.	1a.2. Science Council Leads	1a.2. Teacher's classroom implementation	1a.2. Classroom observation checklists, Lab sheets
3	1a.3. Time, access to technology	1a.3. Create and maintain a digital warehouse of differentiated student lab sheets, quizzes, tests, etc. on the grade level wiki.	1a.3. Science Council Leads	1a.3. Teachers use of the differentiated materials.	1a.3. Lesson plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In 2013, 39% (77) of all 5th graders will achieve above proficiency (FCAT Level 4 & 5) in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (66)	39% (77)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Deep questioning by Teachers and test question complexity	2a.1. Increase the number of moderate and high complexity questions and activities for students in daily workshop expectations and on assessments, using the new Pearson curriculum tools.	2a.1. Instructional Coach	2a.1. Test item analysis, self reflection on questions asked during instruction and students' ability to answer high level complexity test items.	2a.1. FCAT results , formative and summative assessments
2	2a.2. Technology availability	2a.2. Prescribe Gizmos activities for students to complete as extend opportunities for 5E lessons.	2a.2. Classroom Teachers	2a.2. Review of student outcomes	2a.2. District Benchmark data and FCAT results

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Webb's Depth of Knowledge/Test Item Complexities	K-5	Instructional coach, Science Council Leads	All Science Teachers	Twice Monthly Teacher Meetings (K-5)	FCAT 2.0, District Benchmarks, Formative Assessments	Principal, Instructional Coach, Science Council Leads
Science Standards/2.0 Benchmarks	K-5	Instructional coach, Science Council Leads	All Science Teachers	Twice Monthly Teacher Meetings (K-5)	Classroom observation of instruction aligned to standards and Principal COI's	Principal, Instructional Coach, Science Council Leads
TDE's to work with new curriculum	K-5	Instructional coach, Science Council Leads	All Science Teachers	One every nine weeks	Classroom Observation	Principal, Science Leads, Instructional Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Inquiry Based Science Instruction	Replenish Consumable Materials	Undetermined	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	Teaching Science with Interactive Notebooks	Undetermined	\$350.00
			Subtotal: \$350.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,350.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In 2013, 94% (193) of all 4th graders will achieve proficiency (FCAT Level 3.0 and higher) in Writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (188)	94% (193)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Not understanding the FCAT Writes rubric for student performance, including conventions	1a.1. Students will self assess their writing using the FCAT Writes rubric, looking especially at the conventions	1a.1. Reading Council Leads	1a.1. Student performance on the rubric	1a.1. FCAT Writes, Student Portfolios
2	1a.2. Not understanding the FCAT Writes rubric for student performance, including expectations regarding compelling details	1a.2. Students will self assess their writing using the FCAT Writes rubric, looking especially at the use of compelling details	1a.2. Reading Council Leads	1a.2. Student performance on the rubric	1a.2. FCAT Writes, Student Portfolios
3	1a.3. Not being able to identify components in the anchor papers	1a.3. Use anchor papers with teachers and students to show what is "good enough"	1a.3. Principal	1a.3. Classroom observation	1a.3. FCAT Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
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				

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
Alignment of K-5 pacing of spelling, language and mechanics	K-5	ELA Council Leads	All writing teachers	Bi-monthly teacher meetings	Classroom observation, review of pacing guides	Principal, Instructional Coach, ELA Council Leads
Use of Compelling Details in Writing	K-5	ELA Council Leads	All writing teachers	Bi-monthly teacher meetings	Classroom observation, performance by students using the FCAT Writes rubric	Principal, Instructional Coach, ELA Council Leads

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:	In 2013, 79% (995) of students will be present for at least 171 days.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96% (1198) Average Daily Attendance	97% (1222) Average Daily Attendance
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

24% (302)	21% (265)				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
7% (92)	4% (32)				
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. Families without transportation	1.1.The district attendance officer and school attendance committee will meet with parents of students who miss 5 or more days in a 9 week period to develop a plan.	1.1 District personnel Attendance clerk Guidance counselor	1.1. Attendance rosters	1.1. Attendance rosters Completed parent contracts with attendance officer
2	1.2.Families without transportation, illnesses	1.2.Provide incentive program which recognizes students' for perfect attendance	1.2.Principal, Classroom teachers	1.2. Review of attendance records.	1.2.Attendance records

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

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

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

Attendance Budget:

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Develop a recognition program for students	Incentives distributed at the end of each grading period	PTA	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension		In 2013, 4% (50) of students will be suspended from school in ISSP or OSSP.			
Suspension Goal #1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
41		40			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
31		30			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
41		40			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
22		20			
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.Lack of CHAMPS and Foundations with fidelity	1.1.1.Implement Foundations and CHAMPS with fidelity	1.1. Behaviorist	1.1. Review data to document a decrease in referral data, increase in participation in incentive program	1.1. Referral data
2	1.2.Lack of Second Step implementation with fidelity	1.2.Implement Second Step program in all classrooms with social skills lessons and behavior contracts specifically for students with impulsive behaviors	1.2. Behaviorist	1.2. Quarterly reports of referral data by the Foundations Team	1.2. Referral data
	1.3.Time, Money	1.3.Provide incentive program and assemblies	1.3. Principal	1.3. Quarterly reports of participation in	1.3. Referral data

3	designed to promote and reward appropriate behavior.	incentive program by the Foundations Team
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Second Step	K-5	Behaviorist, Principal	All faculty and staff	Early Release Training	Quarterly review of referrals	Principal, Behaviorist
CHAMPS/Foundations	K-5	Behaviorist, Principal	All faculty and staff	Early Release Training	Quarterly review of referrals	Principal, Behaviorist

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a	n/a	n/a	\$0.00
n/a	n/a	n/a	\$0.00
n/a	n/a	n/a	\$0.00
n/a	n/a	n/a	\$0.00
n/a	n/a	n/a	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Bully Awareness Projects	Assemblies, Incentives	PTA	\$1,200.00
			Subtotal: \$1,200.00
			Grand Total: \$1,200.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement

Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	The school will focus on meeting the needs of the Hispanic stakeholders who comprise 17% (211) of our total student population. The 2011-2012 Hispanic Parent Night attendance rate was 50% (104). Attendance at the 2012-2013 Hispanic Parent Night will increase to 55% (116).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
50% (104)	55% (116)

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 Communication due to language barrier.	1.1 Translate the home-school communication tool from the Principal, The Connection, and send it out via the school phone calling system	1.1 ESOL Para	1.1. Parent survey	1.1 Parent responses from survey
2	1.2. Communication due to language barrier.	1.2. Host a Hispanic parent night in cooperation with PTA including volunteer training.	1.2 Principal, PTA, MARC Liaison, ESOL Para	1.2. Review of sign in attendance log and volunteer applications completed.	1.2. Parent response and PTA volunteer participation data
3	1.3. Transportation to school before and after hours for tutoring .	1.3. Create a volunteer schedule and operate an outreach center in a local neighborhood touching 241 families that includes computers for parent and student access, books for book check-out and career planning for adults, English Classes for adults, and family workshops	1.3. Principal, MARC Liaison, Media Specialist	1.3. Review of attendance log of parents, students and volunteers, Compass Odyssey data	1.3. Parent response

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
MARC Liaison	Fulltime Teacher housed at CCE to coordinate all activities for students and parents at the MARC at Portside	McKenzie Noelle Wilson Foundation	\$72,500.00
			Subtotal: \$72,500.00
			Grand Total: \$72,500.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

No Data Submitted

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Technology 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. Technology Goal Technology Goal #1:	Parent/Teacher communication will improve through school blog and classroom blogs.
2012 Current level:	2013 Expected level:
Faculty members that have a blog 50% (44).	Faculty members that have a blog will increase to 55% (48).

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 Parent access to technology	1.1 Promote blogging in the school newsletter	1.1 Melanie Holtsman	1.1 Weekly reading and commenting on blogs	1.1 Observation, once a month blog entries
2	1.2 Faculty maintaining consistency with blogging	1.2 Recognition at meetings	1.2 Melanie Holtsman	1.2 Feedback from teachers	End of Year Principal Survey
3	1.3 Availability of digital tools for teacher use	1.3 Purchase of digital cameras for check out	1.3 Melanie Holtsman	1.3 Record of cameras being checked out of media center	1.3 Blog entries

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 Technology Goal(s)

Technology Goal #1: Goal:

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 Technology Goal #1: Goal(s)

Safety Goal:

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

1. Safety Goal Safety Goal # 1:	In 2013, the number of accidents on the playground will be reduced from 2.4% (30) to 2% (25).
2012 Current level:	2013 Expected level:
2.4% (30)	2% (25)

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 following expected CHAMPs for playground areas, supervision	1.1.Review CHAMPs expectations for the playground prior to entering playground areas	1.1.Classroom Teachers	1.1.Review of student accident reports	1.1.Student accident report data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPs	K-5	Principal, Behaviorist	All faculty and staff	Early release training	Observation	Principal

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 Safety Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	RTI Tier 3 Intervention Programs	Phonics for Reading, Reading Mastery, Earobics materials	Undetermined	\$500.00
Reading	Words Their Way (Model Classrooms)	Word Study for Phonics, Vocabulary, Spelling	Undetermined	\$3,000.00
CELLA	n/a	n/a	n/a	\$0.00
Mathematics	Use fraction manipulatives for classroom demonstration	Circle and Bar Fraction Demonstration Models	Undetermined	\$100.00
Science	Inquiry Based Science Instruction	Replenish Consumable Materials	Undetermined	\$3,000.00
Attendance	n/a	n/a	n/a	\$0.00
Suspension	n/a	n/a	n/a	\$0.00
Safety				\$0.00
				Subtotal: \$6,600.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	n/a	n/a	n/a	\$0.00
CELLA	Utilize Reading systems that allow text to be read aloud to students	Leap Frog Tag Reading Systems	Undetermined	\$1,000.00
Mathematics	Use Reflex Math	Math fact fluency for addition, subtraction, multiplication and division	School Improvement Funds	\$4,500.00
Science	n/a	n/a	n/a	\$0.00
Attendance	n/a	n/a	n/a	\$0.00
Suspension	n/a	n/a	n/a	\$0.00
Safety				\$0.00
				Subtotal: \$5,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Book Study	Pathways to the Common Core: Accelerating Achievement	School	\$350.00
Reading	Literacy Institute for Reading - Teacher's College	Week long intensive workshops at Columbia University with Lucy Calkins	Undetermined	\$5,000.00
Reading	Book of the Month	Books for every classroom	Undetermined	\$8,000.00
CELLA	n/a	n/a	n/a	\$0.00
Mathematics	Math Council Leads attend FCTM	Statewide Math Conference	Undetermined	\$1,000.00
Mathematics	Conduct Math book study	Young Mathematicians at Work: Construction Algebra	School	\$250.00
Science	Book Study	Teaching Science with Interactive Notebooks	Undetermined	\$350.00
Attendance	n/a	n/a	n/a	\$0.00
Suspension	n/a	n/a	n/a	\$0.00
Suspension	n/a	n/a	n/a	\$0.00
Suspension	n/a	n/a	n/a	\$0.00
Suspension	n/a	n/a	n/a	\$0.00
Suspension	n/a	n/a	n/a	\$0.00
Suspension	n/a	n/a	n/a	\$0.00
Safety				\$0.00

Subtotal: \$14,950.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Readers to Leaders	Incentive Program for Students	PTA	\$3,000.00
Reading	K-2 Leveled Books with emphasis on Non-Fiction	To replenish classroom libraries	Undetermined	\$20,000.00
CELLA	n/a	n/a	n/a	\$0.00
Attendance	Develop a recognition program for students	Incentives distributed at the end of each grading period	PTA	\$1,000.00
Suspension	Bully Awareness Projects	Assemblies, Incentives	PTA	\$1,200.00
Parent Involvement	MARC Liaison	Fulltime Teacher housed at CCE to coordinate all activities for students and parents at the MARC at Portside	McKenzie Noelle Wilson Foundation	\$72,500.00
Safety				\$0.00
				Subtotal: \$97,700.00
				Grand Total: \$124,750.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Renewal of contract with Discovery Education	\$3,000.00

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

To provide guidance on budgeting and school improvement issues. Participated in the development of the SIP and will monitor the plan.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Duval School District CHET'S CREEK ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	93%	92%	81%	360	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	74%	66%			140	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?	68% (YES)	72% (YES)			140	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					640	
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 CHET'S CREEK ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	95%	93%	79%	360	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	73%	74%			147	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?	74% (YES)	78% (YES)			152	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					659	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested