

# 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: R. V. DANIELS ELEMENTARY SCHOOL

District Name: Duval

Principal: LaShawn Blackshear

SAC Chair: Mary Bishop

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 12/3/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	LaShawn Blackshear	Educational Leadership Elementary Education School Principal Gifted Endorsement	3	4	<p>Whitehouse Elementary 2009-2010: Grade A, Reading Proficiency: 79%, Math Proficiency: 80%, Science Mastery: 45%, AYP: Students with disabilities and black students did not make AYP.</p> <p>Susie E. Tolbert 2010-11 Grade D (430) AYP 82% Reading Proficiency 65% Math Proficiency 58% Writing Proficiency 67% Science Proficiency 43% Gains Reading 58% Gains Math 54% Bottom Quartile Reading 41% Bottom Quartile Math 44%</p> <p>Susie E. Tolbert 2011-2012 Grade C (461), AYP 95%, Reading Proficiency: 63%, Math Proficiency, 62% Writing Proficiency, 60% Science Proficiency 23%: Reading Gains, 53% Math Gains, 72% Bottom Quartile Reading 42%, Bottom Quartile Math 74%</p>

## 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)
Instructional Coach	Christina Hamlin	Bachelor's of Science Degree in Elementary Education Master's Degree in Reading Instruction	1		Chaffee Trail Elementary 2007-2008 A Chaffee Trail Elementary 2008-2009 A Chaffee Trail Elementary 2009-2010 A Chaffee Trail Elementary 2010-2011 A Chaffee Trail Elementary 2011-2012 B  Average FCAT Score 2011-2012 3.0 Learning Gains 2011-2012 73% Lowest 25% Learning Gains 2011-2012

## 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. Recruiting: District recruitment and postings, school interview teams; interviewing questions specific to position	Principal and Leadership Team	As needed	
2	2. Pre-planning training/Team Building	Administration and coaches	August 13-17th and ongoing	
3	3. Certified mentors assigned to new hires	Professional Development Facilitator (PDF)	August 20, 2012	
4	4. Coaching Support	School based and District coaches	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
N/A	N/A

## 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
19	15.8%(3)	26.3%(5)	57.9%(11)	0.0%(0)	36.8%(7)	100.0%(19)	0.0%(0)	0.0%(0)	31.6%(6)

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
April Godbolt	Isaac Ovalle	Expertise in Reading Instruction	MINT, New Hire Orientation, meeting daily/weekly/monthly, reviewing lesson plans and student data, modeling lessons, providing resources
Susan Burns/Valencia Parker-Freeman	Donovan Masline	Expertise in Reading/Science Instruction	MINT, New Hire Orientation, meeting daily/weekly/monthly, reviewing lesson plans and student data, modeling lessons, providing resources

## 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.

- Principal
- Academic Coaches
- Guidance Counselor
- VE Resource/RtI Facilitator
- District Support
- General Ed. Teachers

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The purpose of the MTSS/RTI leadership team is to plan for the implementation of the RTI process, set the school agenda for instructional periods, all assessment, RTI team meetings, ongoing staff professional training and development, and to review school-level data to make decisions about ongoing instruction effectiveness. The RTI Team also monitors the fidelity of the RTI process implementation to ensure the process is successfully implemented and maintained using the essential components needed for the integrity of the process.

The RtI Leadership Team meets every other month from 8:30-3:00 to engage in school-wide problem solving.

The RtI team will focus meetings around the following academic and behavioral questions:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or do not learn?
4. What evidence do we have to support our responses?

The team meets to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the RtI Team, other building instructional teams (School Improvement Plan and grade level teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student need
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps

For the most intensive interventions at Tier 3 in the 2012-2013 school year, the RtI Team structure will be used collaboratively with the building instructional teams (PLC, grade level teams, VE Resource Teacher and/or content area teams) to provide classroom support for students.

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

The Leadership Team/RtI 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 Leadership Team/RtI Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The Leadership Team regularly revises and updates 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 make instructional decisions and make 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.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Progress Monitoring Assessments (PMA's), Envision Placement Test/Math Diagnostic; Calendar/EDC Pre-test

Midyear: FAIR, DRA-2, EDC Winter Math Assessments, Envision Math Assessment

End of year: FAIR, District Progress Monitoring Assessments (PMA's), DRA-2, Envision End of Year Assessment, EDC Spring Assessment

Ongoing Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), School-based Grade Level Progress Monitoring Forms for reading, math and science. Topic Assessments, EDC monthly assessment, Envision Topic Assessments, Quick Check Masters, daily review assessments, School-based Grade Level Progress Monitoring Forms for reading, math, and science.

Frequency of data review: Each grade level meets bi-weekly with members of the Leadership Team to review student performance data and plan for instruction based on that information.

Describe the plan to train staff on MTSS.

Professional development will be provided to our RtI Team by district staff during the 2011-12 school year.

The school-based RtI Team will provide in-service to the faculty on designated professional development days (i.e. pre-planning, early dismissal, planning days, and faculty meetings). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- Consensus building
- Positive Behavioral Intervention and Support
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions
- Tools utilized to identify specific discrepancies in reading.

In addition, RtI learning will be job-embedded and occur during the following:

- Professional Learning Communities
- Classroom Observations
- Collaborative Planning
- Analysis of Student Work
- Book Studies
- IPDP and Quarterly Data Conferences
- Lesson Study (Coaching Cycles)
- Thorough Instructional Support Staff Training

Individual professional development will be provided to classroom teachers through mentoring and modeling, as needed.

Describe the plan to support MTSS.

District support staff will provide Professional Development for the staff throughout the school year. Additional trainings will be conducted throughout the school year from the RtI Team as needed. Trainings will take place during the following times:

- Professional learning communities
- Classroom observations
- Collaborative planning

School-Based Literacy Leadership Team

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

- —Instructional Coach
- —Principal
- —1st grade teacher
- —2nd grade teacher
- Kindergarten teacher
- Guidance Resource teacher
- VE Resource teacher

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

- Serves as the leadership for grade level or group in making decisions about curriculum practices in reading and writing
- Facilitates professional development during monthly meetings to address student achievement and best practices based on student data
- Responsible for communicating ideas and concerns with administration
- Responsible for Read It Forward Jax Initiatives/Activities

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

- Common Core Implementation (K-2).
- Increase research-based vocabulary instruction.
- Increase opportunities for students to read more and practice close reading.
- Use of Technology/Ipads/Ipods to encourage/increase reading.
- Increase the number of books in classroom libraries with appropriate grade level text.
- Increase the number of classroom library and media center books.
- Develop and monitor the implementation of the SIP reading strategies.
- Ensure that the necessary Professional Development is being provided for teachers in unpacking the reading benchmarks and using data to drive instruction.
- Ensure that all students are meeting the One Million Word Campaign Standard.

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.

[Empty text box for Pre-School Transition plans]

\*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.

[Empty text box for Grades 6-12 reading strategies plan]

\*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?

[Empty text box for High Schools applied/integrated courses]

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:	We are a K-2 school feeding into Susie E. Tolbert. We share their FCAT proficiency results. In grades 3rd – 5th, 20% (67) of the students achieved Level 3 on the 2012 FCAT Reading Assessment.  On the 2013 FCAT Reading Assessment 30% (99) of the students will score a Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (67)	30% (99)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students lack of prerequisite skills in Reading	1A.1. Full implementation of the RTI process  Implementation of Tier 2 strategies with targeted student groups  Professional Development for teachers specifically in strategies designed to remediate reading skills  Provide supplemental tools for the delivery of remedial instruction	1A.1. Teachers, Instructional Coach, Principal, RtI Team	1A.1. We will have the agendas and notes from RTI and Professional Development training sessions  The acquisition of supplemental materials will be documented by purchase orders and statements of donations	1A.1. We will have the agendas and notes from RTI and Professional Development training sessions  The acquisition of supplemental materials will be documented by purchase orders and statements of donations
2	1A.2. Teachers lack of understanding of the content and application of the Common Core standards on each grade level.	1A.2. Reading PLC will meet on the 2nd Tuesday of every month.  Professional development on the content and application of the CCSS including the use of the following professional text - Common Core Curriculum Maps-ELA	1A.2. Instructional Coach and Reading Lead Teachers	1A.2. Conduct focus walks, classroom observations, provide feedback to teachers on implementation of core programs, and conduct data review meetings.	1A.2. CAST Evaluation, Focus Walks, data reviews, reading portfolios/student work samples, lesson plans
3	1A.3. Lack of parental support and parental understanding of the reading process.	1A.3. Parent Information Nights to focus on the Reading process.  Provide information about reading in student newsletters  Emphasize the use of on-line services and programs including: OnCourse Parent Portal,	1A.3. Literacy Leadership Team (LLT) Principal, STC, Teachers	1A.3. We will be able to track the use of the on-line services through available reports.  We will be able to monitor attendance at Parent Information Nights by taking attendance.  While student newsletters will be	1A.3. On-line reporting for the on-line services (where available).  Attendance figures for Parent Information Nights  A hard copy of the newsletters will be available for audit.



	Destination Success and FCAT Explorer	available on-line and as a hard copy, their effectiveness will be difficult to assess without the ability to poll all parents
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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 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:	We are a K-2 school feeding into Susie E. Tolbert. We share their FCAT proficiency results. In grades 3rd – 5th, 34% (112) of the students achieved Level 4 on the 2012 FCAT Reading Assessment.  On the 2013 FCAT Reading Assessment 60% (197) of the students will score a Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (112)	60% (197)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Students are not challenged to read more challenging fiction and non-fiction selections.	2A.1. Provide reading multiple copies of high quality literature to the teachers for use in classroom instruction.  Provide professional development to teachers in text complexity.  Increase the availability of library materials that	2A.1. Teachers, Instructional Coach, Principal, District Instructional Coach, Media Specialist, LLT	2A.1. We will be able to document and increase the use of fiction/non-fiction text by monitoring lesson plans.  Agendas and meeting notes for Professional Development sessions.  Purchase orders will be available to document	2A.1. Reading portfolios, DRA-2, FAIR, Anecdotal notes, Classroom walk-through instruments

		meet the criteria of high interest, higher levels of readability and quality literature.		the purchase of materials for the library collection, given funding.	
2	2A.2. Teachers lack of knowledge for implementing best practices in guided reading.  Students are not familiar with higher-order thinking questions.	2A.2. Provide professional development to challenge high performing students using Guided Readers and Writers by Fountas and Pinnell  Provide higher-order question stem reference cards to teachers  Provide professional development for teachers to develop an understanding of the need for and use of higher-order thinking questions and appropriate student responses.	2A.2. Instructional Coach  Reading Lead Teachers  Principal, District Reading Coach, LLT Teachers	2A.2. Weekly PLCs/Focus Walk  Teachers will include 2-3 higher- order thinking questions in their daily lesson plans.	2A.2. Focus Walk Notes, CAST Evaluation  Classroom walk-through instruments, Lesson plans, Student conferences during classroom walk-throughs
3	2A.3. Students are not challenged with traditional means of instruction	2A.3. Teachers will be provided with professional development opportunities to broaden pedagogy, increase rigor of learning tasks, and higher-order questioning techniques	2A.3. Instructional Coach, Principal	2A.3. Focus Walks, Analyze student work in PLCs	2A.3. Focus Walk Notes, Student Work

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

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:	We are a K-2 school feeding into Susie Tolbert so we share their FCAT proficiency results.  In grades 3rd -5th, 12% (39) of students made learning gains in reading on the 2012 FCAT Reading Assessment.  On the 2013 FCAT Reading Assessment 30% (98) of students
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	made learning gains in reading on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (39)	30% (98)

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. Teachers need more information/ training to be able to effectively target students in need of support	3A.1. Provide Professional Development training for staff on the use of available tools for tracking student achievement, including, Inform, FAIR, and DRA-2.  Provide Professional Development for teachers in the use of remedial techniques with identified students.	3A.1. District Reading Coach, School Instructional Coach, Teachers and Principal	3A.1. Teachers will be able to identify students and group them for instruction using the data from the programs available.  Classroom walk-throughs  Lesson plans indicate revision of groups based on data	3A.1. Quarterly data review, student work samples, lesson plans, Reading assessments (DRA-2, FAIR, Houghton-Mifflin)
2	3A.2. Teachers need more information and training to more effectively implement Reader's Workshop using the core Reading program and ancillary materials	3A.2. Provide additional Professional Development to Reading Teachers about how to more effectively implement Readers' Workshop as an instructional model	3A.2. Instructional Coach, District Reading Coach, Principal	3A.2. Classroom walk-throughs, Monitoring of lesson plans	3A.2. Walk-through monitoring tools, 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:

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:	We are a K-2 school feeding into Susie E. Tolbert. We share their FCAT proficiency results.  In grades 3rd -5th, 58% (143) of students in lowest 25% made learning gains on the 2012 FCAT Reading Assessment.  On the 2013 FCAT Reading Assessment 62% (82) of students in lowest 25% will make learning gains on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (143)	62% (82)

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. Students appear to have a poor attitude towards the work required to be successful readers.	4.1. Provide high interest materials for checkout in the Media Center.  Provide incentives for meeting reading goals.  Provide more frequent monitoring of student achievement to allow students to progress more quickly once they reach a target.	4.1. Teacher, Instructional Coach, RtI Team, PTA	4.1. As funding is available, materials will be purchased for the Media Center. The use of those materials can be monitored to see if they are being checked out by students.  An increase in the achievement of reading goals in the Million Word Campaign can be monitored by the number of students receiving the awards.  Class profile sheets will provide documentation of more frequent monitoring of student achievement	4.1. Media Center circulation logs  Million Word Campaign monitoring sheets  Class profile Running Records sheets
2	4.2. Lack of parental support in instilling the importance of reading in their students.	4.2. Parent Information Nights  Provide information in newsletters  Partner with the Public Library to help improve student access	4.2. Teacher, Instructional Coach, Principal, Volunteer Liaison	4.2. Agendas, schedules and sign in sheets will be used to document Parent Information Nights  A hard copy of the newsletters will be available  Newsletters will indicate the involvement of the Public Library	4.2. Parent Information Night sign in sheets  Stargazette (school newsletter)
3	4.3. Students lack the vocabulary skills needed to comprehend text on grade level.	4.3. Teachers will utilize Houghton-Mifflin Vocabulary Readers to assist in vocabulary development.  Teachers will Utilize the Own the Word vocabulary enrichment activity from the Book of the Month	4.3. Teacher, Instructional Coach	4.3. Ongoing review of vocabulary assessment data and review of student writing	4.3. Vocabulary Assessment and Writing Portfolio

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 # Increase the percent of proficient students by 4%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55	59	63	67	71	

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:	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. Students are not able to effectively connect prior knowledge to new learning.	5B.1. Use graphic organizers and/or organized patterns to assist students with comprehension of reading selections on their level (e.g. compare/contrast, sequence of events, cause and effect, etc.)	5B.1 Classroom teachers	5B.1. Individual reading conferences and guided reading sessions	5B.1. Differentiated lesson plans, Classroom Observations
2	5B.2. Students lack prerequisite reading skills	5B.2. Professional development for teachers, specifically in strategies designed to remediate reading skills.  Provide supplemental tools for the delivery of remedial instruction	5B.2. RTI Team, Principal, District Reading Coach	5B.2. We will have the agendas and notes from RTI and Professional Development training sessions  The acquisition of supplemental materials will be documented by purchase orders and statements of donations	5B.2. Effectiveness will be seen in the increase in student achievement scores on Progress Monitoring Assessments (PMA) and through the restructuring of RTI groups based on the PMA results.  The effectiveness of supplemental instructional tools will be noted in the increase of PMA scores.
	5B.3. Fully implementing the RTI process in the classrooms  Implementation of Tier 2 strategies with targeted students groups	5B.3. Utilize RTI team and classroom teachers to develop a plan of action for students  Utilize RTI team to determine appropriate Tier 2 and 3	5B.3. RTI Team, Principal	5B.3. We will have the agendas and notes from RTI and Professional Development training sessions	5B.3. Effectiveness will be seen in the increase in student achievement scores on Progress Monitoring Assessments (PMA) and through

3		<p>interventions. Determine appropriate safety nets for during school and after school.</p> <p>Establish dates for tutoring sessions and a schedule for push-in safety nets and designate times for RTI Tier II/ III groups during the school day.</p>			<p>the restructuring of RTI groups based on the PMA results.</p>
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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:

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	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
No Data Submitted				

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	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
No Data Submitted				

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

5E. Economically Disadvantaged students not making	We are a K-2 school feeding into Susie Tolbert so we share their FCAT proficiency results.
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satisfactory progress in reading. Reading Goal #5E:	We will decrease the number of students not making satisfactory progress in reading by 7% (19).
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (167/260)	57% (149/260)

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. Teachers lack common planning time for RTI and a clear understanding of program protocols when a student's need is identified	5E.1. RTI group meets monthly to discuss, monitor, and plan for student's progress.  Identify students in AYP subgroup and monitor their progress through the FAIR Assessment, DRA2, academic grades, and Houghton Mifflin Reading Benchmarks.	5E.1. Classroom Teachers, Principal	5E.1. Agendas and notes from RTI team meetings and early dismissal day RTI grade level meetings will indicate the implementation of the process and student achievement.  Lesson plans will indicate more extensive use of Soar to Success as a remedial strategy  Teachers will have logs indicating conferences and next steps with students.	5E.1. Grade level meeting minutes, RTI agenda and meeting notes
2	5E.2. Lack of knowledge aligning instructional strategies with skills and concepts in each benchmark.	5E.2. Provide professional development of unwrapping the benchmarks and aligning skills and concepts with the appropriate instructional strategy.	5E.2. Principal Instructional Coach	5E.2. Monthly Faculty Meetings Weekly PLCs	5E.2. Classroom Walk-Throughs
3	5E.3. Limited monitoring of student reading data	5E.3. Develop Progress Monitoring Plans (PMPs) for struggling readers and schedule data chats	5E.3. Principal Instructional Coach Literacy Team	5E.3. Ongoing progress monitoring of students using student data	5E.3. Student Data Spreadsheets, Data Notebook Review, Reading assessments (DRA-2, FAIR, Houghton-Mifflin)

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of Assessment Tools – Insight	Use of Assessment Tools – Insight	Principal	All Teachers	Early Release Days	Monitoring of assessments and grades	Principal
					Utilize the following	

Vocabulary Instructional Focus (RV Daniels PLC)	All Teachers	School Instructional Coach	All Teachers	Bi-monthly Early Dismissal/Faculty Meeting dates	Professional Development books: Creating Robust Vocabulary and Bringing Words to Life	Principal, Instructional Coach
Review of Student Reading Data	2nd Grade Reading	School Instructional Coach	2nd Grade Teachers	Monthly	Classroom observations to review instructional strategies implemented for teaching vocabulary Review FAIR data, DRA2 Data Review guided reading plans and observe guided reading lessons	School Instructional Coach and Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Literacy Nights	Dinner, Printing, Instructional supplies, books	Unknown	\$500.00
Non-fiction Texts/Scholastic	Professional development books	Unknown	\$3,000.00
Classroom Instructional Supplies	Dinner, Printing, Instructional supplies, books	Unknown	\$7,000.00
Million Word Campaign	Incentives for student achievement	Unknown	\$2,500.00
			Subtotal: \$13,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$13,000.00

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:	
2012 Current Percent of Students Proficient in listening/speaking:	



Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			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:	<p>Mathematics Goal #1A: We are a K-2 school feeding into Susie E. Tolbert. We share their FCAT proficiency results</p> <p>In grades 3rd -5th, 20% (65) of students achieved Level 3 on the 2012 FCAT Math Assessment.</p> <p>For the 2012-13 school year 30%(98) of the students in 3rd, 4th &amp; 5th grade will score a Level 3 on the FCAT Math Assessment.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (177)	60% (197)

## 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. Teachers adjusting to the new Common Core State Standards (CCSS) implemented by the state.	1A.1. Provide Professional Development for teachers through Professional Learning Communities (PLCs).	1A.1. Instructional/School Coach, Math Lead Teachers, Principal	1A.1. Conduct focus walks, classroom observations, provide feedback to teachers on implementation of core programs, and conduct data review meetings.	1A.1. Focus Walks, data reviews, math portfolios/student work samples, lesson plans, District Progress Monitoring Assessments (PMA's).
2	1A.2. Teachers lack of understanding on how to interpret student data and use it to guide instruction.	1A.2. Participate in data discussions with grade level colleagues and instructional coach. Participate in vertical articulation meetings to discuss data.	1A.2. District/School Coach, Grade Level Teachers and Principal	1A.2. Conduct focus walks and classroom observations. Conduct Core/RTI/FCIM lesson plan reviews. Conduct assessment data review meetings.	1A.2. Quarterly data review, math portfolios/student work samples, lesson plans, District District Progress Monitoring Assessments (PMA's).
3	1A.3. Students lack of exposure and understanding of math vocabulary	1A.3. Teacher facilitates discussions to introduce new math vocabulary. Teachers refer back to previously taught vocabulary. Create a math word wall.  Implement concept maps. Incorporate math vocabulary centers.	1A.3. Classroom teachers monitored by the instructional coaches	1A.3. Students will be able explain their thinking using math vocabulary.	1A.3. Formal assessments: quick checks, exit tickets, tests, work mats, PMAs. Informal Assessment: questioning and discussions.

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.	
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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:	<p>Mathematics Goal #2A: We are a K-2 school feeding into Susie E. Tolbert. We share their FCAT proficiency results</p> <p>In grades 3rd -5th, 21% (70) of students achieved at or above Levels 4 and 5 the 2012 FCAT Math Assessment.</p> <p>For 2013 FCAT Math Assessment, 27% (90) of students will achieve at or above Levels 4 and 5.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (70)	27% (90)

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. Time constraints for providing enrichment for higher functioning students.	2A.1. Plan and provide enrichment activities during the Explore period of the workshop model.	2A.1. Teachers, District/School Coach	2A.1. Student observations and review of student work samples.	2A.1. Math portfolios and anecdotal notes from observations, Lesson plans, Notes from observations, CAST Evaluation
2	2A.2. Teachers' higher order questioning skills	2A.2. Plan and infuse higher order questioning using Webb's Depth of Knowledge (DOK)	2A.2. Teachers, Math Lead Teachers, District/School Coach, Principal	2A.2. Classroom observations and lesson plan review	2A.2. Notes from Focus Walks, and classroom observations, Standards- based artifacts, Math Portfolios, Lesson plans, CAST Evaluation Domain 3
3	2A.3. Lack of rigor in math lessons	2A.3. Provide grade level professional development on what rigor looks like in the classroom and how to implement it into daily lessons.	2A.3. District/School Coach, Principal	2A.3. Anecdotal notes from Focus Walks and classroom observations, CAST Evaluation	2A.3. Focus Walk Instrument CAST domains

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 grades 3rd -5th, 62% (203) of students making learning gains on 2012 FCAT Math Assessment.  For 2013 FCAT Math Assessment, 71% (233) of students will make learning in on 2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (203)	71% (233)

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. Academic regression over Summer, Winter, and Spring Breaks.	3A.1. Encourage parental involvement, Send home reinforcement/enrichment packets, provide a list of online resources for student practice at home.	3A.1. Teachers, District/School Coaches, Principal	3A.1. Review of post-break student work.	3A.1. Accurately completed packets with parent signature and assessment.
2	3A.2. Lack of student engagement during math lessons.	3A.2. Plan and provide highly engaging differentiated lessons by incorporating technology such as iPads, interactive white boards, computers, manipulatives, songs, poems, and math literature.	3A.2. Teachers, District/School Coaches, Principal	3A.2. At-Task Observations, Teacher/student conferences	3A.2. Conduct/Participation Grade, Math Grade, Classroom observations
	3A.3. Teachers relying solely	3A.3. Provide professional	3A.3. Teachers,	3A.3. Focus Walks, classroom	3A.3. Notes from Focus

3	on the learning schedule to determine instructional needs instead of focusing on the CCSS and student data.	development and guidance on how to create differentiated lessons that target mastery of the CCSS.	District/School Coaches, Principal	observations, lesson plan review, student work samples	Walks and classroom observations, CAST Evaluation, Lesson plans
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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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	In grades 3rd -5th, 53% (173) of students lowest 25% made learning gains in mathematics.  For 2013 FCAT Math Assessment, 61% (200) of students lowest 25% will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (173)	61% (200) Safe Harbor

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 Lack of continuous teacher support in using student data to effectively differentiate instruction.	4A.1. Utilize Professional Learning Communities to develop and implement a variety differentiated lessons that meet the individual needs of the students.	4A.1. Teachers, District/School Coaches, Principal	4A.1. Data Notebook Review, Data Analysis Review (individual and grade level), Lesson Plan Review, Classroom Observations (Formal / Informal)	4A.1. CAST Evaluation, Assessment Data (Progress Monitoring Assessments (PMA's), Formative/Summative Assessments
2	4A.2. Lack of consistent implementation of differentiation strategies during core instruction to meet the needs of the students.	4A.2. Provide coaching for teachers to help develop skills in effectively analyzing data and implementing differentiated strategies	4A.2. Teachers, District/School Coaches, Principal	4A.2. Classroom Observations (Formal / Informal), Lesson Plan Review, Data Analysis Review (individual and grade level), Data Notebook	4A.2. CAST Evaluation, Assessment Data (Progress Monitoring Assessments (PMA's), Formative/Summative

		during daily instruction.		Review	Assessments)
3	4A.3. Time constraints for the implementation of Math Response to Intervention (RtI).	4A.3. Use Envisions intervention lessons to create a plan that will address student math needs	4A.3. RtI Team, Teachers, District/School Coaches, Principal	4A.3. RtI data review and discussions regarding targeted students' progress, Review intervention plan	4A.3. RtI data (charts/graphs), Assessment Data (Progress Monitoring Assessments (PMA's), Formative/Summative Assessments), Data from review meetings.

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 # Increase the number of students making satisfactory progress by 4%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	54	59	63	68	

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.		N/A			
Mathematics Goal #5B:					
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: Limited skills levels of differentiation in math instruction. Hispanic: Asian: American Indian:  Limited skills levels of differentiation in math instruction	5B.1. Provide professional development in unwrapping math benchmarks, create skills and concepts data forms to track and monitor student progress, and teachers will create exit tickets to gather data to determine next steps in student learning	5B.1. Classroom teachers Instructional Coach Principal	5B.1. Lesson Planning Review of lesson plans by principal Analyzing student work in weekly PLCs	5B.1. Lesson plans, Benchmark Assessments  Lesson Plans (Oncourse) Classroom Walk throughs
2	5B.2. Students' ability to be both effective and efficient in their use of strategies	5B.2. Provide professional development for teachers using a Elementary and Middle School Mathematics Teaching Developmentally by John A. Van De Walle	5B.2. Classroom teachers Instructional Coach Principal	5B.2. Classroom Walk-throughs, Weekly PLCs	5B.2. Lesson plans, Student work
	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

3	Students' lack of prior knowledge of required skills in geometry	Build student prior knowledge during Skills Block and daily scheduled RtI Tier I & II support. Teachers will use manipulatives to model geometry concepts.	Classroom teachers Instructional Coach	Review of student performance data; early release Professional Learning Communities (PLC's)	Lesson Plans
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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
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Reduce the percent of students with disabilities who are not making satisfactory progress by 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% ()	62% ()

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	N/A
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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. Neglect of goal setting and monitoring that lacks curriculum-embedded classroom-based measures that we can examine collaboratively and systematically	5E.1. Create common assessments that include rubrics and standards which clearly describe quality work	5E.1. Classroom Teachers Principal	5E.1. Weekly PLCs Data Chats	5E.1. Student work, Data Notebooks
2	5E.2. Level of teacher understanding of CCSS and newly adopted curriculum resources	5E.2. Provide training on unwrapping the Common Core State Standards and the use of the new curriculum resources	5E.2. Instructional/District Coach, Math Lead Teachers, Principal	5E.2. Review of lesson plans; classroom observations; data notebook	5E.2. Lesson plans, looking at student work (LASW), and data notebook

*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
Math Workshop Model	K-2	School Instructional Coach	All Teachers	10/2012	Weekly Classroom Observations	Principal/School Coach/District Coach
Rigor in the Classroom	K-2	School Instructional Coach	All Teachers	Early Release Training	Weekly Classroom Observations, Monitoring Lesson Plans	Principal/School Coach/District Coach
Unwrapping/Implementing Common Core State Standards	K-2	School Instructional Coach	All Teachers	Early Release Training	Weekly Classroom Observations, Monitoring Lesson Plans	Principal/School Coach/District Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Math Night	Dinner, Printing, Instructional Supplies, Books	Unknown	\$500.00
Classroom Instructional Supplies	Extra manipulatives and/or equipment	Unknown	\$1,000.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,500.00</b>

*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.		In 2011-12 50% (164) of our students in 5th grade scored a Level 3 on the FCAT Science Assessment.			
Science Goal #1a:		In 2013, 60% (197) of our students in 5th grade will achieve a Level 3 on the FCAT Science Assessment			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
50% (164)		65%( 180)			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Low reading proficiency for rising 3rd graders heading to Tolbert.	1A.1. Expose students to science based Non-fiction during science and literacy block in addition to hands on activities.  Classroom and school libraries need to be refreshed with more non-fiction text.  Students must be able to recognize and use text features (Index, captions, glossary, etc.)  Vocabulary Enrichment: Tier 1 (daily words) Tier 2 ("juicy" words) Tier 3 (academic words).	1A.1. Classroom Teachers and Leadership Team.	1A.1. Monitor student reading levels and ability to read non-fiction science books  Monitor the ratio of fiction to non-fiction books that are checked out in the library.	1A.1. FAIR  Teacher Created Formative assessments per unit.  Formative Assessments during whole and small reading groups.
	1A.2. Students have limited	1A.2. Daily Science Journal	1A.2. Classroom	1A.2. Look at journals and	1A.2. Journals, Student

2	background knowledge of essential science content.	used every day in addition to workbook pages.  Science must be taught in accordance with DCPS guidelines.  Establish enrichment/free choice center in each classroom.  Establish School Science Lab/Resource to facilitate science practice.	Teachers and Leadership Team	student workbooks to see if they are being used weekly.  Monitor to make sure there is at least one science enrichment center in each classroom.	Work  Performance Task Data.
3	1A.3. Time constraints for providing Science instruction.	1A.3. Collaborate/partner with teachers on grade level to plan science activities that can be included during reading centers.	1A.3. Classroom Teachers, Science Lead Teachers	1A.3. Review student center work/journals.  Review Performance Task assessment data.	1A.3. Journals, Student Work  Performance Task 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 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 2011-12 10% (33) of our students in 5th grade scored at or above levels 4 and 5 on the FCAT Science Assessment.  In 2013, 14% (46) of our students in 5th grade will achieve at or above levels 4 and 5 14% (46) on the FCAT Science Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (33)	14% (46)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Lack of differentiation in Science lessons.	2A.1. Provide training on science content and ways to differentiate during science lessons.	2A.1. Science Lead Teachers, Instructional Coach, Principal	2A.1. Focus Walks, Review of Science lesson plans, Review of student work/journals and assessment data.	2A.1. Notes from Focus Walks, and classroom observations, student work/journals, assessment data, CAST Evaluation
2	2A.2. Teachers' higher order questioning skills	2A.2. Plan and infuse higher order questioning using Webb's Depth of Knowledge (DOK)	2A2. Teachers, Science Lead Teachers, Instructional Coach, Principal	2A.2. Focus Walks, Review of Science lesson plans, Review of student work/journals and assessment data.	2A.2. Notes from Focus Walks, and classroom observations, student work/journals, assessment data, CAST Evaluation
3	2A.3. Lack of rigor in science lessons	2A.3. Provide grade level professional development on what rigor looks like in the classroom and how to implement it into daily lessons.	2A.3. Teachers, Science Lead Teachers, Instructional Coach, Principal	2A.3. Focus Walks, Review of Science lesson plans, Review of student work/journals and assessment data.	2A.3. Notes from Focus Walks, and classroom observations, student work/journals, assessment data, CAST Evaluation

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

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

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science 101	K-2	District	One representative from K-2	District calendar		S. Burns
Science Inquiry	K-2	District	One representative from K-2	District calendar		S. Burns

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Magnet/Extended Day Enrichment	After school enrichment programs	Extended Day	\$1,000.00
Parent Information Nights	Refreshments, office supplies, books for students	Unknown	\$1,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

End of 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:	Our school is a Kindergarten through 2nd grade site. Therefore, we do not administer the FCAT. The following information is based on data for Susie E. Tolbert, our 3-5 sister school.  In 4th grade , 88% (90) of students will achieve a score of a 4 or higher on the 2013 FCAT Writing Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (81)	88% (90)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1 Lack of time to fully implement Writer's Workshop.	1A.1. Implement Writer's workshop daily schedule.  Design team ensures that the resource schedule protects the 60 minute Writer's workshop.	1A.1 Instructional Coach, Principal	1A.1 Quality of student writing Lesson plan Review	1A.1 C.A.S.T. Informal and formal Observations Classroom Observations
2	1A.2 Lack of parent understanding of the requirements of the Florida Writes!	1A.2 Provide information to parents during Parent Information Nights  Include articles in the student newsletter about writing improvement	1A.2 Teachers, Instructional Coach, Literacy Leadership Team, Principal	1A.2. The effectiveness of student newsletters is unproven however we will have a hard copy of the newsletters sent home  Parent Information Nights will be documented through agendas	1A.2. Sign in sheets and agendas
3	1A.3. Focus has not been on conventions.	1A.3. Teach the conventions of the English Language (punctuation, grammar, capitalization, and spelling).	1A.3. Teachers, Instructional Coach, Principal	1A.3. Analyzing student writing pieces in PLCs.	1A.3. Writing Prompt Scores

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Vocabulary Instruction & Development	K-2	Instructional Coach	K-2 Writing Teachers	Professional Development (every 2nd Tuesday)	Monitoring, Lesson Plans, Classroom Walk-throughs	Principal, Instructional Coach
Conferencing with Students	K-2	Instructional Coach	K-2 Writing Teachers	Continuous/Ongoing	Monitoring & Conference logs	Principal, Instructional Coach
Review of Writer's Workshop	K-2	Instructional Coach	K-2 Writing Teachers	Continuous/Ongoing	Classroom walk-throughs	Principal, Instructional Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Information Nights	Refreshments, office supplies, books for students	Unknown	\$1,000.00
Newsletters	Paper, copy costs	Unknown	\$500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

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:	Increase student daily attendance and reduce tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94 % (295)	95% (255)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

67 out of 301	Reduce the number of absences from 67 to 50 out of 255
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
34 out of 301	Reduce the number of tardies from 34 to 20 out of (255)

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. Many of our students reside in a high crime area (according to statistics from JSO). These students have great challenges outside of their school lives.	1.1. Continue to teach and implement District approved 2nd Step bullying curriculum for classroom teachers.  Include anti bullying resources in newsletter for parents.  Continue classroom Guidance lessons on conflict resolution and continue implementation of Character Education  Group counseling for targeted students  Incentives through 'Guidance Student of the Week ' for positive/improved behavior  Teachers consistently teach, model and review CHAMPS rituals and routines.  Foundation Team collect data and revisit procedures as needed  Kid Power counselor full time provide services to student and parent	1.1. Guidance Counselor Teachers Foundations Team Administration	1.1. Monitor students with multiple referrals.  Follow up on all reported incidents of bullying in a timely manner.  Provide information to parents on bullying and conflict resolution.  Review of Discipline Data  Climate Surveys  Teacher feedback  Guidance Counselor monitor names of students submitted by teacher weekly. All students must have been selected at least once . Every child has opportunity to be recognized.  Monitor quarterly conduct grades.	1.1. Student Discipline Data  Climate Surveys  Weekly log for Guidance Student of the week  Student conduct grades
2	1.2. Parental attitude toward attendance and tardiness	1.2. Provide information to parents in newsletters and other sources stressing the importance of daily attendance  Encourage parents to provide excuses for any absences, especially for excused absences  Revise our Guidelines for Success to emphasize attendance as an important element in school success	1.2. Teachers CRT Operator Principal	1.2. We will be able to monitor the number of students receiving Perfect Attendance and attendance through the incentive program  The Guidelines for Success will be revised and posted in the hallways and in the classrooms	1.2. Perfect Attendance lists – quarterly  Incentive lists – monthly  Guidelines for Success



		Provide incentives for perfect attendance AND for providing excuses when a student is absent			
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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
Foundations	K-2	Schultz Center	Foundations Team	10/25/2012	Foundation Team Meetings and Analysis of Attendance/Tardy data	Foundations Team

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Publishing the student names for the incentive Program	Office Supplies	General Fund	\$200.00
Incentive program for students	Ribbons for 9 weeks/end of year	Unknown	\$500.00
			Subtotal: \$700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$700.00

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	We had 44 students out of 301 students suspended. 28 students out of the 44 were suspended for battery.

Suspension Goal # 1:	Our goal is to decrease the number of suspensions by 15%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0 In-School Suspensions	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
44	We expect to reduce our out-of school suspensions by 15%.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
44 out of 301	20 out of 255

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. Many of our students reside in a high crime area (according to statistics from JSO). These students have great challenges outside of their school lives.	<p>1.1. Continue to teach and implement District approved 2nd Step bullying curriculum for classroom teachers.</p> <p>Include anti bullying resources in newsletter for parents.</p> <p>Continue classroom Guidance lessons on conflict resolution and continue implementation of Character Education</p> <p>Group counseling for targeted students</p> <p>Incentives through 'Guidance Student of the Week ' for positive/improved behavior</p> <p>Teachers consistently teach, model and review CHAMPS rituals and routines.</p> <p>Foundation Team collect data and revisit procedures as needed</p> <p>Kid Power counselor full</p>	<p>1.1. Teachers</p> <p>Guidance Counselor</p> <p>Foundations Team</p> <p>Administration</p>	<p>1.1. Monitor students with multiple referrals.</p> <p>Follow up on all reported incidents of bullying in a timely manner.</p> <p>Provide information to parents on bullying and conflict resolution.</p> <p>Review of Discipline Data</p> <p>Climate Surveys</p> <p>Teacher feedback</p> <p>Guidance Counselor monitor names of students submitted by teacher weekly. All students must have been selected at least once . Every child has opportunity to be recognized.</p> <p>Monitor quarterly conduct grades.</p>	<p>1.1. Student Discipline Data</p> <p>Climate Surveys</p> <p>Weekly log for Guidance Student of the week</p> <p>Student conduct grades</p>

		time provide services to student and parent			
2	1.2. While we would like to maintain or improve the suspension rate, we cannot allow any student to endanger the staff, themselves or others.	1.2. Develop a peer mediation program starting with 3rd – 5th graders Include anti-bullying materials in the Student Agendas Provide information to parents about cyber bullying and how to prevent it Utilize referrals to the Full Service School program for students who have repeated referrals or particularly aggressive behavior	1.2. Guidance Counselor Teachers PTA Full Service School Administration	1.2. Peer Mediators will be trained to help their peers to handle disagreements. Student will report incidents of bullying to the appropriate staff and they will be handled quickly and efficiently. Students referred to the Full Service School program will receive the counseling and support they need and their behavior will show improvement.	1.2. Lists of trained Peer Mediators Documentation of referrals and corrective actions

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
RTI	All	School Level RTI Team	All teachers and staff	10-6-2012 – 6-1-2013 Early Release District RTI training School level meetings	Data Analysis RTI strategies and intervention tools	Principal ESE Liaison RTI team leaders
Foundations/CHAMP training	All	Foundation Team	All teachers and staff	10-1-2012 – 6-1-13 Early Release District CHAMPS training School level meetings	Data Analysis Monitoring school wide CHAMPS implementation	Principal Instructional Coach Guidance Counselor

Suspension Budget:

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

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

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	R. V. Daniels has a history of strong community support and parent involvement including receiving the Golden School Award for volunteer participation. This year, we expect an increase in the number of volunteer hours due to a more active and involved PTA.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
1,005 Volunteer Hours	1,206 Volunteer Hours (20% Increase)

### 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. Many of our parents think that membership in our PTA requires that they volunteer at school during the day. They are unable to do so because they have jobs and therefore do not join PTA.	1.1. PTA brochures and information will encourage flexibility in volunteer opportunities. The PTA will sponsor several activities focused on family involvement. The school will sponsor Parent Information Nights to help parents understand how they can support their children's academic achievement. The PTA will be provided with a weekly information spot in the school newsletter.	1.1 PTA President  Volunteer Coordinator  Principal	1.1. We will see an increase of support for the school in terms of volunteer participation and community involvement due to a more active and involved PTA. Parents will be aware of the activities of the PTA and supportive of their efforts.	1.1. Application for the Golden School Award Electronic files for the Eaglette Agendas for Parent Involvement nights
2	1.2. We have a fairly high mobility rate and the community is sometimes not aware of opportunities available at the school	1.2. Provide a literature rack in the parent waiting area to supply information about services available in the community Provide information about the school in the weekly newsletters	1.2. Principal Volunteer Coordinator PTA President SAC Chair	1.2. Materials placed in the literature rack will be removed by parents and guests	1.2. Literature rack will be in place

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
Volunteer Appreciation Luncheon	Food, refreshments, invitations, gifts, certificates	Unknown	\$900.00
Breast Cancer Awareness Events	Food, refreshments, invitations, informational flyers	Unknown	\$200.00
			Subtotal: \$1,100.00
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: \$1,100.00

*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

## Additional Goal(s)

### Safety Goal Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Safety Goal Goal Safety Goal Goal #1:		We will continue to implement the Safe and Orderly School programs, Foundations and CHAMPS during the coming year.		
2012 Current level:		2013 Expected level:		
Break ins - 1 Vandalism - 1 Total - 2		According to the data, the offenses last year involved non-students after school.		
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						

### 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
<b>Grand Total: \$0.00</b>			

*End of Safety Goal Goal(s)*

## Gifted Endorsement 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. Gifted Endorsement Goal Gifted Endorsement Goal #1:	All teachers at R.V. Daniels will receive their gifted endorsement through the Schultz Center
2012 Current level:	2013 Expected level:
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

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

## 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 Gifted Endorsement Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Parent Literacy Nights	Dinner, Printing, Instructional supplies, books	Unknown	\$500.00
Reading	Non-fiction Texts/Scholastic	Professional development books	Unknown	\$3,000.00
Reading	Classroom Instructional Supplies	Dinner, Printing, Instructional supplies, books	Unknown	\$7,000.00
Reading	Million Word Campaign	Incentives for student achievement	Unknown	\$2,500.00
Mathematics	Parent Math Night	Dinner, Printing, Instructional Supplies, Books	Unknown	\$500.00
Mathematics	Classroom Instructional Supplies	Extra manipulatives and/or equipment	Unknown	\$1,000.00
Science	Magnet/Extended Day Enrichment	After school enrichment programs	Extended Day	\$1,000.00
Science	Parent Information Nights	Refreshments, office supplies, books for students	Unknown	\$1,000.00
Writing	Parent Information Nights	Refreshments, office supplies, books for students	Unknown	\$1,000.00
Writing	Newsletters	Paper, copy costs	Unknown	\$500.00
Attendance	Publishing the student names for the incentive Program	Office Supplies	General Fund	\$200.00
Attendance	Incentive program for students	Ribbons for 9 weeks/end of year	Unknown	\$500.00
Parent Involvement	Volunteer Appreciation Luncheon	Food, refreshments, invitations, gifts, certificates	Unknown	\$900.00
Parent Involvement	Breast Cancer Awareness Events	Food, refreshments, invitations, informational flyers	Unknown	\$200.00
				Subtotal: \$19,800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No Data	No Data	No Data	\$0.00
Mathematics	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No Data	No Data	No Data	\$0.00
Mathematics	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No Data	No Data	No Data	\$0.00
Mathematics	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$19,800.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA
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Are you a reward school:  Yes  No

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

[View uploaded file](#) (Uploaded on 11/6/2012)

## 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
Provide requested instructional materials to support SIP initiatives	\$1,000.00
Provide requested professional development materials to support SIP initiatives	\$1,000.00

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

The SAC will be asked to assist in the following activities this year:

- select appropriate items, supplies, or equipment to purchase using School Improvement Funds
- securing funds to support the SIP by writing grants and seeking donations
- review school budget
- provide input in the creation of the SIP
- review and monitor SIP
- review student achievement data as a whole school. (individual data is confidential)
- make recommendations and suggestions for magnet programs recruiting
- evaluate school programs and make necessary suggestions

## 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  
No Data Found  
No Data Found