FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SALLYE B. MATHIS ELEMENTARY SCHOOL

District Name: Duval

Principal: Angela Maxey

SAC Chair: Sharon Banks

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: October 18, 2012

Last Modified on: 10/25/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Angela Maxey	Elementary Education (K-6) Educational Leadership (All Levels) Principalship	1	13	Principal or JRES in 2010-2011: Grade C, o Reading Mastery 68%; Math Mastery 70%; Science Mastery 23%. o Reading Gains 59%; Math Gains 61%. o AYP: 100%. All subgroups made AYP. Principal of JRES in :2009-2010: Grade B, o Reading Mastery 65%; Math Mastery 68%: Science Mastery 30% o Reading Gains 66%: Math Gains 67%. o AYP: 82%. ED and black did not make AYP in Reading or Math. Principal of JRES in :2008-2009: Grade: D, o Reading Mastery: 49%, Math mastery: 40%, Science Mastery: 27%. o AYP: 82%, ED and black did not make AYP in reading and math. 2007-2008: Grade: C, o Reading Mastery 53%, Math Mastery 37%, Science Mastery 26%. o AYP 87%, Reading Black did not and in Math Black and ED did not.

					2006-2007: Grade D, o Reading Mastery: 46%, Math Mastery 43%, Science 13%. o AYP: 82%, Black, ED did not make AYP in reading and math. 2005-2006: Grade B, o Reading Mastery 54%, Math Mastery 54%. o AYP: 87%, Black, ED did not make AYP in math. 2004-2005: Grade: B, o Reading Mastery 50%, Math mastery 49%. o AYP: 100%, All subgroups made AYP.
Assis Principal	Sydney Lacey	Bachelor of Arts – Elementary Education (1-6) Master of Arts – Educational Leadership (All Levels)	2	2	2010 – Present – Assistant Principal, Sallye B. Mathis Elementary School • 2011-12 – Grade C o Reading: Proficiency – 45%, Gains – 63%, Lowest 25% Making Gains – 71% o Math: Proficiency – 48%, Gains – 60%, Lowest 25% Making Gains – 47% o Writing: Proficiency – 76% o Science: Proficiency – 28% • 2010-11 – Grade D o Reading: Proficiency – 58%, Gains – 55%, Lowest 25% Making Gains – 47% o Math: Proficiency – 70%, Gains – 56%, Lowest 25% Making Gains – 43% o Writing: Proficiency – 21% o Science: Proficiency – 49% 2009 -- 2010 - Specialist - Data Analyst, Schools in Turnaround and Restructuring (STARs) 2006 – 2009 - School Instructional Coach, San Jose Elementary • 2008-09 – Grade B (496), AYP 92% o Reading: Proficiency – 67%, Gains – 67%, Lowest 25% Making Gains – 55% o Math: Proficiency – 64%, Gains – 58%, Lowest 25% Making Gains – 68% o Writing: Proficiency – 69% o Science: Proficiency – 39% • 2007-08 – Grade A (536), AYP 85% o Reading: Proficiency – 74%, Gains – 73%, Lowest 25% Making Gains – 70% o Math: Proficiency – 68%, Gains – 69%, Lowest 25% Making Gains – 73% o Writing: Proficiency – 76% o Science: Proficiency – 41% • 2006-07 – Grade C (484), AYP 85% o Reading: Proficiency – 68%, Gains – 63%, Lowest 25% Making Gains – 45% o Math: Proficiency – 59%, Gains – 64%, Lowest 25% Making Gains – 69% o Writing: Proficiency – 76% o Science: Proficiency – 40% • 2005-06 – Grade B (380), AYP 77% o Reading: Proficiency – 68%, Gains – 63%, Lowest 25% Making Gains – 45% o Math: Proficiency – 59%, Gains – 64%, Lowest 25% Making Gains – 69% o Writing: Proficiency – 76% o Science: Proficiency – 40% 2001 – 2005 - School Instructional Coach, Rufus E. Payne Elementary • School grade increased from an F (260) in 2001-02 to a B (395) in 2004-05. • 2004-05 – Grade B (395), AYP 80% o Reading: Proficiency – 57%, Gains – 68%, Lowest 25% Making Gains – 70% o Math: Proficiency – 42%, Gains – 76%, Lowest 25% Making Gains – NA o Writing: Proficiency – 82% o Science: Proficiency – NA

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 Reading and Writing	Cristina Gonzalez	Bachelor of the Arts in Psychology/Minor in Public Health Florida Certification in General Education K-6	2	2	Sallye B. Mathis Elementary #91 • 2011-12 – Grade C o Reading: Proficiency – 45%, Gains – 63%, Lowest 25% Making Gains – 71% o Math: Proficiency – 48%, Gains – 60%, Lowest 25% Making Gains – 47% o Writing: Proficiency – 76% o Science: Proficiency – 28% • 2010-11 – Grade D o Reading: Proficiency – 58%, Gains – 55%, Lowest 25% Making Gains – 47% o Math: Proficiency – 70%, Gains – 56%, Lowest 25% Making Gains – 43% o Writing: Proficiency – 21% o Science: Proficiency – 49% John Love Elementary • 2009-10 – 3rd Grade Teacher / School Grade C • 2008-09 – 2nd Grade Teacher • 2007-09 – 1st Grade Teacher • 2006-07 – 2nd Grade Teacher
Reading Intervention	Kathleen Costley	Early Childhood PK-3 Elementary Education K-6 Reading K-12	1	1	Sallye B. Mathis Elementary #91 • 2011-12 – Grade C o Reading: Proficiency – 45%, Gains – 63%, Lowest 25% Making Gains – 71% o Math: Proficiency – 48%, Gains – 60%, Lowest 25% Making Gains – 47% o Writing: Proficiency – 76% o Science: Proficiency – 28%
Math and Science	Katecia Green	K-6th Elementary Education B.B.A. concentration in Information Technology M.B.A. specializing in Technology Management	2	1	Sallye B. Mathis Elementary #91 • 2011-12 – Grade C o Reading: Proficiency – 45%, Gains – 63%, Lowest 25% Making Gains – 71% o Math: Proficiency – 48%, Gains – 60%, Lowest 25% Making Gains – 47% o Writing: Proficiency – 76% o Science: Proficiency – 28% • 2010-11 – Grade D o Reading: Proficiency – 58%, Gains – 55%, Lowest 25% Making Gains – 47% o Math: Proficiency – 70%, Gains – 56%, Lowest 25% Making Gains – 43% o Writing: Proficiency – 21% o Science: Proficiency – 49%
Math Intervention	Christina M. Washington	MD Integrating Technology in Education BS Elementary Education	1	1	2010-2011 Justina Road Grade: C FCAT: Reading Mastery: 68%, Learning Gains: 59%, Lowest 25% Gains: 52%. AYP: YES
Reading	Cynthia Sanders-Smith	Elementary Education	1	10	2007-2008 Kings Trail Grade: A FCAT: Reading - 73, Math - 72, Writing - 71, Science - 53 AYP: NO 2008-2009 Justina Road Grade: D FCAT: Reading - 49, Math - 40, Writing - 77, Science - 27 AYP: NO 2009-2010 Justina Road Grade: B FCAT: Reading Mastery: 65%, Learning Gains: 66%, Lowest 25% Gains: 67%. AYP: NO 2010-2011 Justina Road Grade: C FCAT: Reading Mastery: 68%, Learning Gains: 59%, Lowest 25% Gains: 52%. AYP: YES

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	Regular meetings of new teachers with principal	Principal	Ongoing	

2	Partnering new teachers with veteran mentors	Administration	Ongoing	
3	Soliciting referrals from current employees	Staff	Ongoing	
4	Early Return training	Leadership Team	August 2012	
5	Coaching	Administration / Coaching Team	Ongoing	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
38	15.8%(6)	34.2%(13)	26.3%(10)	23.7%(9)	36.8%(14)	68.4%(26)	7.9%(3)	0.0%(0)	21.1%(8)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Christina M. Washington	Alesia Davis	Ms. Davis is a first year teacher. Ms. Washington is the Math Interventionist. She has 12 years of experience in elementary education. Her expertise in primary education will assist Ms. Davis in gaining the necessary skills in becoming an effective teacher.	The mentor and mentee will meet two times weekly during common planning time and instructional grade level meetings/ professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Instructional Coaches also models lessons using reading and writing strategies to teach Language Arts concepts, as well as Math and Science strategies. Mentor and mentee teachers will meet monthly with the PDF and principal to review progress and reflect on professional learning.
			The mentor and mentee will meet two times weekly during common

Katecia Green	Leighton Roye, Jr.	Mr. Roye is a second year teacher. Ms. Green has over 9 years of experience in elementary education. Her expertise in primary education will assist Mr. Roye in gaining the necessary skills in becoming an effective teacher.	planning time and instructional grade level meetings/ professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Instructional Coaches also models lessons using reading and writing strategies to teach Language Arts concepts, as well as Math and Science strategies. Mentor and mentee teachers will meet monthly with the PDF and principal to review progress and reflect on professional learning.
Katecia Green	Byron Morrison	Mr. Morrison is a first year teacher. Ms. Green has over 9 years of experience in elementary education. Her expertise in primary education will assist Mr. Morrison in gaining the necessary skills in becoming an effective teacher.	The mentor and mentee will meet two times weekly during common planning time and instructional grade level meetings/ professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Instructional Coaches also models lessons using reading and writing strategies to teach Language Arts concepts, as well as Math and Science strategies. Mentor and mentee teachers will meet monthly with the PDF and principal to review progress and reflect on professional learning.
Sarah Beaman	Ashley Brass	Ms. Brass is a second year. Ms. Beaman is the CSS Site Coach with seven years of experience in ESE/CSS.	The mentor and mentee will meet two times weekly during common planning time and instructional grade level meetings/ professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Instructional Coaches also models lessons using reading and writing strategies to teach Language Arts concepts, as well as Math and Science strategies. Mentor and mentee teachers will meet monthly with the PDF and principal to review progress and reflect on professional learning.
			The mentor and mentee will meet two times

Christina Washington	Naisha Lyons	Ms. Lyons is a first year teacher. Ms. Washington is the Math Interventionist. She has 12 years of experience in elementary education. Her expertise in primary education will assist Ms. Lyons in gaining the necessary skills in becoming an effective teacher.	weekly during common planning time and instructional grade level meetings/ professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Instructional Coaches also models lessons using reading and writing strategies to teach Language Arts concepts, as well as Math and Science strategies. Mentor and mentee teachers will meet monthly with the PDF and principal to review progress and reflect on professional learning.
Cynthia Sanders-Smith	Ida Green	Ms. Green is a second year. Ms. Smith is Reading Coach with over 10 years of coaching. She has 21 years of experience in elementary education. Her expertise in primary education will assist Ms. Green in gaining the necessary skills in becoming an effective teacher.	The mentor and mentee will meet two times weekly during common planning time and instructional grade level meetings/ professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Instructional Coaches also models lessons using reading and writing strategies to teach Language Arts concepts, as well as Math and Science strategies. Mentor and mentee teachers will meet monthly with the PDF and principal to review progress and reflect on professional learning.
Cynthia Sanders-Smith	Amber Osuba	Ms. Osuba is a first year teacher. Ms. Smith is Reading Coach with over 10 years of coaching. She has 21 years of experience in elementary education. Her expertise in primary education will assist Ms. Osuba in gaining the necessary skills in becoming an effective teacher.	The mentor and mentee will meet two times weekly during common planning time and instructional grade level meetings/ professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Instructional Coaches also models lessons using reading and writing strategies to teach Language Arts concepts, as well as Math and Science strategies. Mentor and mentee teachers will meet monthly with the PDF and principal to review progress and reflect on professional learning.
			The mentor and mentee will meet two times

| Kathleen Costley | Chelsea Rabe | Ms. Rabe is a second year teacher. Ms. Costely is the Reading Interventionist. She has 25 years of experience in elementary education. Her expertise in primary education will assist Ms. Rabe in gaining the necessary skills in becoming an effective teacher. | weekly during common planning time and instructional grade level meetings/ professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Instructional Coaches also models lessons using reading and writing strategies to teach Language Arts concepts, as well as Math and Science strategies. Mentor and mentee teachers will meet monthly with the PDF and principal to review progress and reflect on professional learning. |

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

Our school's Instructional Coaches facilitate and provide professional development to teachers utilizing the standards-based curriculum. Reform is implemented through model classrooms, professional development, and coaching. Reading and Math Interventionists provide instructional support to ensure students make adequate progress toward academic goals.

As a way to provide extended learning opportunities for students and parents, Sallye B. Mathis Elementary School works along with the Title I Office to provide four Parental Involvement Workshops and Professional Development for parents in the areas of reading, writing, math and science.

Supplemental Educational Services: Through the Title I office, students are eligible to receive free tutoring services from outside agencies. These services are offered after school and a variety of private education providers are available for parents to choose from.

Title I, Part C- Migrant

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI funds are used to provide remediation to all NCLB subgroups during school. The goal is to reinforce grade specific standards and strategies for 3rd, 4th, and 5th grade students.

Violence Prevention Programs

Violence Prevention Programs
Foundations: Safe and Civil Schools:
Foundations Team members will participate in the District Level Foundations Training and provide in-service training to the faculty and staff members during Early Release Days. The School-Wide Discipline Plan will be aligned with the strategies from Foundations. The Foundations Team will conduct surveys of all stakeholders and review trend data such as attendance, discipline referrals, and incident reports. In addition, common area assessments will be utilized in order to develop an implementation plan and provide a safe and civil school environment.

Red Ribbon Week
Sallye B. Mathis Elementary implements activities during Red Ribbon Week that focus on the support prevention of violence, use of alcohol, tobacco, and drugs. This activity also helps to foster a safe, drug free learning environment supporting student achievement.

Character Education
Our guidance counselor provides character education to whole group and individual students throughout the school-year. During our morning broadcasts, our guidance counselor introduces various aspects of our Character Education program and provides teachers with additional support and resources to assist with implement monthly Character Traits.

Bully Prevention:
Our guidance counselor and classroom teachers utilize the Second Step curriculum to provide students with strategies on effective communication and interaction with their peers. Administrators will follow district procedures on bully prevention to ensure a positive school culture and bully free environment.

Guidance: Good Touch/Bad Touch
Our guidance counselor will use the district approved curriculum to discuss good touch/ bad touch with students.

Nutrition Programs

Nutrition Programs

Breakfast in the Classroom
Students have the opportunity to eat breakfast at the beginning of the instructional day. This is a free federal funded program for Title 1 schools.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Team Up: (Jacksonville Children' Commission, Communities in Schools, and Duval County Public Schools)
All students at Sallye B. Mathis Elementary School are encouraged to participate in the Communities in Schools Team Up Program. The Team Up program allows students to receive academic enrichment and tutoring from highly qualified teachers for one hour four days a week. The Team Up Coordinator works closely with the principal to provide an additional safety net in the areas of reading, writing, math and science.

Full Service Schools:

Our guidance counselor works closely with Full Service Schools in order to identify needs and make referrals on the behalf of students and parents. Our school participates in monthly Full Service Schools meetings along with a variety of schools and agencies within the community.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Angela Maxey – Principal
Sydney Lacey – Assistant Principal
Christina Gonzalez – Instructional Coach
Katecia Green – Math/Science Coach
Kathleen Costley – Reading Interventionist
Christina Washington – Math Interventionist
Cynthia Sanders-Smith – Instructional Coach
Sarah Beaman – CSS Site Coach
Teri Jennings – Guidance Counselor
Linda T. Slaughter – VE Teacher

Additionally, the teacher of record for any student involved in RtI will attend planning/review meetings.

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 Building Leadership 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 don't learn?
4. What evidence do we have to support our responses to these questions?

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

In addition to the oversight work of the Leadership Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content area 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 2009-10 school year, the current TARGETeam structure will be used collaboratively with the building instructional teams (PLC, grade level teams, 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 RTI Leadership Team actively participates in the development of the School Improvement Plan. During Leadership Team Meetings, members analyze and disaggregate data from the FCAT, baseline and District Benchmark assessments in order to develop goals and objectives of the School Improvement Plan. Identified goals are directly correlated and developed based upon the academic needs of the NCLB Subgroups. During weekly Professional Learning Communities (PLC) and RTI Team meetings, the RTI Leadership Team leads the faculty in the problem solving strategy to further disaggregate data probe for causation and identify next steps, interventions and strategies to achieve the goals and objectives outlined within the School Improvement Plan.

The School Improvement Plan becomes the guiding document for the work of our school. The RTI 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 inform instruction and made mid-course adjustments as data are analyzed.

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: AIDE, Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments, FCIM Assessments, data reports from the Inform/Limelight assessment tools, and Florida Comprehensive Assessment Test (FCAT), attendance and discipline reports from Genesis Midyear: FAIR, DRA-2, District Benchmark Assessments End of year: FAIR, FCAT

Ongoing Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments),FCIM, Pearson Inform and Insight

Frequency of data review: The RTI Team members will meet b-weekly to analyze, disaggregate data and identify next steps for strategies and interventions. In addition, teachers will meet during weekly PLC meetings to discuss instructional strategies and develop goals and learning objectives to meet the needs of students.

Describe the plan to train staff on MTSS.

Our school's Professional Development Plan supports continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded RTI professional learning that is results-driven, standards-based, school center, and sustained over time. The RTI Leadership Team establishes protocols for on-going assessment and adjustment of the plan to meet school needs.

RTI Professional Development includes more than scheduled workshops. In addition to traditional RtI training during the summer, pre-planning, early dismissal, and faculty meetings, RTI learning is job-embedded and occurs during the following:
• Professional learning communities
• Collaborative planning
• Analysis of student work
• Book study
• Lesson study
• Action research

Describe the plan to support MTSS.

Leadership/RtI Team will meet weekly to review and analyze data, plan and monitor implementation and effectiveness of intervention strategies, and determine the next steps for professional development to ensure teachers and staff can effectively meet students' academic and behavioral needs.

Literacy Leadership Team (LLT)

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

Administration, school-based and district based coaches, guidance, technology and classroom instructors

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

The team meets weekly and discusses topical content that focuses on the best practices that make literacy instruction intentional, explicit, and effective.

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

Best Practices of lesson planning, ritual & routines, differentiation, rigor, data analysis

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/24/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Sallye B. Mathis Elementary School implements a Pre-K Program for the preschool students residing in the school's attendance area. This program is Title I monies. In addition, our school offers a Title I Blended class along with seven Pre-K DD classrooms. Currently, the enrollment for Pre-K is 18 students. The goal of the program is to have all Pre-K students master all of the objectives of the program and successfully transition into Kindergarten.

Within the first 45 days of enrollment, Kindergarten students are given 2 assessments. The Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide for the screening of each child's readiness for Kindergarten. FLKRS also includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills (FAIR) for kindergarten (Letter Naming Fluency and Initial Sound Fluency) to gather information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention.

Under the sponsorship of WJCT's Ready To Learn program, monthly parent meetings are held. The focus of each hour long meeting is on early literacy skills and on transition to school. The feeder preschool programs take a field trip to our school and experience 'A Day in Kindergarten.' with our teachers and the Kindergarten students. The parents of these students are encouraged to attend.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Ensure that 52% of 3rd – 5th grade students score at Level 3 or higher on the 2013 FCAT Reading Assessment by increasing students' knowledge and skills for vocabulary, reading applications, literary analysis for fiction and nonfiction, and informational text/research processes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd Grade – 33% (18/54) 4th Grade – 54% (22/41) 5th Grade – 42% (21/50) Total 3rd-5th Grade – 45% (61/145)	52% of 3rd – 5th grade students will score a level 3 or higher on the 2013 Reading FCAT.

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. After identifying at-risk students, ensuring that teachers have the resources/tools needed to meet all students' academic needs.	1a.1. Tier 1 Teachers will utilize the core reading series to incorporate reading strategies and the key components of Readers Workshop (read aloud, shared reading, partner reading, guided reading, independent reading, and conferencing), center activities to aid in student progression.	1a.1. Principal and Instructional Coach Reading Coach, Gen. Ed. Teachers	1a.1. Teachers will receive professional development on implementing the key components of the Reader's Workshop. Instructional strategies from the core reading series will be used with fidelity. The Instructional and Reading Coaches, and Lead ELA teachers will provide support and model instructional strategies.	1a.1. Focus walks, lesson plans, evidence of key components of the Reader's Workshop Model and FCAT Reading results
2	1a.2. Time/Effectively utilizing data to identify next steps and differentiate instruction to meet the needs of individual students.	1a.2. Tier 2/3: Teachers will utilize the FAIR Assessment, DRA 2, District Reading Benchmark, SuccessMaker, and FCIM assessments to analyze data, identify students not responding to the core reading instruction and provide on-going progress monitoring of students.	1a.2. Principal, Instructional Coach Reading Coach Gen. Ed. Teacher RTI Team	1a.2. Teachers will utilize assessments, profiles, baselines and analysis of student work to map and align curriculum according to student achievement, the Focus Calendar and grade level learning schedules. Administrators will conduct on-going classroom observations and focus walks to monitor implementation and alignment of curriculum.	1a.2. Printout of FAIR data reports. DRA 2 Data FCIM Assessments District Benchmark Assessments Data Notebooks Standards Based Checklist/Focus Walks Lesson Plans Instructional Focus Calendar SuccesMaker Data
	1.a.3. Professional development	1.a.3. Students will be able to	1.a.3. Administration	1.a.3. Utilize weekly RTI and	1.a.3. Benchmark

3	funds Transient student population	participate in teacher–led centers that focus on reading deficiencies outlined from weekly data analysis	Instructional Coaches RtI Team Teachers	Leadership Team meetings on Thursday to problem solve and redirect instruction and provide support after analyzing data	FAIR data Success Maker data Write Score Mini-Assessments Weekly
4	1.a.4 Children reading below grade level Differentiated Professional Development	1.a.4 Students will be actively engaged in activities that utilize various forms of performance based tasks (oral presentation, role-playing, paraphrasing, summarizing, retelling, etc.)	1.a.4 Administration Instructional Coaches RtI Team Teachers	1.a.4 Explicit lesson plans with feedback with ideal differentiated grouping	1.a.4 Benchmark FAIR data Success Maker data Write Score Mini-Assessments Weekly
5	1.a.5. Consistent functionality of technology software and hardware	1.a.5. Students will have multiple opportunities to actively engage in technology based reading software programming	1.a.5. Administration Instructional Coaches RtI Team Teachers	1.a.5. Utilize weekly RTI and Leadership Team meetings on Thursday to problem solve and redirect instruction and provide support after analyzing data	1.a.5. Benchmark Assessments FAIR Data PMA's SuccessMaker Data Destination Success

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:	Increase the higher level thinking, comprehension and reading stamina of students above proficiency in reading to ensure that 25% of students make at least one year of growth in on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd Grade – 9% (5/54) 4th Grade – 24% (10/41) 5th Grade – 14% (7/50) Total 3rd – 5th Grade – 15% (22/145)	25% of 3rd – 5th grade students will score a Level 4 or 5 on the 2013 Reading FCAT.

	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. Identifying the appropriate enrichment based activities	2a.1. Students will be actively engaged in differentiated enrichment based activities	2a.1 Administration Teacher Instructional Coaches RtI Team	2a.1. Utilize weekly RTI and Leadership Team meetings on Thursday to problem solve and redirect instruction and provide support after analyzing data Explicit lesson plans with feedback with ideal differentiated grouping	2a.1. Classroom Walkthroughs Administrative Observations Data Notebooks Lesson Plans Assessment Results (including FAIR, Benchmark, SuccessMaker, and grade level assessments)
2	1b.2. Children reading below grade level Differentiated Professional Development	1b. 2. Students will be actively engaged in activities that utilize various forms of performance based tasks (oral presentation, role-playing, paraphrasing, summarizing, retelling, etc.)	1b.2. Administration Instructional Coaches RtI Team Teachers	1b. 2. Explicit lesson plans with feedback with ideal differentiated grouping	1b. 2. Benchmark FAIR data Success Maker data Write Score Mini-Assessments Weekly
3	1b.3. Consistent functionality of technology software and hardware	1b.3 Students will have multiple opportunities to actively engage in technology based reading software programming	1b.3 Administration Instructional Coaches RtI Team Teachers	1b.3 Utilize weekly RTI and Leadership Team meetings on Thursday to problem solve and redirect instruction and provide support after analyzing data	1b.3 Benchmark Assessments FAIR Data PMA's SuccessMaker 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:

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.	Increase the number of students who make learning gains in reading by explicit instruction within the five components of reading.
Reading Goal #3a:	70% of all students in 3rd – 5th grades will make learning gains in reading as defined by the state.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% of 3rd – 5th grade students made learning gains on the 2012 Reading FCAT.	70% of 3rd – 5th grade students will make learning gains on the 2013 Reading FCAT.

	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. Professional development and training	3a.1. Students will complete daily exit tickets to assess progress.	3a.1. Students will complete daily exit tickets to assess progress.	3a.1. Monday Meetings (Lesson plans) Assessment Data Analysis Walk-Throughs Wednesday Conferences RtI	3a.1. Benchmark FAIR data Success Maker data Write Score Mini-Assessments Weekly
2	3a.2. Ensure that RTI time is protected across grade levels.	3a.2. Establish an RTI time period that is consistent.	3a.2. Principal, Instructional Coach, Teachers	3a.2. Teachers/Instructional Coaches will keep accurate records of data that show progress of identified at-risk students.	3a.2. Benchmark Data FCIM Data FAIR data Success Maker data Mini-Assessments Weekly
3	3a.3. Professional development and training	3a.3. Students will be assessed weekly. Students will receive additional instruction and guided practice on any benchmark not mastered the following week, followed by re-assessment until mastery is achieved.	3a.3. Administration Instructional Coaches RtI Team Teachers.	3a.3. Monday Meetings (Lesson plans) Assessment Data Analysis Walk-Throughs Wednesday Conferences RtI	3a.3. Success Maker data Mini-Assessments Weekly FCIM Data
4	3a.4. Professional development and training	3a.4. Students will utilize technology which provides practice and instruction at their present level of performance and self-adjusts as the students progresses (ex: SuccessMaker). Learning gain reports will be analyzed monthly.	3a.4. Administration Instructional Coaches RtI Team Teachers	3a.4. Assessment Data Analysis Wednesday Conferences RtI	3a.4. Success Maker 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:	
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:	Decrease the number of students within the lower quartile who score below level 3 on FCAT Reading. 78% of all bottom quartile students tested will make adequate progress as defined by the state.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% of 3rd – 5th grade students in the lowest 25% made learning gains on the 2012 Reading FCAT.	78% of 3rd – 5th grade students in the lowest 25% will make learning gains on the 2013 Reading FCAT.

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. Ensure that RTI time is protected across grade levels.	4a.1. Establish an RTI time period that is consistent.	4a.1. Principal, Instructional Coach, Teachers,	4a.1. Teachers/Instructional Coaches will keep accurate records of data that show progress of identified at-risk students.	4a.1. Benchmark Data, FCIM Data, SuccessMaker Data, Weekly Assessments
2	4a.2. Protecting these programs and having the time/funds/resources available to continue implementing safety nets.	4a.2. Safety Nets which allow for additional time to remediate students who are struggling in Reading; i.e. SES Tutoring, school funded tutoring, Team-Up Academic Enrichment, Saturday School, Successmaker	4a.2. Principal, Instructional Coach, Teachers, Americorps Instructors	4a.2. Teachers/Instructional Coaches will keep accurate records of data that show progress of identified at-risk students.	4a.2. Benchmark Data, FCIM Data, SuccessMaker Data, Weekly Assessments
3	4a.3. Funding Physical facility Attendance of students Materials/Supplies	4a.3. Students will participate in extended learning opportunities (i.e. SES Tutoring, Team Up, Saturday Academy, Superintendent's Summer Academy, etc.)	4a.3. Teachers Administration Instructional Coaches RtI Team Parents	4a.3. Walk-throughs Assessment Data Analysis Ongoing Progress Monitoring	4a.3. District formal/ informal assessments Data analysis sheets from assessments FAIR data

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :					
	In six years, the achievement gap will be reduced from the 2010-11 baseline of 43% of 3rd – 5th grade students proficient to the 2016-17 target of 72% proficient on FCAT Reading.					

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Actual: 45% Ta	53%	57%	62%	67%	

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

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.

Reading Goal #5B:	Increase the number of Black students making satisfactory progress in reading to 53% making a Level 3 or higher on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA
Black: 45% (60/143)
Hispanic: NA
Asian: NA
American Indian: NA | White: NA
Black: 53%
Hispanic: NA
Asian: NA
American Indian: NA |

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.
Black:
Funding
Physical facility
Attendance of students
Materials/Supplies	5B.1.
Students will participate in extended learning opportunities (i.e. SES Tutoring, Team Up, Saturday Academy, Superintendent's Summer Academy, etc.)	5B.1.
Teachers
Administration
Instructional
Coaches
RtI Team
Parents	5B.1.
Walk-throughs
Assessment Data
Analysis
Ongoing Progress
Monitoring	5B.1.
Use data profile sheets to monitor students—Review assessment data to ensure teachers are meeting students' needs.

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

| 5C. English Language Learners (ELL) not making satisfactory progress in reading.

Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 reading. Reading Goal #5D:	Increase the number of SWD students making satisfactory progress in reading to 57% making a Level 3 or higher on the 2013 Reading FCAT or Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% of 3rd – 5th grade students with disabilities were proficient on the 2012 Reading FCAT or Florida Alternative Assessment.	57% of 3rd – 5th grade students with disabilities will be proficient on the 2013 Reading FCAT or Florida Alternative Assessment.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Funding Physical facility Attendance of students Materials/Supplies	5D.1. Students will participate in extended learning opportunities (i.e. SES Tutoring, Team Up, Saturday Academy, Superintendent's Summer Academy, etc.)	5D.1. Teachers Administration Instructional Coaches RtI Team Parents	5D.1. Walk-throughs Assessment Data Analysis Ongoing Progress Monitoring	5D.1. District formal/ informal assessments Data analysis sheets from assessments FAIR data

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Increase the number of Economically Disadvantaged (ED) students making satisfactory progress in reading to 50% making a Level 3 or higher on the 2013 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (50/127) 3rd – 5th grade ED students were proficient on the 2012 Reading FCAT	50% of 3rd – 5th grade ED students will be proficient on the 2013 Reading FCAT

	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. Funding Physical facility Attendance of students Materials/Supplies	5E.1. Students will participate in extended learning opportunities (i.e. SES Tutoring, Team Up, Saturday Academy, Superintendent's Summer Academy, etc.)	5E.1. Teachers Administration Instructional Coaches RtI Team Parents	5E.1. Walk-throughs Assessment Data Analysis Ongoing Progress Monitoring	5E.1. Use data profile sheets to monitor students—Review assessment data to ensure teachers are meeting student needs.

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
7 Keys of Comprehension	Reading Content Leads	Reading Coach	Reading Content Leads	Discussion Board and content meetings	Discussion Board and content meetings	Reading Coach Principal
Cognitive complexity and Webb's Depth of Knowledge hierarchy.	Pre-K-5	Reading Coach	School-wide	Monthly	Classroom walk-throughs and observations, lesson plan collaboration and monitoring.	Principal, Assistant Principal, Coach, Teacher
Effective assessment (formative and summative) design and analysis.	PreK - 5	Reading Coach	School-wide	Ongoing	Monday meetings, lesson planning sessions, individual and grade-level feedback.	Principal, Assistant Principal, Coach, Teacher
Curricular and supplemental materials for instruction; analysis, selection, and appropriate use(s) in guided reading, intervention, and enrichment.	Pre-K-5	Reading Coach	School-wide	Ongoing	Monday meetings, lesson planning sessions, individual and grade level feedback.	Principal, Assistant Principal, Coach, Teacher
Understanding Standards/ Unpacking Benchmarks & Developing Lessons that align	K-5	District Instructional Coach / Content Coaches	School-wide	Ongoing	Daily walk-throughs, assisting in lesson planning, reflection journals	Instructional coach, Leadership Team, Principal, Assistant Principal
Best Practice :Explicit and Intentional Ritual & Routines, Differentiation, Rigor, Lesson Planning, Data Analysis	PreK- 5	Reading coach	School-wide	Ongoing	Monday meetings, lesson planning sessions, individual and grade-level feedback, walkthroughs	Principal, Assistant Principal, Coach, Teacher

Reading 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
Tutoring	Push-in academic support during the school day.	Turnaround	$36,000.00
Tutoring		SAI	$2,000.00
			Subtotal: $38,000.00
			Grand Total: $38,000.00

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:	Ensure that 58% of 3rd – 5th grade students score at Level 3 or higher on the FCAT Mathematics Assessment by increasing students' knowledge and skills for numbers and operations, algebra, geometry and measurement, and data analysis.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd grade – 37% (20/54) 4th grade – 50% (20/40) 5th grade – 48% - (24/50) Total 3rd – 5th grade – 48% (64/145)	58% of 3rd – 5th grade students will score a Level 3 or higher on the 2013 Math FCAT

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>1A.1. New district-adopted curricular materials; new learning schedules; new Sunshine State Standards; 6/8 teachers in 3rd-5th grade have only 1-3 years teaching experience.</td><td>1A.1. Students will be actively engaged in research-based best practices including but not limited to posted daily essential and/or topical questions, shared creation/posting of learning artifacts in the classroom, in addition to full implementation of EDC calendar math and weekly assessments.</td><td>1A.1. Principal Assistant Principal Math Coach Teacher</td><td>1A.1. Classroom walk-throughs (observation), Assessment Data Analysis, Lesson Plan checks</td><td>1A.1. Math Classroom Walk Through Rubric (adapted from state rubric) Assessment Data Sheets</td></tr>
<tr><td>2</td><td>1A.2. Students are performing at various levels and have varied strengths/weaknesses.

New Data Collection Routine</td><td>1A.2. Students will be placed in data-driven flexible groupings for prescriptive intervention 2-3 times per week.</td><td>1A.2. Principal Assistant Principal Math Coach Teacher</td><td>1A.2. Classroom walk-throughs (observation), Assessment Data Analysis, Lesson Plan checks</td><td>1A.2. Math Classroom Walk Through Rubric (adapted from state rubric) Assessment Data Sheets</td></tr>
<tr><td>3</td><td>1A.3. Student weaknesses and strengths exist across grade levels.</td><td>1A.3. Fully implement FCIM process across grade level(s); including focus calendar to address weak benchmarks identified by data.</td><td>1A.3. Principal Assistant Principal Math Coach Teacher</td><td>1A.3. Classroom walk-throughs (observation), Assessment Data Analysis, Lesson Plan checks</td><td>1A.3. Math Classroom Walk Through Rubric (adapted from state rubric) Assessment Data Sheets</td></tr>
</table>

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase the number of students scoring at or above achievement Levels 4 and 5 to 22% on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (27/145) of 3rd – 5th grade students scored Level 4 or 5 on the 2013 Math FCAT.	22% of 3rd – 5th grade students will score a Level 4 or 5 on the 2013 Math FCAT.

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. FCAT-like rigor and complexity are not sufficiently or routinely planned for student tasks and question. Teacher training and professional development required in this area.	2A.1. Students will answer questions and complete tasks at moderate to high complexity according to Webb's Depth of Knowledge.	2A.1. Principal Assistant Principal Math Coach Teacher	2A.1. Classroom walk-throughs (observation), Assessment Data Analysis, Lesson Plan checks	2A.1. Math Classroom Walk Through Rubric (adapted from state rubric) Assessment Data Sheets
2	2A.2. Students ready for enrichment/extension have not been previously identified or targeted.	2A.2. Students will be provided an opportunity for active engagement in extension activities that will deepen mathematical knowledge/skills.	2A.2. Principal Assistant Principal Math Coach Teacher	2A.2. Classroom walk-throughs (observation), Assessment Data Analysis, Lesson Plan checks	2A.2. Math Classroom Walk Through Rubric (adapted from state rubric) Assessment Data Sheets
3	2A.3 Rigorous supplemental extension/enrichment materials need to be identified.	2A.3 Students will be work with supplemental curricular materials designed to extend mathematical thinking (ex: Sunshine Math, enVision extension and/or center activities, etc.).	2A.3 Principal Assistant Principal Math Coach Teacher	2A.3 Principal Assistant Principal Math Coach Teacher	2A.3 Math Classroom Walk Through Rubric (adapted from state rubric) Assessment Data Sheets

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Through differentiating instruction and providing additional resources in math, 60% of 3rd-5th grade students will make at least one year of growth on the FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% of 3rd – 5th grade students achieved learning gains on the 2011 administration of the FCAT Mathematics Test.	60% of all students will make learning gains as defined by the state.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>3.1.
Frequent and consistent implementation of differentiated instruction during the workshop model.</td>
<td>3.1.
Teachers will differentiate instruction using center activities, Gizmos learning Explorations and Destination Math to provide various levels of support to individual student needs.</td>
<td>3.1.
Principal Instructional Coach</td>
<td>3.1.
Teachers reference student assessment to identify students in need of additional support in order to meet mastery level of annually assessed benchmarks. Teachers will meet /conference with these students to provide support in the areas of weakness. Conferences will continue until students demonstrate mastery of content.</td>
<td>3.1.
Data from Success Net and Destination Math, Evidence of Center Activities Anecdotal Logs Lesson Plans</td>
</tr>
<tr>
<td>2</td>
<td>3.2.
Professional Development on the appropriate implementation of Math Navigator.</td>
<td>3.2.
Teachers will utilize Math Navigator to provide students with support in strengthening math skills and concepts in order to sustain growth.</td>
<td>3.2.
Principal Instructional Coach</td>
<td>3.2.
Teachers will utilize assessment data to identify students not making adequate progress. Students falling below grade level will receive remediation using the Math Navigator. Teachers will provide on-going progress monitoring to ensure student growth and achievement.</td>
<td>3.2.
FCIM, Math Navigator Pre- and Post assessments, lesson plans</td>
</tr>
<tr>
<td></td>
<td>3.3
Aligning the curriculum from the Math, Science and Pre-Engineering</td>
<td>3.3
Alignment of the Engineering Design Process, Engineering is</td>
<td>3.3
Principal, Instructional Coaches, Gen. Ed.</td>
<td>3.3
Monthly engineering design project</td>
<td>3.3
Final engineering design project submission</td>
</tr>
</table>

3	Magnet with Florida Next Generation Standards and District Learning Schedule. Time/coordination of the resource schedule.	Elementary curriculum and PCS Adventures Engineering Lab with math standards.	Teacher, Brick Lab Teacher		Lesson Plans NGS Standards Evidence of the Engineering Design Process

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:

<table>
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<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase the number of 3rd – 5th grade students in the lowest 25% making learning gains to 78% on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (103/145) of 3rd – 5th grade students in the lowest 25% made learning gains on the 2012 Math FCAT.	78% of 3rd – 5th grade students in the lowest 25% will make learning gains on the 2013 Math FCAT.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>4A.1.

Exit tickets have been sporadically created and implemented in the past. Professional development needs to be provided so all students are participating daily.</td><td>4A.1.
Students will complete daily exit tickets to assess progress.</td><td>4A.1.
Principal
Assistant Principal
Math Coach
Teacher</td><td>4A.1.

Classroom walk-throughs (observation), Assessment Data Analysis, Lesson Plan checks</td><td>4A.1.

Math Classroom Walk Through Rubric (adapted from state rubric) Assessment Data Sheets</td></tr>
<tr><td>1</td><td>4A.2.
Training on mastery learning needs to be provided</td><td>4A.2.
Students will be assessed weekly. Students will receive additional instruction and guided</td><td>4A.2.

Principal
Assistant Principal
Math Coach</td><td>4A.2.

Classroom walk-throughs (observation), Assessment Data</td><td>4A.2.

Math Classroom Walk Through Rubric (adapted</td></tr>
</table>

		practice on any benchmark not mastered the following week, followed by re-assessment until mastery is achieved.	Teacher	Analysis, Lesson Plan checks	from state rubric) Assessment Data Sheets
2					
3	4A.3. Functionality and consistent functioning of technology.	4A.3. Students will utilize technology which provides practice and instruction at their present level of performance and self-adjusts as the students progresses (ex: SuccessMaker). Learning gain reports will be analyzed monthly.	4A.3. Principal Assistant Principal Math Coach Teacher	4A.3. Classroom walk-throughs (observation), Assessment Data Analysis, Lesson Plan checks	4A.3. Math Classroom Walk Through Rubric (adapted from state rubric) Assessment Data Sheets

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : In six years, the achievement gap will be reduced from the 2010-11 baseline of 48% of all 3rd – 5th grade students proficient to the 2016-17 target of 75% proficient on FCAT Math.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Actual: 48% Ta	58%	62%	66%	70%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Increase the number of Black students making satisfactory progress in mathematics to 57% scoring a Level 3 or higher on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA Black: 49% Hispanic: NA Asian: NA American Indian: NA White: Black: 56% Hispanic: Asian: American Indian:	White: NA Black: 57% Hispanic: Asian: American Indian:

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	5A.1. Teachers, coaches, and administrators must monitor the Black subgroup frequently for learning gain rate(s).	5A.1. Students identified as Black will be monitored weekly and participate in small group intervention sessions as needed based on classroom	5A.1. Principal Assistant Principal Coach Teacher	5A.1. Classroom walk-throughs (observation), Assessment Data Analysis, Lesson Plan checks	5A.1. Math Classroom Walk Through Rubric (adapted from state rubric) Assessment Data

					Sheets
	Teachers must target Black students for intervention as needed				
2	5A.2. Black students may need explicit instruction outside of the school day in addition to the regular curricular offerings.	5A.2. Students identified as Black will be offered no-cost tutoring daily and/or weekly after school through SES and Team Up programs.	5A.2. Principal Assistant Principal Coach Teacher SES/Team Up staff	5A.2. Classroom walk-throughs (observation), Assessment Data Analysis, Lesson Plan checks	5A.2. Math Classroom Walk Through Rubric (adapted from state rubric) Assessment Data Sheets

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Increase the number of Students with Disabilities who are proficient on the 2013 Math FCAT or Florida Alternate Assessment to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% 3rd – 5th grade SWD students scored a Level 3 or higher on the 2012 Math FCAT or Florida Alternate Assessment.	57% of 3rd – 5th grade SWD students will score a Level 3 or higher on the 2013 Math FCAT or Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Teachers, coaches, and administrators must monitor the SWD subgroup frequently for learning gain rate(s). Teachers must target	5D.1. Students identified as SWD will be monitored weekly and participate in small group intervention sessions as needed based on classroom performance.	5D.1. Principal Assistant Principal Coach Teacher	5D.1. Classroom walk-throughs (observation), Assessment Data Analysis, Lesson Plan checks	5D.1. Math Classroom Walk Through Rubric (adapted from state rubric) Assessment Data Sheets

	SWD students for intervention as needed.				

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Increase the number of Economically Disadvantaged students who are proficient to 55% on the 2013 Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (53/127) Economically Disadvantaged students scored a Level 3 or higher on the 2012 Math FCAT.	55% of Economically Disadvantaged students will score a Level 3 or higher on the 2013 Math FCAT.

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. Unawareness of identity of Economically Disadvantaged students according to AYP criteria for subgroup. List must be generated and distributed to teachers, coaches, and administrators.	5E.1. Create list of students identified as Economically Disadvantaged to increase awareness.	5E.1. Principal Assistant Principal Math Coach Teacher	5E.1. Classroom walk-throughs (observation), Assessment Data Analysis, Lesson Plan checks	5E.1. Math Classroom Walk Through Rubric (adapted from state rubric) Assessment Data Sheets
2	5E.2. Teachers, coaches, and administrators must monitor the Economically Disadvantaged subgroup frequently for learning gain rate(s). Teachers must target Economically Disadvantaged students for intervention as needed.	5E.2. Students identified as Economically Disadvantaged will be monitored weekly and participate in small group intervention sessions as needed based on classroom performance.	5E.2. Principal Assistant Principal Math Coach Teacher	5E.2. Classroom walk-throughs (observation), Assessment Data Analysis, Lesson Plan checks	5E.2. Math Classroom Walk Through Rubric (adapted from state rubric) Assessment Data Sheets

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
Cognitive complexity and Webb's Depth of Knowledge hierarchy.	K-5	Math Coach	School-Wide	Monthly	Classroom walk-through and observation, lesson plan collaboration and monitoring	Principal, Assistant Principal, Coach, Teacher
Effective						

assessment (formative and summative) design and analysis.	K-5	Math Coach	School-Wide	Ongoing	Monday meetings, lesson planning sessions, individual and grade-level feedback	Principal, Assistant Principal, Coach, Teacher
Curricular and supplemental materials for instruction; analysis, selection, and appropriate use(s) in guided math, intervention, and enrichment.	K-5	Math Coach	School-Wide	Ongoing	Monday meetings, lesson planning sessions, individual and grade-level feedback	Principal, Assistant Principal, Coach, Teacher
Mathematics Professional Book Study	K-5	Math Coach	School-Wide	Ongoing	Unlimited electronic discussion; monthly face-to-face meetings	Principal, Assistant Principal, Coach, Teacher
Best Practice :Explicit and Intentional Ritual & Routines, Differentiation, Rigor, Lesson Planning, Data Analysis	Pre-K-5	Math Coach	School-Wide	Ongoing	Monday meetings, lesson planning sessions, individual and grade-level feedback, Walk-through	Principal, Assistant Principal, Coach, Teacher
Understanding Standards/ Unpacking Benchmarks & Developing Lessons that align	K-5	District Instructional Coach/Content Coaches	School-Wide	Ongoing	Daily walk-throughs Assisting in lesson planning Reflection Journals	Instructional Coach Leadership Team Principal Assistant Principal

Mathematics 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
Tutoring	Push-in academic support during the school day	Turnaround	$36,000.00
Tutoring		SAI	$2,000.00
			Subtotal: $38,000.00
			Grand Total: $38,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Increase the number of 5th grade students proficient on the 2013 Science FCAT to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (11/50) 5th grade students scored a Level 3 or higher on the 2012 Science FCAT.	35% of 5th grade students will score a level 3 or higher on the 2013 Science FCAT.

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. Time management and implementation with fidelity at all grade levels. NGSSS and learning schedules have changed from previous years	1a.1. Lessons will be planned according to District learning schedules using the 5E model and inquiry method school-wide.	1a.1. Principal Assistant Principal Coach Teacher	1a.1. Lesson Plan collaboration and monitoring. Classroom Walk-Throughs Assessment Data	1a.1. Classroom Walk through Checklist, Assessment Data
2	1a.2. . NGSSS and learning schedules have changed from previous years Inexperience with intervention in Science.	1a.2. Frequent assessment will be utilized to drive instruction.	1a.2. Principal Assistant Principal Coach Teacher	1a.2. Lesson Plan collaboration and monitoring. Classroom Walk-Throughs Assessment Data	1a.2. Classroom Walk through Checklist, Assessment Data
3	1a.2. . NGSSS and learning schedules have changed from previous years Inexperience with intervention in Science.	1a.3. During PLCs, the science coach will provide professional development on how to use item specifications and content limitations when planning instruction.	1a.3. Science Coach	1a.3. Analysis of student data from formal and informal assessments AND reviewing science lesson plans for evidence of data-driven instruction.	1a.3. Evidence of data-driven instruction within the lesson plans as well as response to instruction.
4	1a.4. Learning schedules and science curriculum have changed. Teachers' knowledge of the P-CELL curriculum and resources.	1a.4. Students will be actively engaged in research-based best practices including but not limited to posted daily essential and/or topical questions, shared creation/posting of learning artifacts in the classroom, in addition to full implementation of P-Cell curriculum and weekly	1a.4. Principal Assistant Principal Science Teachers Science Coach District Coaches	1a.4. Classroom walk-throughs (observation), Assessment Data Analysis, Lesson Plan checks	1a.4. Science Classroom walkthroughs Assessment Data Sheets

					assessments.			

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

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

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:	Increase the number of 5th grade students who score a Level 4 or 5 on the 2013 Science FCAT to 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (1/50) of 5th grade students scored a level 4 or 5 on the 2012 FCAT 2.0 Science Assessment.	7% of 5th grade students will score a level 4 or 5 on the 2013 FCAT 2.0 Science Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Increasing exposure to the scientific process through consistent science lab implementation.	2a.1. Implement enrichment activities for proficient students during RTI time.	2a.1. Science Teachers, Science Coach	2a.1. Analysis of Science benchmarks on formal and informal assessments.	2a.1. FCIM assessments, LSAs, PMAs, and District Interim Benchmark Assessments.
2	2a.2. Scheduling time to participate in Marine Science Center and STARBASE field learning experiences focusing on scientific thinking	2a.2. Designate contact person for scheduling.	2a.2. Science Teachers, Science Coach	2a.2. Analysis of Science benchmarks on formal and informal assessments.	2a.2. FCIM assessments, LSAs, PMAs, and District Interim Benchmark Assessments.
3	2a.3 Time/coordination of resource schedule to participate in science labs.	2a.3 K-5th grade students will receive enrichment/instruction through the use of Engineering is	2a.3 Principal, assistant principal, Magnet Lead Teacher/Science	2a.3 Analysis of engineering design project.	2a.3 Successful completion of an engineering design project.

		Elementary Units and Junior Science Wizards.	Coach		
4	2a.4. Learning schedules and science curriculum have changed. Teachers knowledge of the P-CELL curriculum and resources.	2a.4. Students will be actively engaged in research-based best practices including but not limited to posted daily essential and/or topical questions, shared creation/posting of learning artifacts in the classroom, in addition to full implementation of P-Cell curriculum and weekly assessments.	2a.4. Principal Assistant Principal Science Teachers Science Coach District Coaches	2a.4. Classroom walk-throughs (observation), Assessment Data Analysis, Lesson Plan checks	2a.4. Science Classroom walkthroughs Assessment Data Sheets

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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
Understanding and Implementing P-CELL Curriculum	5	District Instructional Coach/ Content Coaches	5th Grade Teachers	Ongoing	Monday meetings, lesson planning sessions, individual and grade-level feedback, Walk-through	Instructional Coach Leadership Team Principal Assistant Principal

Inquiry methodology and lesson planning	K-5	Coach	School-wide	Monthly	Classroom walk-through, lesson plan monitoring	Principal, Assistant Principal, Coach, Teacher
Materials, NGSSS, intervention/enrichment materials and strategies	K-5	Coach, District Coach(es)	School-wide	Ongoing	Monday meetings, lesson planning sessions, individual and grade-level feedback, Walk-through	Principal, Assistant Principal, Coach, Teacher
Understanding Standards/ Unpacking Benchmarks & Developing Lessons that align	K-5	District Instructional Coach/Content Coaches	School-Wide	Ongoing	Daily walk-throughs Assisting in lesson planning Reflection Journals	Instructional Coach Leadership Team Principal Assistant Principal

Science 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 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:	Increase the percentage of students scoring a Level 4 or higher on the 2013 Writing FCAT to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (30/39) students scored a Level 3 or higher on the 2012 Writing FCAT. 8% (3) students scored a Level 4 or higher on the 2012 Writing FCAT.	32% of students will score a Level 3.5 or higher on the 2013 Writing FCAT. 28% of students will score a Level 4 or higher on the 2013 Writing FCAT
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. Instructional unfamiliarity with standards and benchmarks	1A.1. Students will write on a daily basis in every class	1A.1. Principal, Instructional Coach, Classroom Teacher	1A.1. Teachers will use teaching and learning rubric s to evaluate strategies taught. Work will be stored in the proper folders; Work in Progress, Cumulative and Published.	1A.1. Progress between baseline samples and completed genre pieces, bi-weekly on demand prompts, Write Score /District monthly prompts
2	1A.2. Development of common writing rubrics	1A.2. Student and teachers will use common writing rubrics that include focus, organization, style and conventions will be used for writing assignments	1A.2. Principal, Instructional Coach, Classroom Teacher	1A.2. Classroom Teacher and Instructional Coach will monitor writing process by reviewing student drafts.	1A.2. Progress between the biweekly teacher provided prompts, Write Score Monthly prompts and District Prompts
3	1A.3. Teachers creating a weekly conference schedule for students	1A.3. Teachers creating a weekly conference schedule for students Students will conference with teachers a minimum once a week, conference with each student to monitor process and provide feedback for improvement	1A.3. Teachers creating a weekly conference schedule for students Principal, Instructional Coach, Classroom Teacher	1A.3. Teachers creating a weekly conference schedule for students Instructional Coach/Principal will monitor teacher conferencing logs and observe teacher-student conferences	1A.3. Teachers creating a weekly conference schedule for students Grade level discussions and shared scoring of student on demand pieces. Scored monthly prompts from Write Score and District Prompts.

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
Teachers will receive training in teaching three writing genres: narrative, expository, and writing to persuade, as well as assistance with scoring with rubrics and using a purchased language arts reference book for students that helps them revise and edit their writing (The Write Source/Step Up to Writing).	K-5 /Writing	Instructional Coach	PLC-Writing Content Leads New Teachers-K & 4th writing Step Up to Writing Training (Primary/Intermediate Leads) Grade specific WOW Days	August 2012-April 2013	Lesson Plans Classroom visits Weekly Logs Walk-through Data Notebooks Assessment Results	Instructional Coach Leadership Team Principal Assistant Principal
Understanding changes to FCAT Writing 2012 and Beyond Understanding Common Core Standards/ Unpacking Benchmarks	K-5 /Writing	District Instructional Coach/Content Coaches	PLC-Writing Content Leads New Teachers-K & 4th writing Step Up to Writing Training (Primary/Intermediate Leads) Grade specific WOW Days	October 2012-April 2013	Daily walk-throughs Assisting in lesson planning Reflection Journals	Instructional Coach Leadership Team Principal Assistant Principal

Writing Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Increase the daily average attendance rate for 2012-13 to 96%. Decrease the number of students with excessive absences (10 or more) to 32% for the 2012-13 school year. Decrease the number of students with excessive tardies (10 or more) to 18% for the 2012-13 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The average daily attendance rate for 2011 - 2012 was 94%.	The average daily attendance rate for 2012 - 2013 will increase to 96%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
36% (149/419) of students had excessive absences (10 or more) during the 2011-12 school year.	The number of students with excessive absences (10 or more) will decrease by 10% to 32% (based on current enrollment) for the 2012-13 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
21% (86/419) of students had excessive tardies (10 or more) during the 2011-12 school year.	The number of students with excessive tardies will decrease by 10% to 18% (based on current enrollment) for the 2012-13 school year.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Funding	1.1. Implement an incentive based program for students and staff.	1.1. School Counselor	1.1. Track attendance for trends	1.1. Attendance reports and input from teachers
2	1.2. Consistent communication with parents continues to be problematic. Many attendance-related documents are returned for incorrect addresses. Added to that, non-response from those in receipt of notices via US mail and those sent home in backpacks.	1.2. Attendance Intervention Team will actively meet once per month. Request teachers to use the opportunity to address attendance during parent-teacher conferences for those non- compliant with AIT meeting notices.	1.2. School Counselor Attendance Social Worker/Truant Officer	1.2. Track attendance for trends	1.2. Attendance reports and input from teachers
	1.3. A sizable contingent of the community	1.3. Conduct small group counseling for students	1.3. School Counselor	1.3. Track attendance for trends	1.3. Attendance reports and input

3	continues to be in transient mode. Given current economic conditions, an increased number of families are moving in/out to live with other family members or friends.	with excessive tardies and absences.			from teachers

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
Excessive Attendance/Tardy Process training	K-5	School Counselor	School-wide	Early Dismissal Meetings	AIT meetings	Classroom Teachers School Counselor CRT Operator
Professional development on implementing AIT Meetings	Guidance Counselor CRT	District Attendance Department Attendance Officer	Guidance/CRT	On-going (June-August)	The guidance counselor, CRT, and District Attendance Officer will coordinate attendance meetings and plans with the parents of students who are chronically absent.	Principal District Attendance Officer
On-Course /Grade Book	Support Personnel	District On-Line Training	CRT Principal Assistant Principal Volunteer Liaison Parent Liaison	Early Release Day (June – August)	All grade level teachers will receive professional development on how to accurately input attendance data into On-Course. Teachers will also notify the guidance counselor and CRT of students who exhibit chronic absences based upon the Pupil Progression Plan	Principal CRT
Parent Messenger	Support Personnel	District On-Line Training	CRT Assistant Principal Volunteer Liaison Parent Liaison	August 2012	The CRT, Principal, Assistant Principal, Volunteer Liaison and Parent Liaison will receive professional development on Parent Messenger as a way to contact parents in order to increase attendance.	Principal District Support

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Decrease the percentage of students suspended out-of-school to 3% for the 2012-13 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
Zero	Zero
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
Zero	Zero
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 35 out-of-school suspensions during the 2011-12 school year.	34 out-of-school suspensions for the 2012-13 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5% (21) of students were suspended out-of-school during the 2011-12 school year.	Decrease the percentage of students suspended out-of-school to 3% for the 2012-13 school year.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Ensuring that CHAMPS and strategies from Foundations are implemented with equity throughout the school. Time needed for professional development.	1.1 Strategies from Foundations/ CHAMPS will be utilized school-wide to provide a safe and civil school environment.	1. 1 Principal, Foundations Team Members	1.1 Foundations Team members will participate in district level training and provide professional development during Early Release Days. Teachers will participate in the Implementation Cycle	1.1 The number of referrals/offenses will be compared with the number from the previous year. Data from the School Climate and Foundations Surveys and Focus Walks

#					
1				to review, prioritize, revise, adopt and implement strategies to improve school-wide rituals and routines. Teachers will receive CHAMPS professional development and implement strategies to assist with classroom management.	Evidence of school-wide implementation of Foundations/CHAMPS. Common Area Observations Surveys Referral Data Guidelines for Success
2	1.2.Resources to increase student motivation and recognize positive behaviors.	1.2. Character Education will be implemented school-wide to model "Guidelines for Success" and responsible behavior Positive Behavior Referrals will be implemented with students recognized during morning announcements. Student of the Month program will be implemented with students recognized during a monthly parent program, in the bi-monthly school newsletter, and on bulletin boards in the cafeteria and front office.	1.2. Principal Assistant Principal Guidance Counselor Parent Liaison	1.2 The guidance counselor will implement Character Education lessons when meeting with classes. Teachers will utilize the Second Step Program and Learning for Life to promote positive interactions and reduce behavior incidences. A variety of activities will be used to promote Character Education including: Book of the Month, school-wide assemblies, Red Ribbon Week, ZIP Program and school-related activities.	1.2.Referral data, SWAGGA awards, participation in mentor programs, documentation of ZIP activities, climate survey data, Focus Walks, Classroom observations
3	1.3. Effectively maintaining school-wide rituals and routines to decrease the number of students in need of targeted intervention and remediation.	1.3 The RTI Team will meet bi-weekly to develop strategies and provide tiered services to assists student who are in need additional support and interventions.	1.3 Principal, RTI Team, Teachers, Guidance Counselor	1.3 An RTI Team will be identified to provide professional development for teachers and support to students in need of interventions.	1.3 Documentation of RTI Meetings, agendas referral data
4	1.4. General classroom disruptions.	1.4 A Professional Development workshop to train teachers on appropriate disciplinary measures will be provided	1.4. Assistant Principal	1.4. Have the faculty complete an Exit Ticket after the Professional Development workshop, to determine its effectiveness and implementation.	1.4. Faculty exit tickets and feedback.
5	1.5. Continuity in a safe, orderly, and productive learning environment.	1.5 A classroom management model will be adopted to better promote a positive academic atmosphere	1.5. Principal Assistant Principal Teachers	1.5. Collect suspension data monthly; document classroom management through class walk-through monitoring tool.	1.5. Monthly suspension monitoring document.

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2011-2012 school year, the total number of parents who participated in school activities was 400. (duplicated). Our goal is to increase parental involvement by 10% from 400 to 440.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
There were a total number of 400 (duplicated) parents who participated in Parental Involvement Activities during the 2011-2012 school year.	The expected number of parents participating in Parental Involvement Activities for 2012-2012 school year is 440 (duplicated).
Problem-Solving Process to Increase Student Achievement	
	Person or	Process Used to

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1		1.1. Parent support and participation in the workshops provided through the Parent Resource Center.	1.1. The Parent Resource Center will be made available to parents as a way to provide parents with monthly workshops and resources to strengthen the home school connection. Information is provided in language that parents can understand including interpretation.	1.1. Parent Liaison, Principal, Assistant Principal	1.1. The Parent Liaison will provide a monthly schedule of parent activities, update resources and utilize the Parent Resource Center to provide workshops and activities to increase parental involvement (Technology, Literacy, Ready to Learn)	1.1. Parent Resource Monthly Calendar, Agendas, Sign-in Sheets, Feedback Forms
2		1.2. Parent support and participation in the Parent Night activities.	1.2. Facilitate Parent Night activities and programs to encourage parental support and participation while providing parents with strategies to increase student academic success.	1.2. PTA, Volunteer Coordinator, Volunteers, Teachers, Committees, and School Staff	1.2. Parents will be provided with information to assist with understanding the NGSS Standards (and Common Core for Kindergarten) and provided strategies in the areas of reading, writing, math, and science. The number of parents attending workshops and Parent Night activities will be monitored and analyzed.	1.2. Parent Night sign-in forms, Agendas, and surveys.
3		1.3 Obtaining the number of parents and community members that fully represent the population of our school.	1.3 Increase opportunities for parents to participate on the PTA, SAC, Mid-year Stakeholders Assessment and the development of the Parent Compact and School Improvement Plan.	1.3 Principal SAC PTA Teachers	1.3 The principal will work to increase the number of parents and community members who volunteer, attend PTA, SAC and school-related programs.	1.3 Evidence of Parent Compact, PTA and SAC Membership, Volunteer Logs
4		1.4. Developing and aligning the budget to meet the guidelines set forth by Title I along with needs of our parents.	1.4. A Title I Parental Involvement Plan and budget will be developed in order to align resources with identified activities to increase parental involvement.	1.4. Principal, Assistant Principal, Leadership Team	1.4. The Title I Parental Involvement Plan will be utilized to guide outlined activities and programs. The budget will be utilized to provide parents with resources and materials to extend learning to the home. Childcare and transportation will be allocated to ensure that parents are afforded opportunities to take advantage of parental involvement activities.	1.4 Title I Parental Involvement Plan/Budget, Sign-in Sheets, Agendas, Feedback forms.
5		1.5 Funding Items for incentives	1.5. Provide incentive based programming for parental involvement	1.5 Principal, Assistant Principal, Parent Liaison, Volunteer Liaison	1.5 Exit Tickets Parent logs Parent Participation	1.5 Exit Tickets Parent Survey
6		1.6 Funding resources	1.6 Provide workshops and trainings with focus on content areas	1.6 Staff Volunteer Liaison Leadership team	1.6 Exit tickets Parent Participation	1.6 Student overall increase in performance in various content areas

						Parent Sign-Ins

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
Parent Liaison Professional Development	Parent Liaison	District Title I Office	Parent Liaison	On-going (August – June)	The Parent Liaison will participate in on-going professional development to assist parents through conducting parent workshops.	Principal Title I Office
Title I Pre-K Professional Development.	Pre-K	District Title I Office	Pre-K Title I Teachers	On-going (August –June)	Title I Teachers and Paraprofessionals will participate in the District Title I professional development for curriculum and instruction.	Principal Title I Office
Effective Parent Communication / Conferencing	Pre-K – 5	Principal, Assistant Principal, School Counselor, Leadership Team	School-wide, Early Release Days, Monday Meetings, and WOW PLCs	On-going (August – June)	Teachers will receive professional development on effectively communicating with parents/families and strategies for collaborating to improve student achievement (including the development of Progress Monitoring and RtI Plans).	Principal, Assistant Principal

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:		Increase the percentage of students proficient on the 2013 Science and Math FCAT assessments and effectively integrate science, technology, engineering and math instruction and resources.		
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 Learning schedules and science curriculum have changed. Fifth grade teachers' knowledge of the P-CELL curriculum and resources.	1.1 Students will be actively engaged in research-based best practices including but not limited to posted daily essential and/or topical questions, shared creation/posting of learning artifacts in the classroom, in addition to full implementation of P-Cell curriculum and weekly assessments.	1.1 Principal Assistant Principal Science Teachers Science Coach District Coaches Magnet Teacher	1.1 Classroom walk-throughs (observation), Assessment Data Analysis, Lesson Plan checks	1.1 Science Classroom walkthroughs Assessment Data Sheets
2	1.2 Increasing exposure to the scientific process through consistent science lab implementation.	1.2 Implement enrichment activities for proficient students during RTI time.	1.2 Science Teachers, Science Coach	1.2 Analysis of Science benchmarks on formal and informal assessments.	1.2 FCIM assessments, LSAs, PMAs, and District Interim Benchmark Assessments.
3	1.3 Time/coordination of resource schedule to participate in science labs.	1.3 K-5th grade students will receive enrichment/instruction through the use of Engineering is Elementary Units and Junior Science Wizards.	1.3 Principal, assistant principal, Magnet Lead Teacher/Science Coach	1.3 Analysis of engineering design project.	1.3 Successful completion of an engineering design project.
4	1.4 Students ready for enrichment/extension have not been previously identified or targeted	1.4 Students will be provided an opportunity for active engagement in extension activities that will deepen mathematical knowledge/skills.	1.4 Principal Assistant Principal Math Coach Teacher 1.5 Principal Assistant Principal Math Coach Teacher	1.4 Classroom walk-throughs (observation), Assessment Data Analysis, Lesson Plan checks	1.4 Math Classroom Walk Through Rubric (adapted from state rubric) Assessment Data Sheets
5	1.5 Functionality and consistent functioning of technology.	1.5 Students will utilize technology which provides practice and instruction at their present level of performance and self-adjusts as the students progresses (ex: SuccessMaker). Learning gain reports will be analyzed monthly.	1.5 Principal Assistant Principal Math Coach Teacher	1.5 .Classroom walk-throughs (observation), Assessment Data Analysis, Lesson Plan checks	1.5 Classroom Walk Throughs Assessment Data Sheets

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
Inquiry methodology and lesson planning	K-5	Coach	School-wide	Monthly	Classroom walk-through, lesson plan monitoring	Principal, Assistant Principal, Coach, Teacher
Materials, NGSSS, intervention/enrichment materials and strategies	K-5	Coach, District Coach(es)	School-wide	Ongoing	Classroom walk-through, lesson plan monitoring, vertical collaborative planning sessions	Principal, Assistant Principal, Coach, Teacher
Best Practice :Explicit and Intentional Ritual & Routines, Differentiation, Rigor, Lesson Planning, Data Analysis	Pre-K-5	Reading Coach	School-Wide	Ongoing	Monday meetings, lesson planning sessions, individual and grade-level feedback, Walk-through	Principal, Assistant Principal, Coach, Teacher
Curricular and supplemental materials for instruction; analysis, selection, and appropriate use(s) in guided math, intervention, and enrichment.	K-5	Math Coach	School-Wide	Ongoing	Monday meetings, lesson planning sessions, individual and grade-level feedback	Principal, Assistant Principal, Coach, Teacher
Engineering is Elementary (EIE)	K-5	Coach Magnet Teacher	School-wide	Ongoing	Monday meetings, lesson planning sessions, individual and grade-level feedback	Principal, Assistant Principal, Coach, Teacher

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutoring	Push-in academic support during the school day.	Turnaround	$36,000.00
Reading	Tutoring		SAI	$2,000.00
Mathematics	Tutoring	Push-in academic support during the school day	Turnaround	$36,000.00
Mathematics	Tutoring		SAI	$2,000.00
				Subtotal: $76,000.00
				Grand Total: $76,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

j͡n Priority	j͡n Focus	j͡n Prevent	j͡n NA

Are you a reward school: j͡n Yes j͡n No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

School Advisory Council (SAC) will meet monthly to assist with the preparation and evaluation of the School Improvement and Parent Involvement plans. SAC will review the school budget and make recommendations for various support services and activities to the Principal. In addition, SAC will be provided student performance data, causes of performance, and next steps to improve student achievement.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
SALLYE B. MATHIS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	58%	70%	21%	49%	198	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	56%			111	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	43% (NO)			90	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					399	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Duval School District
SALLYE B. MATHIS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	74%	62%	62%	264	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	66%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	60% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					530	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested