

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: PARKWOOD HEIGHTS ELEMENTARY SCHOOL

District Name: Duval

Principal: Ashton Price

SAC Chair: Richard Sarles

Superintendent: Nikolai Vitti

Date of School Board Approval: November 5, 2012

Last Modified on: 3/4/2013

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)
					<p>2001-2002 Upson Elementary School Grade C, 53% Meeting High Standards Reading, 39% Meeting high Standards Math and 76% Writing.</p> <p>2002-2003 Upson Elementary School Grade B, 61% Meeting High Standards Reading, 60% Meeting high Standards Math and 84% Writing. The school did not make AYP. Black students did not make adequate progress in the area of mathematics (34%). A student with disabilities also was an area of concern with only 14% in Reading and 16% in mathematics making adequate progress.</p> <p>2003- 2004 St. Clair Evans Academy School Grade D, 37%, Meeting High Standards Reading, 26% Meeting high Standards Math and 75% Writing. . The school did not make AYP. Black students did not make adequate progress in the area of mathematics 17%. Students with disabilities were also an area of concern with only 18% in Reading and 23% in</p>

Principal	Ashton Price	<p data-bbox="479 787 633 913">Elementary Education B.S. Florida Agricultural and Mechanical University</p> <p data-bbox="479 934 641 1039">Educational Leadership, ME.d Nova Southeastern University</p>	4	12	<p data-bbox="982 48 1391 304">mathematics making adequate progress.</p> <p data-bbox="982 94 1391 304">2004-2005 Saint Clair Evans Academy School Grade C, 45%, Meeting High Standards Reading, 38%Meeting high Standards Math and 54% Writing. . The school did not make AYP. Black students did not make adequate progress in the area of mathematics (34%). Students with disabilities also was an area of concern with only 14% in Reading and 16% in mathematics making adequate progress.</p> <p data-bbox="982 325 1391 430">2004-2005 Norwood Elementary School Grade A 71% Meeting High Standards Reading, 47%Meeting high Standards Math and 76% Writing. Provisional AYP status was earned.</p> <p data-bbox="982 472 1391 682">2005-2006 Saint Clair Evans Academy School Grade C 48%, Meeting High Standards Reading, 46%Meeting high Standards Math and 67% Writing. . The school did not make AYP. Black students did not make adequate progress in the area of mathematics 41%. Students with disabilities also was an area of concern with only 16% in Reading and 19% in mathematics making adequate progress.</p> <p data-bbox="982 724 1391 955">2006-2007 Saint Clair Evans Academy School Grade C 39%, Meeting High Standards Reading, 52%Meeting high Standards Math and 67% Writing. . The school did not make AYP. Black students did not make adequate progress in the areas of Reading 35% Mathematics 44%. Students with disabilities also was an area of concern with only 24% in Reading and 12% in mathematics making adequate progress.</p> <p data-bbox="982 997 1391 1270">2007-2008 Northwestern Middle: School Grade D 35%, Meeting High Standards Reading, 41%Meeting high Standards Math and 89% Writing. . The school did not make AYP. Black students did not make adequate progress in the areas of reading 29%, mathematics33% and when designated Economically Disadvantaged 33%. Students with disabilities also was an area of concern with only 6% in Reading and 7% in mathematics making adequate progress. The school also did not meet adequate progress in writing.</p> <p data-bbox="982 1375 1391 1648">2008-2009 Parkwood Heights Elementary School Grade B 37%, Meeting High Standards Reading, 26%Meeting high Standards Math and 75% Writing. . The school did not make AYP. Black students did not make adequate progress in the areas of Reading 60%, Mathematics 53% and students designated economically disadvantaged 64% Reading 64% Mathematics. Students with disabilities also were an area of concern with only 14% in Reading and 16% in mathematics making adequate progress.</p> <p data-bbox="982 1669 1391 1942">2009-2010 Parkwood Heights Elementary School Grade B 37%, Meeting High Standards Reading, 26%Meeting high Standards Math and 75% Writing. . The school did not make AYP. Black students did not make adequate progress in the areas of Reading 60%, Mathematics 53% and students designated economically disadvantaged 64% Reading 64% Mathematics. Students with disabilities also were an area of concern with only 14% in Reading and 16% in mathematics making adequate progress.</p> <p data-bbox="982 1963 1391 2043">2010-2011 School Grade C 72%, Meeting High Standards Reading, 69%Meeting high Standards Math and 84% Writing. . The school did not make AYP. Black students</p>
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					<p>did not make adequate progress in the areas of Reading 58%, Mathematics 54% and students designated economically disadvantaged 62% Reading 60% Mathematics.</p> <p>2011-2012 School Grade C 56%, Meeting High Standards in Reading, 54% Meeting High Standards in Math and 83% scored a 3 or above in Writing.</p>
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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)
All	Amy Mulneix	M.ED			NA

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide support and assistance through on-going Professional Development.	PDF	As needed	
2	2. Provide an atmosphere in which quality teaching is the expectation.	Principal	On going	

Non-Highly Effective Instructors

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

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

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

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
32	0.0%(0)	6.3%(2)	46.9%(15)	46.9%(15)	18.8%(6)	87.5%(28)	0.0%(0)	3.1%(1)	46.9%(15)

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
NA	NA	NA	NA
NA	NA	NA	NA

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

[Empty text box]

Job Training

[Empty text box]

Other

[Empty text box]

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

The Building Leadership Team leads the faculty in the review of the data and with input from the school's instructional teams, developed the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Leadership Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The Leadership Team will regularly review, revise, or update the plan as needs of the school change throughout the school year. The plan includes a review process to ensure that the school has used RtI to inform instruction and made adjustments as data are analyzed.

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 RTI Leadership Team will focus on getting the "best" from the students, staff, and community. Academic and behavioral questions to consider are:

- What do we expect the students to learn?
- How do we know they have or have not learned what was expected?
- What will we do when they do or don't learn?
- What evidence do we have to support our responses to these questions?

During the weekly meetings, the team will discuss the effectiveness of Reading, Math, Science, and Writing instruction based on student data. Students meeting/exceeding expectations, at moderate risk or at high risk for not meeting benchmarks will be identified through the screening data at each grade level. Based on this information, professional development needs, instructional adjustments, or resource availability will be discussed. The priority will be to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The goal is to build consensus on the decision making process.

Each grade level team will carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 core instruction and continuing through Tier 2 supplemental instruction/intervention:

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

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

The Building Leadership Team leads the faculty in the review of the data and with input from the school's instructional teams, developed the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education.

The draft SIP is then presented to the School Advisory Council for review and recommendations. The Leadership Team finalizes the plan.

The School Improvement Plan becomes the guiding document for the work of the school. The Leadership Team will regularly review, revise, or update the plan as needs of the school change throughout the school year. The plan includes a review process to ensure that the school has used RtI to inform instruction and made adjustments as data are analyzed.

MTSS Implementation

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

Baseline Data: Aug. Diagnostic (Summative), FAIR, Progress Monitoring and Reporting System (PMRN), DRA, Sept. Benchmark Test, Previous year FCAT

Progress Monitor: PMRN, OPM, Core Reading Assessments, FCAT Explorer

Mid Year: Dec. Benchmark Test, FAIR, DRA, FCAT Explorer

End of Year: April Benchmark Test, 2012 FCAT, FAIR, DRA

Describe the plan to train staff on MTSS.

Professional development for the staff will be provided during pre-planning in August. Additional training will occur during common planning periods during the school year and Early Release Days as well as district planning days. The focus will be to identify a student's deficiency and match it to instructional interventions.

Describe the plan to support MTSS.

Intervention strategies are discussed and curriculum determined for each individual students needing Tier 2 and/or Tier 3 support. Classroom teachers are provided with support to increase success: such as strategies, materials, and other resources to be used for instruction in the classroom, ie Soar to Success, Reading Toolkit, Reading Mastery, Decoding curriculum and Number Worlds. During MRT meetings, time is scheduled to discuss students receiving Tier 3 support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based Literacy Team is comprised of the Principal, PDF, RTI Facilitator and the Lead Literacy teacher for each grade level.

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

The Literacy Leadership team meets biweekly to discuss data, student work, needed Professional Development and develops activities that engage the whole family in Reading.

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

One of the major initiatives for the Literacy Leadership Team will be increasing student achievement to meet AMO in Reading for all sub groups.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*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:	To increase the number of students scoring a Level 3 from 22% in 2012 to 60% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% of 3rd, 4th, and 5th grade students scored at Achievement Level 3 in Reading (48 students)	50% of 3rd, 4th, and 5th grade students will score at Achievement Level 3 in Reading (110 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for professional development in unpacking the Common Core State Standards and mastering the Next Generation Sunshine State Standards	Teachers will become increasingly knowledgeable of the Common Core State Standards and the Next Generation Sunshine State Standards via district and school based training for reading and language arts. Teachers will then use this knowledge to plan their instruction.	Principal Standards Coach District Coach	Principal, Standards Coach and District Coach will monitor implementation through classroom walkthroughs, lesson plan review, classroom artifacts, and conferences with teachers and students.	Effectiveness will be determined through administrative review of district assessments, FAIR and classroom assessment data.
2	Limited supplement materials and personnel	Teachers will continue differentiate instruction through the continued implementation of the county adopted reading curriculum and best practices, using the Learning Schedule to pace student instruction according to need, and integrate supplemental materials when needed to further facilitate instruction toward student mastery of the standards.	Principal Standards Coach District Coach	Principal, Standards Coach and district Coach will monitor implementation through classroom walkthroughs, lesson plan review, classroom artifacts, and conferences with teachers and students	Effectiveness will be determined through administrative review of district assessments, FAIR and classroom assessment data.
3	Students from low SES population and high mobility rate.	Teachers will provide Intervention/Enrichment instruction (RTI) and implement an after school drama club (Readers Theater). School stakeholders will explore ideas for other after school activities that will motivate and enhance student learning.	Principal Standards Coach District Coach Teachers PTA Business Partners	Frequent analysis of classroom data including, but not limited to; FAIR, benchmarks, teacher generated assessments , common grade level assessments	Effectiveness will be determined through review of data.

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

of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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:	To increase the numbers of students scoring level 4 or 5 from 30% in 2012 to 50% in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(66 students) total grades 3-5 scored a 4 or 5 on 2011 FCAT Reading	50%(110) of students in grades 3, 4, and 5 will score a 3, 4, or 5 on the 2012 FCAT Reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited supplemental materials and personnel	High performing students will participate in high-rigorous performance based activities in the areas of: group research projects, book talks, readers' theatre , genre and author studies and technology based research. These students will also be asked higher order questions.	Principal Standards Coach District Coach	Principal will monitor implementation through classroom walkthroughs, lesson plan review, classroom artifacts, and conferences with teachers and students	Effectiveness will be determined through administrative review of district assessments, FAIR and classroom assessment data, DRA.
2	Limited resources and personnel	School stakeholders will explore ideas for after school activities that will motivate and enhance student learning.	Principal Standards Coach Teacher PTA Business Partners	Principal and Leadership Team will evaluate the ideas presented by individuals and groups and plan for the implementation of acceptable and feasible activities.	Effectiveness will be determined by assessing any school activities that are implemented and reviewing the data of the students participating.

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:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	To increase the number of students making learning gains in Reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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68%(151) students in grades 3-5 made gains on the 2011 Reading FCAT	75%(164)students will make gains on the 2012 Reading FCAT
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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	Need for professional development for literary analysis.	Teachers will become increasingly knowledgeable of the NGSS standards and Common Core for reading and language arts, with kindergarten, first and second grades in full implementation of Common Core Standards.	Principal Standards Coach District Coach	Principal, Standards Coach and District Coach will monitor implementation through classroom walkthroughs, lesson plan review, classroom artifacts, and conferences with teachers and students	Effectiveness will be determined through administrative review of district assessments, FAIR and classroom assessment data and DRA.
2	Time for remediation and personnel.	Teachers will integrate supplemental materials when needed to further facilitate instruction toward student mastery of the standards.	Principal Standards Coach District Coach Guidance Counselor ESE Lead Teacher	Principal and Standards Coach will monitor implementation through classroom walkthroughs during RTI lessons, RTI lesson plan review, classroom RTI artifacts, and conferences with teachers and students.	Effectiveness will be determined through administrative review of district assessments, FAIR and classroom assessment 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:	To increase learning gains in students identified as being in the lowest 25% from 62% to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (28) made learnings gains of students indentified as being in the lowest 25%.	75% (41) students identified as lowest 25% will make learning gains.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to provide interventions and to review results.	Conduct on-going, in depth reviews on individual students quarterly.	Principal Standards Coach District Coach Teachers ESE Lead Teacher	Classroom walkthrough focused on weekly strategies Collaborative data review during grade level, PLC and leadership meetings	Effectiveness will be determined by evaluating student achievement data to determine effectiveness of interventions specified in the Progress Monitoring Plans.
2	Need for continued discussion on how to use the data to plan instruction, and training on Inform.	Teachers will administer and analyze district generated assessments, along with the FAIR and needs based diagnostic assessments to identify at-risk students and develop Progress Monitoring Plans for students not meeting the standards.	Principal Standard Coach District Coach Teachers	Principal, Standards Coach and ESE Lead Teacher, Leadership Team PLC's and grade levels will meet to discuss identified students and monitor their progress.	Effectiveness will be determined by evaluating student achievement data to determine effectiveness of interventions specified in the Progress Monitoring Plans.
	Need for continued discussion on how to use the data to plan	Teachers will administer and analyze district generated assessments	Principal	Principal and Leadership Team will meet to discuss identified students and	Effectiveness will be determined by evaluating student

3	instruction.	along with the FAIR and needs based diagnostic assessments to identify at-risk students and develop Progress Monitoring Plans for students not meeting the standards.		monitor their progress	achievement data to determine effectiveness of interventions specified in the Progress Monitoring Plans.
4	Resources (Materials and personnel)	Identified students will be given opportunities for differentiated remediation during the school day and through after school programs for tutoring and Y-Reads.	Principal Standards Coach District Coach Teachers	Principal and Standards Coach will monitor implementation through classroom walkthroughs, lesson plan review, classroom artifacts, and conferences with teachers and students. They will monitor student attendance and data at after-school remediation programs.	Effectiveness will be determined by evaluating student achievement data to determine effectiveness of interventions specified in the Progress Monitoring Plans.
5	Training and assistance with materials and book selections needed to implement effective read-alouds.	Teachers and staff will use shared reading as a strategy for moving students to grade level.	Principal, Standards Coach, District Coach, Teachers	Principal, Standards Coach, Leadership Team, PLCs and grade levels will meet to discuss identified students and monitor their progress.	Effectiveness will be determined by evaluating student achievement data to determine effectiveness using a combination of assessment tools including but not limited to, FAIR, DRA2, Benchmark Assessments, on-going classroom monitoring and teacher observation.
6	School attendance and tardies	Teachers and staff will carefully monitor students habitually absent and /or tardy. A school-wide incentive program will be implemented to encourage students to come to school and be on time.	Principal Standards Coach Guidance Counselor Teachers	Principal will monitor through analysis of absence and tardy reports quarterly to determine if incentive programs have been effective.	Effectiveness will be determined by evaluating student achievement 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 #					
	The school will reduce their achievement gap by 3% for 2012-2013.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60	63	67	71	74	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	To reduce the percent of Black students not making satisfactory progress in reading by 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Black 58% (50 students)

Black 47%(49 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for continued discussion on how to use the data to plan instruction	Teachers will administer and analyze district generated assessments along with the FAIR and needs based diagnostic assessments to identify the students in this subgroup and closely monitor their progress.	Principal	Principal and Leadership Team will meet to discuss identified students and monitor their progress	Effectiveness will be determined by evaluating student achievement data to determine effectiveness of interventions specified in the Progress Monitoring Plans.
2	Needed resources both personnel and materials	Identified students will be given opportunities for differentiated remediation during the school day (RtI and regular core instruction) and through after school programs for tutoring and YReads.	Principal	Principal will monitor implementation through classroom walkthroughs, lesson plan review, classroom artifacts, and regular conferences with staff responsible for remediation	Effectiveness will be determined by evaluating student achievement data to determine effectiveness of interventions specified in the Progress Monitoring Plans.
3	Training and assistance with materials and book selections needed to implement effective read-alouds. Hispanic: N/A Asian: N/A American Indian: N/A	Teachers and staff will use shared reading as a strategy for moving students to grade level.	Principal Standards Coach District Coach Teachers	Principal, Standards Coach, Leadership Team, PLCs and grade levels will meet to discuss identified students and monitor their progress.	Effectiveness will be determined by evaluating student achievement data.
4	Time for remediation	Designated time for rigorous intervention will be scheduled.	Principal Standards Coach District Coach Teachers	Principal and Standards Coach will monitor implementation through classroom walkthroughs, lesson plan review, classroom artifacts, and conferences with teachers and students.	Effectiveness will be determined through administrative review of district assessments, FAIR and classroom assessment data.

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

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

Reading Goal #5C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	To decrease the percent of students with disabilities who are not making satisfactory progress in reading by 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (16 students)	59% (9 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Need for continued discussion on how to use the data to inform instruction	5D.1. Teachers will administer and analyze district generated assessments along with the FAIR and needs based diagnostic assessments to identify the students in this subgroup and closely monitor their progress	5D.1. Ashton Price -Principal	5D.1. Principal and Leadership Team will meet to discuss identified students and monitor their progress	5D.1. Effectiveness will be determined by evaluating student achievement data to determine effectiveness of interventions specified in the Progress Monitoring Plans.
2	5D.2. Availability of research based remediation materials Teacher knowledge of the intervention materials that are available.	5D.2. Teachers will implement a plan for remediation of students immediately upon identifying a deficit.	5D.2. Ashton Price -Principal	5D.2. Principal and Leadership Team will meet to discuss identified students and monitor their progress	5D.2. Effectiveness will be determined by evaluating student achievement data to determine effectiveness of interventions specified in the Progress Monitoring Plans.
3	5D.3. Needed resources both personnel and materials	5D.3. Identified students will be given opportunities for differentiated remediation during the school day (Rtl and regular core instruction) and through after school programs for tutoring and YReads.	5D.3. Ashton Price -Principal	5D.3. Principal will monitor implementation through classroom walkthroughs, lesson plan review, classroom artifacts, and regular conferences with staff responsible for remediation	5D.2. Effectiveness will be determined by evaluating student achievement data to determine effectiveness of interventions specified in the Progress Monitoring Plans.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	To increase the percent of Economically Disadvantaged students making satisfactory progress in reading by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87%(13)	81%(12)

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	Parental Involvement to support student achievement.	School wide parent nights to focus on ways for parents to support their child at home. Teachers will supply parents with support materials to use at home.	Principal	Principal and Leadership Team will meet to discuss identified students and monitor their progress	Effectiveness will be determined by evaluating student achievement data to determine effectiveness of interventions specified in the Progress Monitoring Plans.
2	Need for continued discussion on how to use the data to plan instruction	Teachers will administer and analyze district generated assessments along with the FAIR and needs based diagnostic assessments to identify the students in this subgroup and closely monitor their progress.	Principal	Principal and Leadership Team will meet to discuss identified students and monitor their progress	Effectiveness will be determined by evaluating student achievement data to determine effectiveness of interventions specified in the Progress Monitoring Plans.
3	Availability of research based remediation materials Teacher knowledge of the intervention materials that are available.	Identified students will be given opportunities for differentiated remediation during the school day (Rtl and regular core instruction) and through after school programs for tutoring and YReads.	Principal	Principal and Leadership Team will meet to discuss identified students and monitor their progress	Effectiveness will be determined by evaluating student achievement data to determine effectiveness of interventions specified in the Progress Monitoring Plans.
4	Training and assistance with text complexity and book selections, materials needed to implement effective read-alouds.	Teachers and staff will use shared reading as a strategy for moving students to grade level.	Principal Standards Coach District Coach Teachers	Principal and Standards Coach will monitor implementation through classroom walkthrough, lesson plan review, classroom artifacts, and conferences with teachers and students.	Effectiveness will be determined through administrative review of district assessments, FAIR and classroom assessment data.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiating Instruction	K-5	Standards Coach	All teachers	Early Release/ PLC Meetings	Evidence of lesson development, classroom visits and artifacts and lesson plans.	Principal Standards Coach
Using Insight and Inform	K-5	School Technology Contact	All Teachers	Early Release training days/ Planning Days	Increase use of data for planning instruction to meet the instructional needs of all students.	Principal

Implementation of the Common Core Standards	K-5	District Coach Standards/ Coach	All Teachers	TDE days for grade level groups/Early Release training days	Evidence of lesson development, classroom visits and artifacts, and lesson plans.	Principal Standards Coach
Understanding and analyzing complexity of text used for instruction.	K-5	standards Coach, Media Specialist, PLC	All Teachers	Early Release training days/ PLC Meetings	Evidence of use of supplemental text of appropriate complexity based on intended purpose. Evidence of efforts to move students to stretch levels in each band.	Principal Standards Coach

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking.	
CELLA Goal # 1:	
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:

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:	50% (103) of students in grades 3,4 and 5 will score level 3 on FCAT Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (84 students) total grades 3-5 scored a level 3 on FACT Mathematics	50% (103) of students in grades 3,4,and 5 will score a level 3, 4, or 5 on the 2012 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.2. Student Engagement	1A.2. Provide instruction and additional support through technology and small group activities	1A.1. Principal, Standard Coach, District Coach, Teacher	1A.1. Persons responsible for monitoring will use lesson plans, classroom snapshots, student work, classroom artifacts, student data to determine the effectiveness of strategies	1A.1. Effectiveness will be determined through administrative review of attendance, district assessments and common classroom assessment
2	1A.2. Parental Involvement	1A.2. Host Math Parent Nights in October, December, February to provide parents with strategies to assist their children in becoming successful.	1A.1. Principal, Standard Coach, District Coach, Teacher	1A.1. Persons responsible for monitoring will use lesson plans, classroom snapshots, student work, classroom artifacts, student data to determine the effectiveness of strategies.	1A.2. Effectiveness of the Math parent night will be measured through homework and parent surveys and attendance through sign in sheets.
3	1A.3. Instructional rigor is not at the level necessary to achieve mastery.	The focus will be on student misconceptions and strategies to correct the misconceptions. Teacher will have vertical articulation discussion to discuss student work and data. Train and utilize pre-interns and interns in order to have small group instructions Teachers will provide clear learning goals and rubrics, track student progress and celebrate success	1A.3. Principal, Standard Coach, District Coach, Teacher	1A.3. Individual(s) responsible for monitoring will use lesson plans, classroom snapshots, student work, classroom artifacts, student data to determine the effectiveness of strategies	1A.3. Effectiveness will be determined through appropriate benchmark assessment; classroom observation tools; various classroom assessments.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	
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Mathematics Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	To increase the number of proficient students who score a level 4 and 5 on FCAT 2.0 Mathematics from 24% to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%(55 students) scored a level 4 and 5	28% (60) will score a level 4 and 5

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. Professional Development	2A.1. Teachers will attend school wide district training to support them in implementation of the adopted	2A.1. Teachers will attend school wide district training to support them in implementation of the adopted	2A.1. Individual(s) responsible for monitoring will use lesson plans, classroom snapshots, student work, classroom artifacts, homework and parent surveys.	2A.1. Effectiveness will be determined through administrative review of attendance, district assessments and common classroom assessment
2	2A.2. The ability for students to stay after school due to transportation. (After school tutoring)	2A.2 Identified students will attend Math Olympics 1 day a week to extend the rigor and instruction	2A.2. Principal, Standard Coach, Teacher	2A.2. Individual(s) responsible for monitoring will use lesson plans, classroom snapshots, student work, classroom artifacts, homework and parent surveys.	2A.2. Effectiveness will be determined through review of the data and attendance from after school tutoring.

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:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase the number of students making learning gains in Mathematics from 69% to 75%
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (153 students) made learning gains	75% (164 students) will make learning gains

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. Instructional rigor is not at the level necessary to achieve mastery.	3A.1. Teacher will have vertical articulation discussions to analyze student work and data. The focus will be on student misconceptions and strategies to correct the misconception. Train and utilize pre-interns and intern in order to facilitate small group instructions Teachers will provide clear learning goals and rubrics, track student progress and celebrate success	3A.1. Principal, Standard Coach, District Coach, Teacher	3A.1. Individual(s) responsible for monitoring will use lesson plans, classroom snapshots, student work, classroom artifacts, student data to determine the effectiveness of strategies	3A.1. Effectiveness will be determined through appropriate benchmark assessment; classroom observation tools; various classroom assessments
2	3A.3. Student Engagement	3A.3. Provide instruction and additional support through technology and small group activities	3A.3. Principal, Standards Coach, Teachers	3A.2. Responsible for monitoring will use lesson plans, classroom snapshots, student work, classroom artifacts, student data to determine the effectiveness of strategies	3A.2. Effectiveness will be determined through administrative review of attendance, district assessments and common classroom assessment

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

of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:		Increase the number of students making learning gains in Mathematics from 53% to 75%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
53% (30 students) made gains		75% (41 students) will make gains			
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. Instructional rigor throughout the grade levels is at the basic level	4A.1. Targeted interventions through the problem solving process. Interventions will be matched to individual student needs, be evidence based and provided in addition to the core curriculum	4A.1. Principal, Standards Coach, Teachers	4A.1. Persons responsible for monitoring will use lesson plans, classroom snapshots, student work, classroom artifacts, student data to determine the effectiveness of strategies	4A.1. Effectiveness will be determined through administrative review of attendance, district assessments and common classroom assessment
2	4A.2. Student Engagement	4A.2. Provide instruction and additional support through technology and small group activities	4A.2. Principal, Standards Coach, Teachers	4A.2. Persons responsible for monitoring will use lesson plans, classroom snapshots, student work, classroom artifacts, student data to determine the effectiveness of strategies	4A.2. Effectiveness will be determined through administrative review of attendance, district assessments and common classroom assessment
	4A.3. Parental Involvement	4A.3. Host Math Parent Nights	4A.3. Principal, Standards Coach,	4A.3. Persons responsible for monitoring will use	4A.3. The effectiveness of

3	In October, December, February to provide parents with strategies to assist their children in becoming successful	Teachers	lesson plans, classroom snapshots, student work, classroom artifacts, student data to determine the effectiveness of strategies	the Math parent night will be measured through homework and parent surveys
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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 # Reduce the achievement gap by 4%.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	50	54	59	63	68	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Reduce the percent of Black students not making satisfactory progress in mathematics by 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 31% (32 students)	Black: 19% (18 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Student attendance and tardiness. Lack of consistent participation in tutoring or Math Olympics. Hispanic: N/A Asian: N/A American Indian: N/A White: N/A	5B.1 Persons provide engaging instruction through technology and small group activities	5B.1. Principal, Standards Coach, Teachers	5B.1. Responsible for monitoring will use lesson plans, classroom snapshots, student work, classroom artifacts, student data to determine the effectiveness of strategies	5B.1. Effectiveness will be determined through administrative review of attendance, district assessments and common classroom assessment.

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:	Reduce the percent of students with disabilities who are not making satisfactory progress in mathematics by 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (15 students)	59% (9 students)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Absences and tardiness.	5D.1. The student will participate in Math Olympics (tutoring) to increase the amount of instructional received.	5D.1. Teacher Standard Coach Principal	5D.1. Individual(s) responsible for monitoring will use lesson plans, classroom snapshots, student work, classroom artifacts, student data to determine the effectiveness of strategies	5D.1. Attendance Assessments
2	5D.2. Individualized or small group systematic and small group instruction to remediate areas of weakness	5D.2. Small group instruction to provide repetition of concepts, skills, and strategies	5D.2. Teacher Standard Coach Principal	5D.2. Teacher Standard Coach Principal 5D.2. Individual(s) responsible for monitoring will use lesson plans, classroom snapshots, student work, classroom artifacts, student data to determine the effectiveness of strategies	5D.2. Performance Tasks Assessments
3	5D.3. Clarity of multi-step problems.	5D.3. Small group or paired think aloud to allow students to verbalize their thinking via talking, writing, or drawing steps to solve problems	5D.3. Teacher Standard Coach Principal	5D.3. Individual(s) responsible for monitoring will use lesson plans, classroom snapshots, student work, classroom artifacts, student data to determine the effectiveness of strategies	5D.3. Performance Task Assessments

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

E. Economically Disadvantaged students not making	
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satisfactory progress in mathematics. Mathematics Goal E:	Reduce the percent of economically disadvantaged students not making satisfactory progress in mathematics by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% ()	56% ()

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. Attitude towards school, attendance and time to remediate skills	5E.1. Provide engaging instruction through technology and small group activities	5E.1. Principal, Standards Coach, Teachers	5E.1. Responsible for monitoring will use lesson plans, classroom snapshots, student work, classroom artifacts, student data to determine the effectiveness of strategies	5E.1. Effectiveness will be determined through administrative review of attendance, district assessments and common classroom assessment.

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
Attendance Contracts	K-5	Guidance	School-wide	Early Release	Principal will discuss attendance and tardy data with teacher quarterly.	Principal, Guidance Counselor

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:			Increase Scientific Thinking skills by using Inquiry-based activities in all grades and reinforcing those skills with Moderate and High Complexity questions in 5E's lessons.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
21% (15)			27% (17)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Teachers are uncomfortable or inexperienced with science, utilizing inquiry-based activities & higher level questioning strategies	1A.1. Include at least 2 inquiry-based activities per unit, to provide experiences that will strengthen scientific thinking skills. In-service training on Moderate and High Complexity question types. Gizmos used in grades 3-5	1A.1. Principal, Science Committee Chair, Science Committee grade level representatives, teachers	1A.1. Weekly lesson plan checks. Classroom walkthroughs to observe inquiry-based activities and higher-order questions used.	1A.1. FCAT Science Test 2012-2013 District Benchmarks and Unit assessments along with post-activity assessments will provide evidence of deeper understanding.
2	1A.2. Four out of six grade levels have at least 1 teacher new to that grade level and its science standards.	1A.2. Grade level representatives will attend monthly science committee meetings for further training to disseminate to peers; Monthly grade level PLC	1A.2. Principal, Science Committee Chair, Science Committee grade level representatives, Standards Coach, individual teachers	1A.2. Weekly lesson plan checks. Classroom walkthroughs. Discussions in PLC of standards and effective strategies for teaching Nature of Science skills.	1A.2. District Benchmark and Unit Assessments
3	1A.3. Unfamiliarity with new science textbook series.	1A.3. Grade Level specific trainings on new textbook series, its components, and new learning schedules.	1A.3. Science Committee Chair, Science Committee grade level representatives, teachers	1A.3. Check District and Unit Assessment scores for increase after using new curriculum	1A.3. District Benchmark and Unit 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:	Provide opportunities for higher complexity scientific thinking and demonstration of that thinking.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (9) of students scored a level 4 or 5	15% (10) of students will score a level 4 or 5

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Lack of time for extension activities; focusing on lower-level students at expense of furthering higher-level students.	2A.1. Plan differentiated activities that allow higher-level students to develop new paths of inquiry to existing activities. Use Gizmos for extension activities. Allow high level students to explore other Gizmos beyond just those used for content specific lessons. Start science club after school to foster interest and allow for creative thinking beyond curriculum.	2A.1. Principal, Science Committee Chair	2A.1. Chart students' demonstrating greater depth of understanding by correctly answering more high level questions on District Benchmarks and Unit Assessments.	2A.1. FCAT Science Test 2012-2013 District Benchmarks and Unit assessments along with post-activity assessments will provide evidence of deeper understanding.

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
Continue Scientific Thinking : using higher level questioning in class	K-5	PLC Science Leader	Grade level representatives	Early release trainings monthly committee meetings	Classroom walkthroughs, weekly lesson plan checks, classroom artifacts	Principal, District Coach, Standards Coach

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

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:	53% (36) of students will score a level 4.0 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% of 58 students scored at level 3 or higher.	53% (36 students) will score at level 4 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1 Incoming 4th grade students present insufficient prerequisite skills for writing.	1A.1. Craft and skill lessons will be taught and evidenced in student work. Second and third grade teachers will develop and implement nine-week focus calendars for grammar, which will be taught in the context of writing. High Frequency words will be embedded into daily instruction to include spelling and vocabulary.	1A.1. Principal, Standards Coach	1A.1. Writing portfolios will be maintained and kept on file for review.	1A.1. Weekly grammar assessments and scored writing samples will be used to monitor progress and guide instruction.
2	1A.2. Training is needed to equip teachers to effectively teach writing in grades K-4.	1A.2. Second and third grade teachers will adhere to the District Writing Learning Schedule. Kindergarten through second grade teachers will implement the Common Core Standards for writing. Third and fourth grade teachers will execute focus lessons, which align to the New Generation Writing Standards.	1A.2. Principal, Standards Coach	Analyze responses to writing prompts and maintain data sheet	Teachers will utilize district rubrics and benchmarks within writing genres.
3	1A.3. Inadequate supply of resource materials for writing instruction	1A.3. Teachers in grades K-4 will have access to the professional development materials for writing. Teachers in grades K-4 will use anchor papers to show teachers and students what is "good	Principal	1.A.3. Teachers will participate in professional learning.	1A.3. Teachers will use the analytic rubric to score students' writing and use the data to plan for writing instruction.

enough".

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
Focus Calendars	Grades 2-3	Grade Writing Teachers Standards Coach	Grade 2-3	Early Release	Weekly Grammar Assessments	Standards Coach, Principal
District Level Workshops	Grade 2-3	Grade Writing Teachers Standards Coach	Grade 2-3	Early Release	Monthly Meetings	Standards Coach, Principal
Craft/Skill Lessons Modeling	Grades 2-3	Grade Writing Teachers Standards Coach	Grade 2-3	Early Release	Monthly Student Writing Samples	Standards Coach, Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Craft /Skill Lesson	Writing Superstars by Melissa Forney	General	\$179.55
			Subtotal: \$179.55
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Conventions	Drops In a Bucket	General	\$134.55

			Subtotal: \$134.55
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: \$314.10

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:	To increase our daily attendance rate from 94% (403) to 98% (381)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (403 students)	98%(381 students)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
39% (157 students) had 10 or more absences	20% (97% students) will have 10 or more absences
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
13% (55% students) had 10 or more tardies	6% (25% students) will have 10 or more tardies

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	Stakeholders do not see the positive correlation between attendance and achievement.	Provide stakeholders with attendance and achievement data at every opportunity. (PTA meetings, SAC meetings, newsletter etc.)	Principal, Guidance Counselor	Attendance logs will be used to monitor daily attendance.	Attendance and tardy data
2	Contacting parents of students tardy five days at any point during the school year.	Contact parents of students tardy five days and implement a tardy contract.	Principal, Guidance Counselor	Attendance logs will be used for monitoring	Data collected from Genesis during the 2012-2013 school year.
3	Immediate rewards for students who are present and on time	Rewards and incentives for students are present and on time.	Principal, Guidance Counselor	Daily attendance logs will be used for monitoring.	Data collected from Genesis during the 2012-2013 school year.

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
Attendance Contracts	K-5	Guidance	School-wide	Early Release	Principal will discuss attendance and tardy data with teacher quarterly.	Principal, Guidance Counselor

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:	To reduce the total number of suspensions from 12 during the 2011-2012 school year to 10 at the conclusion of the 2012- 2013 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
12	10
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
12	10

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Parental understanding of new Clip Chart discipline strategy.	1.1 Implement new Clip Chart discipline strategy in which a student's clip is moved down with bad choices and up with good choices.	1.1 Principal	1.1 Principal will monitor classroom use of the chart and will meet with discipline committee to discuss concerns	1.1 Discipline data as reported in Genesis and in house referral log.
2	1.2 Parental understanding of new clip chart discipline strategy.	1.2 Implement new Clip Chart discipline strategy in which a student's clip is moved down with bad choices and up with good choices.	1.2 Principal	1.2 Principal will monitor classroom use of the chart and will meet with discipline committee to discuss concerns	1.2 Discipline data
3	1.3 Teacher understanding of the CHAMPS model	1.3 Review CHAMPS training expectations	1.3 Principal	1.3 Regular attendance of Foundations team or district training with principal.	1.3 Referral log
4					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Promoting Positive Behavior	School wide	Principal	School wide	Preplanning, as needed to support staff	Discipline committee will review referral data each nine weeks.	Foundations Team

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:		To increase the number of parents that participated in school events from 25% (122) to 75% (366) parents.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
25% (122) of parents participated in at least one school activity last year.		75%(366) parents will participate in at least one school activity this 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 Importance of the parents understanding of the participation in their child's education. Funds Time	1.1 Convey to parents at every opportunity (meetings, PTA, newsletter and Connect Duval) the importance of being involved.	1.1 Principal, Guidance Counselor, school staff	1.1 Data analysis of sign -in logs from every event held.	1.1 Sign-in logs and positive indicators on School Climate survey.

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Safety Goal Safety Goal #1:		To decrease the number of school accidents that required first aid from 96 in 2010-2011 to 50 in 2012-2013.			
2012 Current level:		2013 Expected level:			
96 accidents were reported last year.		50 accidents for the 2012-2013 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	Students lack of understanding rules regarding safety.	Produce student centered videos that explicitly model desired behaviors on various areas of school campus.	Principal School Nurse Foundations Committee	Each month the school nurse will examine clinic log and accident reports for accuracy and areas of concern.	Clinic Log and accident forms

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Foundations	All Teachers	Standards Coach	School wide	Early Release	Walkthroughs and accident reports	Principal School Nurse Foundations Committee

Budget:

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

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

End of Safety Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Craft /Skill Lesson	Writing Superstars by Melissa Forney	General	\$179.55
				Subtotal: \$179.55
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Conventions	Drops In a Bucket	General	\$134.55
				Subtotal: \$134.55
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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$314.10

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 10/18/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC will focus on initiatives to increase school participation from parents and other stakeholders. The SAC will also review and approve the SIP.



AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Duval School District PARKWOOD HEIGHTS ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	69%	84%	30%	255	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	69%	55%			124	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?	51% (YES)	49% (NO)			100	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					479	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District PARKWOOD HEIGHTS ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	68%	78%	33%	247	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	77%			134	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?	38% (NO)	90% (YES)			128	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					509	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested