

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: TWIN LAKES ACADEMY ELEMENTARY SCHOOL

District Name: Duval

Principal: Denise Robertson

SAC Chair: Barry Underwood

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: September 28, 2012

Last Modified on: 10/26/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Denise Robertson	BS- Elementary Education, Loyola University New Orleans; Master of Science-Educational Administration and Supervision, Trevecca Nazarene College; Education Leadership (all levels) State of Florida; Level II Principal- State of Florida; Elementary Ed	13	6	<p>Principal of Twin Lakes Academy Elementary in 2011-2012: Grade: A , Reading Mastery: 67% , Math mastery: 68% , Science Mastery: 54%, Writing Mastery: 85%</p> <p>Principal of Twin Lakes Academy Elementary in 2010-2011: Grade: A , Reading Mastery: 83% , Math mastery: 83% , Science Mastery: 58%, Writing Mastery: 67% AYP: 92% Criteria Met No- African American in Reading No- Economically Disadvantaged in Reading and Math</p> <p>Principal of Twin Lakes Academy Elementary in 2009-2010: Grade: B , Reading Mastery: 80% , Math mastery: 81% , Science Mastery: 63%, Writing Mastery: 89% AYP: 90% Criteria Met No- African American in Reading and Math</p>

		Grades 1-6 – State of Florida, and English for Speakers of Other Languages (ESOL) Endorsement – State of Florida			No- Economically Disadvantaged in Reading and Math  Principal of Twin Lakes Academy Elementary in 2008-2009: Grade: A, Reading Mastery: 86%, Math mastery: 82%, Science Mastery: 53%. AYP: 100% Criteria Met  Assistant Principal at Kernan Trail Elementary: 2007-2008: Grade A, Reading Mastery: 83%, Math Mastery 81%, Science Mastery: 50%. AYP: 92%, SWD did not make AYP.
Assis Principal	Melanie Denny	BS- Elementary Education, University of North Florida; Masters of Arts in Teaching and Educational Leadership, Jacksonville University; Certification- Educational Leadership (all levels), State of Florida, Level II Principal – State of Florida; Media Specialist K-12 – State of Florida ,Early Childhood Education- State of Florida, Elementary Ed. 1-6 – State of Florida, and English for Speakers of Other Languages (ESOL) Endorsement – State of Florida	5	5	Assistant Principal of Twin Lakes Academy Elementary in 2011-2012: Grade: A , Reading Mastery: 67% , Math mastery: 68% , Science Mastery: 54%, Writing Mastery: 85%  Assistant Principal of Twin Lakes Academy Elementary in 2010-2011: Grade: A , Reading Mastery: 83% , Math mastery: 83% , Science Mastery: 58%, Writing Mastery: 67% AYP: 92% Criteria Met No- African American in Reading No- Economically Disadvantaged in Reading and Math  Assistant Principal of Twin Lakes Academy Elementary in 2009-2010: Grade: B , Reading Mastery: 80% , Math mastery: 81% , Science Mastery: 63%, Writing Mastery: 89% AYP: 90% Criteria Met No- African American in Reading and Math No- Economically Disadvantaged in Reading and Math

## INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading, Math, and Science	Marcia Rivas	BS-Elementary Education, Florida State University Certification- Elementary Education 1-6, State of Florida	15	12	Instructional Coach of Twin Lakes Academy Elementary in 2011-2012: Grade: A , Reading Mastery: 67% , Math mastery: 68% , Science Mastery: 54%, Writing Mastery: 85%  Instructional Coach of Twin Lakes Academy Elementary in 2010-2011: Grade: A , Reading Mastery: 83% , Math mastery: 83% , Science Mastery: 58%, Writing Mastery: 67% AYP: 92% Criteria Met No- African American in Reading No- Economically Disadvantaged in Reading and Math  Instructional Coach of Twin Lakes Academy Elementary in 2009-2010: Grade: B , Reading Mastery: 80% , Math mastery: 81% , Science Mastery: 63%, Writing Mastery: 89% AYP: 90% Criteria Met No- African American in Reading and Math No- Economically Disadvantaged in Reading and Math  Instructional Coach of Twin Lakes Academy Elementary in 2008-2009:

## 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. Rigorous week long ramp up prior to the start of the new school year.	Instructional Coach	August 2012	
2	1. Partnering new teachers with veteran staff	Principal , Professional Development Facilitator, and Instructional Coach	On-going (August 2012-June 2013)	
3	1. Bi-weekly professional development with our on-site instructional coaches.	Instructional Coach	June 2013	
4	1. Instructional coach models instructional strategies and parallel teaches with the new hires to provide in-depth, one-on-one professional development in the classroom.	Instructional Coach and Principal	June 2013	
5	1. Weekly participation in Professional Learning Communities with grade levels to plan instruction and analyze student work.	Principal and Grade Level Chairpersons	June 2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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
91	0.0%(0)	33.0%(30)	39.6%(36)	27.5%(25)	27.5%(25)	90.1%(82)	5.5%(5)	2.2%(2)	65.9%(60)

## 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
		Ms. Carey has been reassigned to teach kindergarten. Ms. Meide is	The mentor and mentee meet biweekly in a professional learning community to discuss evidence-based strategies for each domain, as evidenced on the mentee's Individual Professional Development Plan (IPDP). The mentor

Summer Meide	Cynthia Carey	CET trained and her students have shown growth in reading as reflected by the DRA2 and FAIR.	is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Instructional Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies.
Amy Abbatiello	Heather Jarvis	Ms. Jarvis is a new teacher to Twin Lakes with limited experience teaching kindergarten. Ms. Abbatiello is CET trained and her students have shown growth in reading as reflected by the DRA2 and FAIR.	The mentor and mentee meet biweekly in a professional learning community to discuss evidence-based strategies for each domain, as evidenced on the mentee's Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Instructional Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies.
Marla Hamela	Nicole Thorp	Ms. Thorp is a third year teacher, but with limited experience in kindergarten. Ms. Hamela is CET trained and her students have shown growth in reading as reflected by the DRA2 and FAIR.	The mentor and mentee meet biweekly in a professional learning community to discuss evidence-based strategies for each domain, as evidenced on the mentee's Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Instructional Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies.
Jana Dankelman	Tracey Wesley	Ms. Wesley has been recently reassigned to first grade. Ms. Dankelman is CET trained and her students have shown growth in reading as reflected by the DRA2 and FAIR.	The mentor and mentee meet biweekly in a professional learning community to discuss evidence-based strategies for each domain, as evidenced on the mentee's Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Instructional Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies.
			The mentor and mentee

Pam Cooper	Jim Naccarato	Mr. Naccarato has been recently reassigned to second grade with limited experience in teaching primary grades. Ms. Cooper is CET trained and her students have shown growth in reading as reflected by the DRA2 and FAIR.	meet biweekly in a professional learning community to discuss evidence-based strategies for each domain, as evidenced on the mentee's Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Instructional Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies.
Dee Roland	Myra Harris	Ms. Harris has been recently reassigned to second grade. Ms. Roland is CET trained and her students have shown growth in reading as reflected by the DRA2 and FAIR	The mentor and mentee meet biweekly in a professional learning community to discuss evidence-based strategies for each domain, as evidenced on the mentee's Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Instructional Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies.
Kathy Frederick	Natasha Milliken	Ms. Milliken has been recently reassigned to second grade. Ms. Frederick is CET trained and her students have shown growth in reading as reflected by the DRA2 and FAIR.	The mentor and mentee meet biweekly in a professional learning community to discuss evidence-based strategies for each domain, as evidenced on the mentee's Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Instructional Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies.
Jodie Underwood	Erin Kitchens	Ms. Kitchens is new to teaching third grade at Twin Lakes. Ms. Underwood is CET trained and her students have shown growth in reading and mathematics as reflected by the DCPS Benchmarks and the FCAT 2.0 Reading and Math learning gains and proficiency levels.	The mentor and mentee meet biweekly in a professional learning community to discuss evidence-based strategies for each domain, as evidenced on the mentee's Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Instructional Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies.
		Mr. Edwards is new to teaching third	The mentor and mentee meet biweekly in a professional learning community to discuss evidence-based strategies

Jacki Presnick	Daniel Edwards	grade at Twin Lakes. Ms. Presnick is CET trained and her students have shown growth in reading and mathematics as reflected by the DCPS Benchmarks and the FCAT 2.0	for each domain, as evidenced on the mentee's Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Instructional Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies.
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## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Denise Robertson – Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Melanie Denny – Assistant Principal: Assists the principal in providing a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Susan Beauchamp – School Counselor and Foundations Team Chair: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child’s academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

Pam Cooper – Primary General Education Teacher: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Hope Morgan – Intermediate General Education Teacher/RtI Facilitator: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. The RtI/Inclusion Facilitator is a new position for SY10. This individual will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

Karen Kobylarz - Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Marcia Rivas - Instructional Coach Reading/Math/Science:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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 school-based MTSS Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-

based MTSS Leadership Team.

The SBT will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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?

Members of the school-based MTSS Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY12-13 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

- FCAT2.0 scores and the lowest 25%
- AYP and subgroups
- Strengths and weaknesses of intensive programs
- Mentoring, tutoring, and other services.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

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:

- Florida Comprehensive Assessment Test (FCAT) 2.0
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Duval County Benchmarks
- Duval County Timed Writing Assessments
- Duval County Math/Science Formatives/Summatives
- K-3 Literacy Assessment System
- Diagnostic Reading Assessment (DRA2)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Reading Assessment (DRA2)
- Duval County Benchmarks
- Duval County Timed Writing Assessments
- Duval County Math/Science Formatives/Summatives
- Progress Monitoring and Reporting Network (PMRN)
- K-3 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT) 2.0
- FCAT Writes
- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Reading Assessment (DRA2)
- Duval County Math Assessment (post tests)

Frequency of required Data Analysis and Action Planning Days:

- Once within a cycle of instruction (refer to appropriate focus calendar)

Describe the plan to train staff on MTSS.

Professional development will be offered to RtI/Inclusion Facilitator by district staff during SY12-13.

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

- Problem Solving Model
- consensus building
- Positive Behavioral Intervention and Support
- data-based decision-making to drive instruction
- progress monitoring
- selection and availability of research-based interventions
- tools utilized to identify specific discrepancies in reading.

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

- Professional Learning Communities
- Classroom Observations
- Collaborative Planning
- Analysis of Student Work
- Book Study
- Lesson Study (Coaching Cycles)

Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Continuous monitoring :

- Data
- Classroom best practices
- Surveys of teachers/students
- In-class support for teachers
- On-going professional development

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Denise Robertson – Principal  
 Marcia Rivas – Instructional Coach  
 Pamela Cooper – Literacy Team Chairperson  
 Patricia Strain  
 Kathy Frederick  
 Korry VanWagoner  
 Judy Strumlauf  
 Karen Kobylarz

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

In support of the district's reading goals and our school based reading goals, we have established a monthly vertical literacy team whose purpose is to review data and to assist us in aligning our school with the DCPS Comprehensive K-12 In support

of the district's reading goals and our school based reading goals, we have established a monthly vertical literacy team whose purpose is to review data and to assist us in aligning our school with the DCPS Comprehensive K-12 Reading Plan and the reading initiative: Read it Forward Jax! Team members, review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum.

We further meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students.

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

- Increased silent sustained reading
- Formal vocabulary instruction during Skills Block (K-5)
- School wide K-5 FCIM. Response to Intervention time built into master schedule to provide for differentiation in the reading curriculum.
- Provide professional development and support for literacy instruction through staff participation in Foundations of Reading 101, Reading content workshops, and Academy of Reading.
- Facilitate professional development (in-house) on unpacking reading standards at each grade level. Team will facilitate professional development on incorporating reading strategies utilizing Webb's Depth of Knowledge.
- School-wide focus on two subgroups (African American and Economically Disadvantaged) that did not make AYP in reading through before/after school tutoring.
- Sponsor and facilitate Literacy Family Fun Night and Read-a-thon Activities.
- Principal's Book Club (Grades 2-5), Literacy Coach's Book Club (Grades 2-5), and a Parents' Book Club each nine weeks

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

## \*Elementary Title I Schools Only: Pre-School Transition

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

## \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

## \*High Schools Only

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

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

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

## Postsecondary Transition

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

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

Feedback Report

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	In 2013, 30% (93) of all 3rd, 4th, and 5th graders will achieve proficiency (FCAT Level 3) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (114)	20% (93)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students entering FCAT tested grades reading below grade level. Lacking comprehension and vocabulary skills needed to analyze reading passages	1A.1. School wide K-5 Response to Intervention time is built into our daily schedules to provide for differentiation in the reading curriculum. School wide K-5 use of graphic organizers with rigor in vocabulary.	1A.1. RTI Leadership Team, Classroom Teachers, Administration	1A.1. Classroom visits during FCIM/RTI time. Focus Walks, FCIM/RTI Plans	1A.1. District Benchmark, Core Assessments, DRA, Summatives
2	1A.2. Students lack of reading stamina.	1A.2. Students will participate in daily independent reading activities using a combination of appropriate leveled text (independent and higher text complexity) and will be required to read 30-45 minutes at home.	1A.2. Classroom teachers/students	1A.2. Teachers will require students to show evidence of reading strategies during independent reading through readers' response journals, conferencing, and author's chair.	1A.2. Readers' Response Journals, Book Logs, and teacher conference
3	1A.3. Lack of parental involvement in the intermediate grades. Parents not utilizing communication tools provided by the school.	1A.3. Teachers communicating with parents via grade level website, monthly/weekly newsletters and providing incentives to students for parent participation. The district messaging system Parent Link will be used to notify parents of school-wide activities.	1A.3. Classroom teachers, and administration Agenda Planners, student-led conferences, and portfolio celebrations. Performing Arts nights (PTA monthly performances)	1A.3. Sign-in sheets and student agendas will be used to acknowledge teacher/parent communication. Students will earn incentives when parents access a school base website.	1A.3. Administration will use OnCourse to track the number of parents logging on to view grades

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:	
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In 2013, 60% (279) of all 3rd, 4th, and 5th graders will achieve proficiency (FCAT Level 4 and above) in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(242)	60%(279)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Students need more differentiated and small group instruction by the classroom teacher.	2A.1. Guided reading and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small groups with a major focus on the 2011-2012 FCAT data (literary analysis-fiction and nonfiction, informational text/research process, and constructs meaning from informational text).	2A.1. Teachers and administration	2A.1. Increased DRA scores, moving students through gradient of text.	2A.1. DRA and Houghton Mifflin Core Curriculum
2	2A.2. Students not challenged in levels of complexity based on Webb's Depth of Knowledge	2A.2. Teachers will use higher level questioning and help students to use higher level of cognitive thinking when reading a text.	2A.2. Classroom teachers	2A.2. Students will be able to answer higher level questions that will be reflected on teacher made/core materials assessments and through teacher observations	2A.2. DRA II , Houghton Mifflin Core Assessments, district assessments
3	2A.3. Lack of parental involvement in the intermediate grades. Getting parents to utilize communication tools provided by the school.	2A.3. Teachers communicating with parents via grade level website, monthly/weekly newsletters and providing incentives to students for parent participation. The district messaging system Parent Link will be used to notify parents of school-wide activities.	2A.3. Classroom teachers, and administration.	2A.3. Sign-in sheets and student agendas will be used to acknowledge teacher/parent communication. Students will earn incentives when parents access a school base website.	2A.3. Administration will use OnCourse to track the number of parents logging on to view grades

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	In 2013, 80% (372) of all 3rd, 4th and 5th graders will make Learning Gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(399)	80%(372)

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. Students need more differentiated and small group instruction by the classroom teacher.	3A.1. Guided reading and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small group.	3A.1.Classroom Teacher	3A.1.Increased DRA scores, District Benchmark data and moving students through gradient of text.	3A.1.DRA2 and District Benchmark data
2	3A.2. Teachers planning lessons based independent reading level instead of instructional reading levels.	3A.2.Teachers will utilize DRA2 Focus for Instruction to meet students' needs and plan enrichment activities.	3A.2.Classroom teachers and Principal	3A.2 Students will be able to read and comprehend text at increased DRA levels. Increased student scores will be reflected on teacher made/core materials assessments and teacher observations.	3A.2.DRA2, Houghton Mifflin Core Assessments and district assessments
3	3A.3. Frequent absences, tardies or early dismissal hinders student growth.	3A.3. Incentives will be provided to students to promote attendance.	3A.3.Administrator	3A.3.Increased attendance.	3A.3Attendance records via Oncourse.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	In 2013, 75% (87) of all 3rd, 4th and 5th graders in the bottom quartile will make learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(97)	75%(87)

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. Students entering FCAT tested grades reading below grade level. Lacking comprehension and vocabulary skills needed to analyze reading passages.	4A.1. Develop a Focus Calendar to target specific FCAT benchmarks and use this data to differentiate instruction to target comprehension and vocabulary skills.	4A.1. Classroom Teachers	4A.1. Teacher will administer pre and post test for each FCAT benchmark and use the data to plan for additional instruction.	4A.1. FCIM Pre and Post-Test
2	4A.2. Students lack of reading stamina.	4A.2. Students will participate in daily independent reading activities using appropriate leveled text and be required to read 30-45 minutes at home	4A.2. Classroom teacher-students	4A.2. Teachers will require students to show evidence of reading strategies during independent reading, reader's response journals, conferencing and author's chair. Teacher will monitor independent reading by using a book log.	4A.2. Reader's Response Journals, Book Logs, Teacher Conference notes
	4A.3 Lack of instructional time.	4A.3. Students will receive additional remediation and support	4A.3. Classroom/ESE Teachers	4A.3. Teachers will monitor and assess students' growth by	4A.3. Houghton Mifflin Soar to Success, Great

3		during a daily 15 minute block of FCIM instruction.	providing an oral or written assessment biweekly.	Leaps, Houghton Mifflin Tool Kit, Reading Mastery (ESE students), Destination Reading and Houghton Mifflin Intervention Kit.
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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%.		Reading Goal # In 2013, 74% (353 students) will achieve the Annual Measurable Objectives of reading performance targets as measured by the FCAT 2.0.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72%	74%	77%	79%	82%	

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:	In 2013, 74% (353) of students tested will achieve the Annual Measurable Objectives of reading performance targets as measured by FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (382) White: 77% Black: 45% Hispanic: 60% Asian: American Indian:	74% (353) White: 81% (147) Black: 56% (77) Hispanic: 72% (47) 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	5B.1. White: Black: 137 Hispanic: Asian: American Indian:  Disconnect between home and school.	5B.1 Continue and expand Reading Buddies Program increasing comprehension and fluency to practice the use of comprehension strategies.	5B.1. Leadership Team (Principal, Assistant Principal, Instructional Coach, Librarian)	5B.1. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5B.1. Classroom observation, Guided Reading lesson plans, Data Notebooks
2	5B.2. Students who have a long bus ride to and from school often get bus referrals and are suspended from the bus. Because their parents don't have reliable transportation.	5B.2. Increase emphasis on word study and vocabulary development incorporating word wall discussion from read aloud materials	5B.2. Leadership Team (Principal, Assistant Principal, Instructional Coach, Librarian)	5B.2. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5B.2. Classroom observation, Guided Reading lesson plans, Data Notebooks
3	5B.3. Students with limited vocabulary may score low on comprehension questions in reading due to issues with vocabulary misconceptions.	5B.3 Research-based focused vocabulary instruction (K-5) during Skills Block.	5B.3. Leadership Team (Principal, Assistant Principal, Instructional Coach, Librarian)	5B.3. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5B.3. Classroom observation, Guided Reading lesson plans, Data Notebooks

4	5B.4. White: Black: Hispanic: 72% (47) Asian: American Indian:  Disconnect between home and school.	5B.4 Continue and expand Reading Buddies Program increasing comprehension and fluency to practice the use of comprehension strategies.	5B.4. Leadership Team (Principal, Assistant Principal, Instructional Coach, Librarian)	5B.4. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5B.4. Classroom observation, Guided Reading lesson plans, Data Notebooks, Interim Benchmark Assessments, FAIR
5	5B.5. Students with limited vocabulary may score low on comprehension questions in reading due to issues with vocabulary misconceptions	5B.5 Research-based focused vocabulary instruction (K-5) during Skills Block.	5B.5. Leadership Team (Principal, Assistant Principal, Instructional Coach, Librarian)	5B.5. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5B.5. Classroom observation, Guided Reading lesson plans, Data Notebooks, Interim Benchmark Assessments, FAIR
6	5B. 6 Parents speak to students at home in native language.	5B.6. Increase emphasis on word study and vocabulary development incorporating word wall discussion from read aloud materials	5B.6. Leadership Team (Principal, Assistant Principal, Instructional Coach, Librarian)	5B.6. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5B.6. Classroom observation, Guided Reading lesson plans, Data Notebooks, Interim Benchmark Assessments, FAIR
7	5B.7. White: 81% (147) Black: Hispanic: Asian: American Indian:  Students lack of reading stamina.	5B.7. Students will participate in daily independent reading activities using appropriate leveled text and be required to read 30-45 minutes at home	5B.7. Classroom teacher-students	5B.7. Teachers will require students to show evidence of reading strategies during independent reading, reader's response journals, conferencing and reader's chair. Teacher will monitor independent reading by using a book log.	5B.7. Classroom observation, Guided Reading lesson plans, Data Notebooks, Interim Benchmark Assessments, FAIR

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:	In 2013, 48% of students in the English Language Learners (ELL) subgroup (13) students) will achieve the Annual Measureable Objectives of reading performance targets as measured by FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (9)	48% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Parents speak to students at home in native language.	5C.1. Use and document appropriate ESOL instructional strategies	5C.1. Classroom Teacher, School ESOL Coordinator, and Principal	5C.1. Lesson Plans (OnCourse) and anecdotal notes in Data Notebooks	5C.1. Classroom observation, Guided Reading lesson plans, Data Notebooks, Interim Benchmark Assessments, FAIR
2	5C.2. Communication between parent and teacher is not fluid due to language barriers.	5C.2. Place students in appropriate grade level following the Student Progression Plan	5C.2. Instructional Coach and School ESOL Coordinator	5C.2. Placement assessments (FAIR, DRA2, and DCPS Benchmarks)	5C.2. Classroom observation, Guided Reading lesson plans, Data Notebooks, Interim Benchmark Assessments, FAIR
	5C.3. Excessive absences	5C.3. Monitor attendance	5C.3. School ESOL	5C.3. OnCourse	5C.3. OnCourse

3	and tardies	monthly	Coordinator and Classroom Teacher	Attendance System	Attendance System
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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:	
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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2013, 58% of students in the Economically Disadvantaged subgroup (270) students) will achieve the Annual Measureable Objectives of reading performance targets as measured by FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (217)	58% (270)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Student time off task when or if students are suspended from bus and can't attend school during suspension time.	5E.1 Continue and expand Reading Buddies Program increasing comprehension and fluency to practice the use of comprehension strategies.	5E.1. Leadership Team (Principal, Assistant Principal, Instructional Coach, Librarian)	5E.1. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5E.1. Classroom observation, Guided Reading lesson plans, Data Notebooks
2	5E.2. Students from Economically Disadvantaged homes do not often have curriculum materials available to them at home for homework or practice.	5E.2. Increase emphasis on word study and vocabulary development incorporating word wall discussion from read aloud materials	5E.2. Leadership Team (Principal, Assistant Principal, Instructional Coach, Librarian)	5E.2. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5E.2. Classroom observation, Guided Reading lesson plans, Data Notebooks
3	5E.3. Students from Economically Disadvantaged homes do not often have curriculum materials available to them at home for	5E.3 Increase independent reading stamina during Reading Workshop	5E.3. Leadership Team (Principal, Assistant Principal, Instructional Coach, Librarian)	5E.3. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5E.3. Classroom observation, Guided Reading lesson plans, Data Notebooks

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
Common Core Standards	K-5	Assistant Principal/Principal/Instructional Coach	School-wide	June 7, 2013	Implementation of Standards. Lesson plans	Administration
FCIM/RTI	K-5	RTI Leadership Team/Principal	School-wide	September 12, 2012 Early Release Days	FCIM Focus Calendars RTI Notebooks, Focus Walks	Administration
Cross Grade Level Meetings	K-5	Grade Level Chair	School-wide	Early Release Days	Lesson Plans, Grade Level Agendas/minutes	Grade Chairs Administration
Increase students' higher-level thinking skills and depth of knowledge.	K-5	Instructional Coach and PLC Grade Level Leaders	Literacy Committee Individual grade level teams	Weekly Grade Level meeting  Bi-monthly Early Release Professional Learning Committee Meeting  Literacy Committee Meetings	Review Lesson Plans/Formative assessment results during PLC meeting  Monitoring forms	Leadership Team Grade Level Teams (self reflect)
Academy of Reading	3 primary, 1 intermediate teacher commitment of training through the Schultz	Instructional Coach	Year 1: K, 1, and 5	Nov. 2, Jan. 11, Feb. 1, Mar. 1, and May 10	Participants will do 2 things: 1) Complete a Task and Transfer that includes a task to do w/ their students, and 2) Transfer their learning to another group (grade level, subject, team, and/or faculty) at a faculty meeting or PLC	Instructional Coach

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
Subtotal: \$0.00			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Increase students' knowledge and skills focusing on essential questions, details and facts, plot development, and vocabulary/word study. Increase independent reading	Book of the Month Provide reading recognition and awards	School and Business Partners School and SAC	\$1,287.50
Subtotal: \$1,287.50			
<b>Grand Total: \$1,287.50</b>			

*End of Reading Goals*

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		In 2013, 62% (37) of all ESOL students tested will achieve proficiency (FCAT Level 3) in reading and the listening/speaking portion of the CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
59% (36).					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents speak to students at home in native language	1.1. Use www.trnsact.com for all home-school communication.	1.1. Classroom teacher/school ESOL Coordinator	1.1. Parent-teacher conference notes	1.1. 2013 CELLA Test results End of the Year evaluation by LEP Committee
2	1.2. Communication between parent and teacher is not fluid due to language barriers.	1.2. Use www.trnsact.com for all home-school communication.	1.2. Classroom teacher/school ESOL Coordinator	1.2. Parent-teacher conference notes	1.2. 2013 CELLA Test results End of the Year evaluation by LEP Committee
3	1.3. Excessive absences and tardies	1.3. Recommend student attend ESOL Center school	1.3. District ESOL Office	1.3. OnCourse Attendance system	1.3. OnCourse Attendance system

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	In 2013, 34% (20) of all ESOL students tested will achieve proficiency (FCAT Level 3) in reading and in the reading portion of the CELLA.
2012 Current Percent of Students Proficient in reading:	
31% (19)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Parents speak to students at home in native language	2.1. Use and document appropriate ESOL instructional strategies	2.1. Classroom Teacher, School ESOL Coordinator, and Principal	2.1. Lesson Plans (OnCourse) and anecdotal notes in Data Notebooks	2.1. 2013 CELLA Test results End of the Year evaluation by LEP Committee
2	2.2. Communication between parent and teacher is not fluid due to language barriers.	2.2. Place students in appropriate grade level following the Student Progression Plan	2.2. Instructional Coach and School ESOL Coordinator	2.2. Placement assessments (FAIR, DRA2, and DCPS Benchmarks)	2.2. 2013 CELLA Test results End of the Year evaluation by LEP Committee
3	2.3. Excessive absences and tardies	2.3. Monitor attendance monthly	2.3. School ESOL Coordinator and Classroom Teacher	2.3. OnCourse Attendance System	2.3. OnCourse Attendance system

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

3. Students scoring proficient in writing.

CELLA Goal #3:

In 2013, 34% (20) of all ESOL students tested will achieve proficiency (FCAT Level 3) in writing and on the writing portion of the CELLA.

2012 Current Percent of Students Proficient in writing:

31% (19)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Parents speak to students at home in native language.	3.1. Use and document appropriate ESOL instructional strategies	3.1. Classroom Teacher, School ESOL Coordinator, and Principal	3.1. Lesson Plans (OnCourse) and anecdotal notes in Data Notebooks	3.1. 2013 CELLA Test results End of the Year evaluation by LEP Committee
2	3.2. Communication between parent and teacher is not fluid due to language barriers.	3.2. Place students in appropriate grade level following the Student Progression Plan	3.2. Instructional Coach and School ESOL Coordinator	3.2. Placement assessments (FAIR, DRA2, and DCPS Benchmarks)	3.2. 2013 CELLA Test results End of the Year evaluation by LEP Committee
3	3.3. Excessive absences and tardies	3.3. Monitor attendance monthly	3.3. School ESOL Coordinator and Classroom Teacher	3.3. OnCourse Attendance System	3.3. OnCourse Attendance system

CELLA Budget:

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

			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
www.trnsact.com	System that transposes all communication into parents' native language.	Undetermined	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of CELLA Goals*

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	In 2013, 25% (116) of all 3rd, 4th and 5th grade students will achieve proficiency (Level 3) in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(149)	25%(116)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Lack of mathematics content knowledge of teachers, especially the high percentage of teacher at our school who have been only teaching 1-5 years.	1A.1. Establish model classrooms for math in each grade level. Provide professional development through the following means: sending teachers to Foundations of Math 101, Math Content Workshops and Academy of Math at the district level; providing in-house training sessions on math topics such as: NGSSS CCSS, cognitive complexity, FCAT Test Specifications, and conceptual math. Also provide time to observe in model math classrooms at our school.	1A.1. Classroom Teachers, Administration	1A.1. Workshop participants will be required to report out at a faculty meeting and share what they learned. There should be evidence in their classroom of their training (use of monitoring forms, changes and/or improvements in lesson plans, use of best practices, strategies, etc.). Debrief with teachers who observe in model classrooms and determine next steps for their classroom and practice.	1A.1. Lesson plans, informal observations, benchmarks, and conversations.
2	1A.2. Students in need of interventions and remediation.	1A.2. RTI (FCIM) provided on a daily basis in math for students who are at-risk.	1A.2. Principal Teacher Tutor	1A.2. Quick Checks, Exit Slips	1A.2. FCAT. Benchmarks, PMA's, Core Assessments.
3	1A.3. Attendance, parent involvement.	1A.3. Courtesy call to parent, e-mail, website, agenda, refer to guidance. Parent/teacher/student conferences.	1A.3. Classroom Teacher/Administrator	1A.3. Improved Student Attendance, improved parent initiated communication.	1A.3. Oncourse. Student progress

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	In 2013, 50% (232) of all 3rd, 4th and 5th grade students will achieve proficiency (Levels 4 and 5) in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(216)	50%(232)

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 High performing students do not receive differentiated instruction that provides enrichment and rigorous instruction.	2A.1 Increase the questioning to moderate and high level questions; Projects assigned to promote high level critical thinking	2A.1 Principal Teachers	2A.1 Journals, Active participation activities	2A.1 FCAT, Benchmarks, PMA's, and Core Assessments
2	2A.2. Learning and implementing the new math standards and math series	2A.2. School/District Training, PLC's. Focus Walks, Peer Observation. Reflective teaching.	2A.2. Classroom Teacher/ Administrator	2A.2. Student Achievement on School/District Assessments	2A.2. School/District Assessments, teacher observations.
3	2A.3 Acquiring additional Research Based Enrichment Materials	2A.3 Purchase additional materials through various resources.	2A.3 Administration	2A.3 Classroom teachers will monitor increased student performance	2A.3 School/ District Assessments that show high performance.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	In 2013, 70% (325) of students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%(371)	70%(325)

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 Students in need of interventions and remediation.	3A.1 FCIM provided on a daily basis in math for students who are at-risk.  Provide tutoring for identified "bubble" students.	3A.1. Classroom Teacher and SAI funded after-school tutors	3A.1 Quick Checks, Exit Slips	3A.1 FCAT. Benchmarks, PMA's, Core Assessments
2	3A.2. Lack of focus on benchmarks vs. learning schedules.	3A.2. School/District Training, PLC's. Focus Walks, Peer Observation. Reflective teaching.	3A.2. Classroom Teacher/ Administrator	3A.2. Student Achievement on School/District Assessments	3A.2. School/District Assessments, teacher observations.
3	3A.3. Instructional time and time management.	3A.3. Clock/Timer to monitor amount of time for each section of the Workshop Model. Implementation of Rituals and Routines	3A.3. Classroom Teachers	3A.3. Peer observation, videotaping	3A.3. Lesson plans, observations

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	In 2013, 70% (81) of students in the Lowest 25% will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(97)	70%(81)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Lack of understanding of math concepts/ motivation	4A.1. Interesting performance based activities using manipulatives, small group/ one-on-one instruction, peer tutoring, and Xtramath.org	4A.1. Classroom teacher, ESE teachers	4A.1. Student improvement on assessments/test scores. Math Journal writing that demonstrates student understanding of concept or skill.	4A.1. Various assessments, evaluation of math journals, progression of increased scores on core curriculum assessments, and Xtramath.org reports.
2	4A.2. Lack of focus on benchmarks vs. Learning Schedules.	4A.2. School/District Training, PLC's. Focus Walks, Peer Observation and Reflective teaching.	4A.2. Classroom Teacher/ Administrator	4A.2. Student Achievement on School/District Assessments	4A.2.. Benchmark Data using Inform
3	4A.3A lack of students' number sense in the lowest FCAT reporting category (55%)	4A.3. Building students' number sense through the use of Interactive Math Skills Block, Math Investigations, Xtramath.org, and Tier II and Tier III interventions.	4A.3. Principal, Instructional Coaches, Classroom Teachers	4A.3. Informal classroom observation and Tiered graphs using Inform	4A.3. FCAT, Formative Assessments, Benchmark Assessments, Teacher Observation, anecdotal notes, Tier II and Tier III graphs

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In 2013, 74% (353 students) will achieve the Annual Measureable Objectives of mathematics performance targets as measured by the FCAT 2.0.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72%	74%	77%	79%	82%	

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:	In 2013, 62% of students in the Black subgroup (85 students) will make learning gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% White: Black: 136 Hispanic: Asian: American Indian:	62% White: Black: 85 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	5B.1. White: Black: 137 Hispanic: Asian: American Indian:  Disconnect between school and home.	5B.1 Implement peer tutoring increasing the understanding of Number Sense and Geometry and Spatial Sense	5B.1. Leadership Team (Principal, Assistant Principal, Instructional Coach)	5B.1. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5B.1 Classroom observation, lesson plans, Benchmarks, Data Notebooks
2	5B.2. Student time off task when or if students are suspended from bus and can't attend school during suspension time.	5B.2 Implement peer tutoring increasing the understanding of Number Sense and Geometry and Spatial Sense	5B.2. Leadership Team (Principal, Assistant Principal, Instructional Coach)	5B.2. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5B.2 Classroom observation, lesson plans, Benchmarks, Data Notebooks
3	5B .3. Students with limited math vocabulary may score low on problem-solving questions in math due to issues with vocabulary misconceptions.	5B.3 Implement peer tutoring increasing the understanding of Number Sense and Geometry and Spatial Sense	5B.3. Leadership Team (Principal, Assistant Principal, Instructional Coach)	5B.3. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5B.3 Classroom observation, lesson plans, Benchmarks, Data Notebooks

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:	
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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	In 2013, 60% of students in the Economically Disadvantaged subgroup (279 students) will make learning gains in Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (198)	60% (279)

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.Children in poverty, in general, enter school with fewer words in their math vocabulary than children in middle class families.	5E.1 Implement peer tutoring increasing the understanding of Number Sense and Geometry and Spatial Sense	5E.1. Leadership Team (Principal, Assistant Principal, Instructional Coach)	5E.1. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5E.1Classroom observation, lesson plans, Benchmarks, Data Notebooks
2	5E.2. Student time off task when or if students are suspended from bus and can't attend school during suspension time.	5E.2 Implement peer tutoring increasing the understanding of Number Sense and Geometry and Spatial Sense	5E.2. Leadership Team (Principal, Assistant Principal, Instructional Coach)	5E2. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5E.2Classroom observation, lesson plans, Benchmarks, Data Notebooks
3	5E.3. Students from Economically Disadvantaged homes do not often have curriculum materials available to them at home for homework or practice.	5E.3 Implement peer tutoring increasing the understanding of Number Sense and Geometry and Spatial Sense	5E.3. Leadership Team (Principal, Assistant Principal, Instructional Coach)	5E.3. Review lesson plans during classroom walk-throughs, discuss in Grade Level meetings	5E.3Classroom observation, lesson plans, Benchmarks, Data Notebooks

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
Unpacking the CCSS	K-5	Administration	All grade K-5 math teachers	Preplanning and throughout the school year	Reflective teachings, peer observation, focus walks, videotaping, informal and formal observations	Administration and teachers
FCIM in Math	K-5	RTI Leadership Team	School-wide	Early Release	Designated time to RTI, Lesson Plans and, Focus Walk	Administration and teachers
Academy of Math	K-5	District Personnel	Primary Teacher & Intermediate	District Scheduled	Reporting back to school and redelivering content	Administration and teachers
Mathematics Book Study	K-5 Math SIP Team	Instructional Coach	K-5 Math SIP Team	First week of every month	Book study for content area learning—Common Core Mathematics in a PLC at Work Grades K-2 and Grades 3-5 - Kanold	Math SIP Team Chair and administration
Unpacking the NGSSS	3-5	Administration	All grade 3-5 math teachers	Preplanning and throughout the school year	Reflective teachings, peer observation, focus walks, videotaping, informal and formal observations.	Administration and teachers

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Mimio teach bars in all classrooms	Mimio Teach/Bote	PTA sponsored fundraisers	\$0.00
TDE for Mimio "experts"	TDE (1 day) K-5	Undetermined	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Academy of Mathematics	Funding to send participants from primary and intermediate grades who run monthly Teacher Meeting sessions	Undetermined	\$0.00
Mathematics Book Study	Book study for content area learning—Common Core Mathematics in a PLC at Work Grades K-2 and Grades 3-5 - Kanold	Undetermined	\$800.00
			Subtotal: \$800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$800.00

# 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:	35% (63) of all 5th graders will achieve proficiency (FCAT Level 3) in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(47)	35%(63)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students entering the fifth grade lacking knowledge in the scientific method.	1A.1. Consistent use of science data books and journals to help students analyze clear up misconceptions.	1A.1.Classroom Teacher	1A.1. Students are able to accurately read a data table and draw conclusions through performance tasks and progress monitoring assessments.	1A.1. Performance Task and Progress Monitoring Assessments
2	1A.2. Teachers being new to the grade level and lack of knowledge in the content area and standards.	1A.2. Consistently teaching science using the 5E instructional model, through consistent use of hands-on laboratory experiments.	1A.2.Classroom Teachers	1A.2. Focus Walks, Increase scores on district wide benchmark scores and effective use of science data books and journals.	1A.2. District wide benchmark test, Progress Monitoring Assessments
3	1A.3. Teachers will unpack the benchmarks. Science VLC will focus on scientific processes and analysis of data.	1A.3. Instructional Materials being used effectively and with fidelity throughout the school year. Weekly use of hands on laboratory experiences to help increase scientific concepts.	1A.3.Classroom Teachers and Science Vertical Learning Community	1A.3. Focus Walks, Classroom Observations by Administration, Progress Monitoring of Assessments	1A.3Benchmark Scores, PMA's, Core 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:	50% (71) of all 5th graders will achieve proficiency (FCAT Level 3) in Science
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(45)	50%(71)

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. Teachers being new to the grade level and lack of knowledge in the content area and standards.	2A.1. Consistently use the 5E instruction model, through consistent use of hands-on laboratory experiments.	2A.1. Classroom Teacher	2A.1. Focus Walks, Increase scores on district wide benchmark scores and effective use of science data books and journals	2A.1. District wide benchmark test, Progress Monitoring Assessments
2	2A.2. Lack of Parental Involvement	2A.2. Teachers will provide at home labs focusing on the scientific process within each strand. Fourth and fifth graders will produce individual science fair projects for the school wide science fair.	2A.2. Classroom Teachers and Parents	2A.2. Students will complete a lab sheet through successful completion of the at home lab. Individual student projects will meet the requirements of the scientific method.	2A.2. Scott Foresman Science Curriculum, County Approved Science Fair
3	2A.3. Students entering the fifth grade lacking knowledge in the scientific method	2A.3 Consistent cross grade level use of science data books and journals to help students clear up misconceptions.	2A.3 Classroom Teachers	2A.3. Students are able to accurately read a data table and draw conclusions through performance tasks and progress monitoring assessments	2A.3 Performance Task and Progress Monitoring 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:

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
Webb's Depth of Knowledge/Test Item Complexities	K-5	Instructional Coach, Academy of Science Participants	All Science teachers	Twice Monthly Teacher Meetings (K-5)	FCAT 2.0, District Benchmarks, Formative Assessments	Principal, Instructional Coach, Academy of Science Participants
Gizmos Training	3-5	Technology Coach, Academy of Science Participants	All Science teachers	Faculty Meetings	Classroom Observation	Principal, Academy of Science Participants, Classroom Teachers
Scientific Processes	K-5	Instructional Coach, Academy of Science Participants	School-wide	November 2012	Focus Walk	Science VLC/School Administration
Academy of Science	K-5	District Personnel	Primary Representative Intermediate Representative	Ongoing 2012-2013 Monthly meetings	Redelivery of materials, Focus Walks, Lesson Plans and classroom observations	Science VLC/School Administration
Science Standards/ 2.0 Benchmarks	K-5	Instructional Coach, Academy of Science Participants	All Science teachers	Twice Monthly Teacher Meetings (K-5)	Classroom observation of instruction aligned to standards and Principal COI's	Principal, Instructional Coach, Academy of Science Participants

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
5 E Model of Science Instruction	Implement with fidelity the 5 E model (engage, explore, explain, extend, and evaluate) of classroom instruction for the teaching of science (inquiry based).	Undertermined	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

Incorporate use of GIZMOS Grades 3-5	Inquiry based interactive tool used to enhance science instruction in the classroom	Undetermined	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Webb's Depth of Knowledge	Professional Development to increase teacher understanding of content and pedagogy	Undetermined	\$0.00
District Level – Academy of Science	TDE Coverage for Professional Development to attend Academy of Science and other district level science workshops	10000	\$1,000.00
			Subtotal: \$1,000.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Increase science proficiency	Provide science recognition and awards	School and SAC	\$670.00
			Subtotal: \$670.00
			<b>Grand Total: \$1,670.00</b>

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:	90% (135) of all 4th graders will achieve proficiency (FCAT Level 3.0 or higher) in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85%(157)	90%(135)

### 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 for teachers to collaborate during the school day.	1A.1. Implement resource schedule which allows time for built-in collaboration.	1A.1. Principal and Administration	1A.1. Teacher/administration chats will take place after each administration of district writing prompts. Teachers and students will have bi-weekly data chats during Guided Writing sessions.	1A.1. Grade level monitoring form will be turned in to administration
2	1A.2. Lack of understanding of how to utilize the 4th grade FCAT scoring rubric.	1A.2. Peer partnerships will be established among teachers to improve the accuracy of scoring student writing. Teachers will score 20% of a random sampling of their	1A.2. Classroom teachers and administrative team	1A.2. Teacher/administration chats will take place after each administration of district writing prompts	1A.2. Grade level monitoring form will be turned in to administration.

		partner's student work			
3	1A.3. Lack of understanding of how to teach the process of revising and editing.	1A.3. Provide professional development and peer modeling so that students effectively use the process of revising and editing in their writing.	1A.3. Provide professional development and peer modeling so that students effectively use the process of revising and editing in their writing.	1A.3. Classroom Teachers and administration	1A.3. Teacher/administration chats will take place after each administration of district writing prompts. *Progress monitoring of district writing 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
Teaching the process of revising and editing	K-5th grade Classroom Teachers	ELA 3rd-5th grade; All primary teachers	K-5 Teachers	January 11, 2013	Student work/Portfolios	Teachers/Administration
Use of Florida Writes Rubric and Anchor Papers for scoring writing.	4th grade	Administration	4th grade teachers	January 11, 2013	District Writing Prompt Results	Teachers/Administration
Alignment of K-5 pacing of spelling, language and mechanics	K-5	Literacy Team	All Writing Teachers	Reading council meeting, Teacher Meetings	Classroom observation of instruction aligned to standards and Principal COI's	Principal, Instructional Coach, Literacy Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Writing Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	In 2013, 70% (708) of students will be present for at least 165 days.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
65% (805)	70% (708)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
30% (356)	28% (284)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
10%(186)	8%(81)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Lack of parental support and lack of understanding the importance of every day instruction and the impact absenteeism has on student's academic performance.	1.1 Increase involvement of parents in education, increase communication with problem families, referrals to district truant officers and RTI Team	1.1. Administration Guidance Counselor	1.1. The attendance clerk will monitor the attendance using OnCourse and notify staff	1.1. Attendance Records
2	1.2. Students who feel disconnected due to low level bullying or feel they are not liked by their peers or teachers.	1.2. All teachers will implement the district Second Step Bullying Curriculum. Greater attention will be given to these students to ensure they feel welcomed and connected	1.2. Classroom Teachers/Guidance Counselor/Attendance Clerk/Administration	1.2. The attendance clerk will monitor the attendance using OnCourse.	1.2. Attendance Records  Review of Lesson Plans
3	1.3. Student who arrive late due to parents personal issues.	1.3. To provide parent workshops on attendance regarding the impact absenteeism has on student achievement.	1.3. Administration Guidance Counselor	1.3. The attendance clerk will monitor the attendance using OnCourse	1.3. Attendance Records

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Second Step Training	K-3	Teachers New to TLAE	All teachers	December 2012	Lesson Plans	Guidance Counselor
Absenteeism	K-5	Administration	School-wide	Teachers will work with students on attendance goals	Teachers will work with students on attendance goals	Administration
OnCourse reports review	K-5	Various	School-wide	Grade level meetings Foundations Team Mtgs.	OnCourse Attendance Reports	School Leadership Team Foundations Team

Attendance Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

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:	Reduce the number of students suspended in 2012 (6% or 78 students) to 5 % ( 50) in 2013
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, 2 student received in-school suspension.	In 2013, the expected number of in-school suspensions will be maintained at 3 students.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
4	3
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
In 2012, 60 students received out-of-school suspension.	In 2013, the expected number of out-of-school suspensions will be reduced to 58 students.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
55	55

### 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. Bus referrals – when students are suspended off the bus, they do not attend school due to lack of transportation	1.1. School-wide CHAMPs assemblies with bus riders and principal to establish bus riding conduct as a means of reducing bus referrals. Work with bus drivers to set clear expectations for students and how to	1.1. Principal, Assistant Principal, Classroom Teachers, Foundations Team	1.1. Monitor monthly bus referrals. Conference with parents of students receiving bus referrals to reduce the numbers to ensure student attendance.	1.1. OnCourse and Genesis to monitor student attendance

		write accurate referrals.			
2	1.2. Lack of communication and direct instruction of school and classroom expectations	1.2. CHAMPS, Covey's Seven Habits and School-wide Five Colors of Conduct Discipline Program. Implement school-wide Drops in a Bucket system. Institute school-wide weekly Class Meetings (Positive Discipline). Implement "Positive Behavior Support" (PBS) program. Ensure African American students are represented on school leadership teams and focus groups when choosing reinforcers and determining behavior plans.	1.2.Principal, Assistant Principal, and Classroom Teachers, Foundations Team	1.2. Monitor monthly Conduct Incident Reports and office referrals. Conference with parents of students receiving incident reports and referrals. Class Meeting Agendas (weekly). Collect and analyze suspension data weekly for individual students . Determine frequency of suspensions amongst African American students.	1.2. Genesis system for reduction in number of students receiving referrals.
3	1.3 Lack of student awareness of Foundations procedures.	1.3 Teachers will review expectations (CHAMPS) with students during the first nine weeks of school to embed the expectation within the culture of the school. Guidelines for Success and NBE Statement of Respect will be recited daily during morning announcements as well as posted throughout the school to remind students of the expectations. Guidance Counselor and Administration will conduct classroom lessons on anti-bullying and character development.	1.3. Administration/Teachers	1.3 Improvement Cycle, observations, Genesis reports, behavior data	1.3 Improvement Cycle, observations, Genesis reports, behavior data, surveys and decrease number of referrals written.

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 Training	K-5	District Personnel	Vertical Learning Members	Monthly	Review Agendas/Minutes	Foundation Team
CHAMPS training	All grade levels	Administration	School-wide	Pre-planning	Focus Walk to view Champs in action	Administration
Peer Mediators	K-5	Guidance Counselor	School-wide participation	Early Release Day and Faculty Meetings	Class Meeting (modeling and discussion)	Principal and Guidance Counselor
				Daily Morning		

Covey Seven Habits	K-5	Principal	School-wide participation	News (WTLA) broadcast on closed-circuit TV (teacher and students) Faculty Meeting (teachers)	Classroom observations Student Leaders of the Week	Principal and Foundations Team
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Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

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:		Parent attendance at parent night activities in 2012 was 70 % of student population. Increase parent attendance to 80% in 2013.			
<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:			
70% (825)		80% (826)			
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. Lack of transportation	1.1. Provide transportation in the	1.1.Principal, PTA, and SAC	1.1. Collect participation data and	1.1. Attendance sheets for parent

1		form of a school bus to pick up from their homes and return them after school function.		survey families.	night activities.
2	1.2. Time and financial constraints	1.2. Advertise all parent night activities on the school website, the school's marquee, school bi-monthly newsletter, Parent Link, and in student agenda planners.	1.2. Principal	1.2. Collect participation data and survey families	1.2. Attendance sheets for parent night activities.
3	1.3. Lack of interest to return to school after-hours due to extracurricular	1.3. Increase student-led activities	1.3. Principal and Classroom Teachers	1.3. Collect participation data and survey families	1.3. Collect participation data and survey families

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
Volunteering Guidelines and Procedures	School Wide	Volunteer Coordinator	School Wide meetings	On-going monthly meetings	Volunteer Logs and Grade Level Meetings	School Leadership PTA

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase level of parent involvement in academic evening events	Literacy Family Fun Night School-wide Open House FCAT Family Fun Night Math/Science Night Wax Museum Student-led Conferences		\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

# 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)*

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## Additional Goal(s)

Safety Goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures.

100% of faculty and staff

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: All stakeholders are knowledgeable of Emergency and/or Crisis procedures. 100% of faculty and staff Goal			Safety Goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures.		
Safety Goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures. 100% of faculty and staff Goal #1:					
2012 Current level:			2013 Expected level:		
100% of faculty and staff			100% of faculty and staff		
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. Time constraints	1.1. Develop and practice procedures for school's Crisis Plan	1.1. Leadership Team Foundation Team	1.1. Observations and Drills	1.1. Emergency evacuation and monthly fire drill reports

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
Review of school's Emergency Plans	K-5	Foundations Team Chair Principal Assistant Principal	School-wide meetings	Quarterly Meetings	Observations	School Leadership
Code Yellow Drill	School-wide	Foundations Team	School-wide	November 16, 2012	Observations/anecdotal notes from drill/debriefing with Foundations Team members	Foundations Team
					Observations/anecdotal	

Code Red Drill	School-wide	Foundations Team	School-wide	December 6, 2012	notes from drill/debriefing with Foundations Team members	Foundations Team
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Budget:

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

*End of Safety Goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures.*

*100% of faculty and staff*

*Goal(s)*

## Safety Goal Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Safety Goal Goal Safety Goal Goal #1:		All stakeholders will be knowledgeable of and implement the established Emergency Plan and Crisis Plan procedures at our school.		
2012 Current level:		2013 Expected level:		
All staff members (100%)		All staff members (100%)		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Budget:

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

End of Safety Goal Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science	5 E Model of Science Instruction	Implement with fidelity the 5 E model (engage, explore, explain, extend, and evaluate) of classroom instruction for the teaching of science (inquiry based).	Undertermined	\$0.00
Writing				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Parent Involvement	Increase level of parent involvement in academic evening events	Literacy Family Fun Night School-wide Open House FCAT Family Fun Night Math/Science Night Wax Museum Student-led Conferences		\$0.00
Safety Goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures. 100% of faculty and staff				\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA	www.trnsact.com	System that transposes all communication into parents' native language.	Undetermined	\$0.00
Mathematics	Mimio teach bars in all classrooms	Mimio Teach/Bote	PTA sponsored fundraisers	\$0.00
Mathematics	TDE for Mimio "experts"	TDE (1 day) K-5	Undetermined	\$0.00
Science	Incorporate use of GLZMOS Grades 3-5	Inquiry based interactive tool used to enhance science instruction in the classroom	Undetermined	\$0.00
Writing				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Parent Involvement				\$0.00
Safety Goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures. 100% of faculty and staff				\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
				Funding to send participants from

Mathematics	Academy of Mathematics	primary and intermediate grades who run monthly Teacher Meeting sessions	Undetermined	\$0.00
Mathematics	Mathematics Book Study	Book study for content area learning— Common Core Mathematics in a PLC at Work Grades K-2 and Grades 3-5 - Kanold	Undetermined	\$800.00
Science	Webb's Depth of Knowledge	Professional Development to increase teacher understanding of content and pedagogy	Undetermined	\$0.00
Science	District Level – Academy of Science	TDE Coverage for Professional Development to attend Academy of Science and other district level science workshops	10000	\$1,000.00
Writing				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Parent Involvement				\$0.00
Safety Goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures. 100% of faculty and staff				\$0.00
				Subtotal: \$1,800.00
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase students' knowledge and skills focusing on essential questions, details and facts, plot development, and vocabulary/word study. Increase independent reading	Book of the Month Provide reading recognition and awards	School and Business Partners School and SAC	\$1,287.50
CELLA				\$0.00
Science	Increase science proficiency	Provide science recognition and awards	School and SAC	\$670.00
Writing				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Parent Involvement				\$0.00
Safety Goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures. 100% of faculty and staff				\$0.00
				Subtotal: \$1,957.50
				Grand Total: \$3,757.50

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/2/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Recognition and Awards	\$2,750.00

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

- Assist in the preparation and monitoring of the school improvement plan.
- Participate in planning and monitoring of school buildings and grounds.

# 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 TWIN LAKES ACADEMY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	83%	67%	58%	291	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%	68%			141	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?	62% (YES)	67% (YES)			129	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					561	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District TWIN LAKES ACADEMY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	81%	89%	63%	313	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	64%	62%			126	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?	43% (NO)	60% (YES)			103	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					542	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested