FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ORTEGA ELEMENTARY SCHOOL

District Name: Duval

Principal: Stephanie Shepard

SAC Chair: Glenn Stiles

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/20/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Stephanie Shepard	BS in Elementary Education, MEd in Educational Leadership with an ESOL endorsement	3	7	Principal of Ortega Elementary 2011-2012 Grade: B Reading Mastery: 56% Math Mastery: 63% Writing Mastery: 87% Science Mastery: 41% Reading Gains: 62% Math Gains: 60% BQ Reading Gains: 64% BQ Math Gains: 62% Principal of Ortega Elementary 2010-2011 Grade: A Reading Mastery: 70% Math Mastery: 81% Writing Mastery: 97% Science Mastery: 57% AYP: 100% criteria met Reading Gains: 61% Math Gains: 77% BQ Reading Gains: 53%

					BQ Math Gains: 77% Principal of Ortega Elementary 2009-2010: Grade: B Reading Mastery: 66%, Math Mastery: 76% Writing Mastery: 74% Science Mastery: 43% AYP: 90%, white, black and economically disadvantaged did not make AYP in Reading, Reading Gains: 56% Math Gains: 80% BQ Reading Gains: 47% BQ Math Gains: 80%
Assis Principal	N/A	N/A			N/A

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)
N/A	N/A	N/A			N/A

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. Monthly "New Teacher Meetings"	Principal	ongoing	
2	2. Assigning new teachers a mentor	Principal and PDF	ongoing	
3	3. Creating a "family" environment	Principal, Faculty and staff	ongoing	
4	4. Soliciting referrals from current employees	Principal	ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
33	6.1%(2)	39.4%(13)	30.3%(10)	24.2%(8)	33.3%(11)	87.9%(29)	0.0%(0)	0.0%(0)	48.5%(16)

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
Judy Fuzzell	Meredith Wilson	Ms. Wilson is a second year teacher. Ms. Fuzzell is a veteran teacher with strong background knowledge of both Ortega as well as 2nd grade. She will be able to assist Ms. Wilson with the curriculum concerns as well as day to day duties of a teacher.	- Observations from Principal and mentor. - Weekly "check in" from mentor - Monthly New teacher trainings/ meetings - District level trainings - Grade level planning - MINT requirements - Monthly visits from district PDF
Sharon Caruso	Krista Litchfield	Mrs. Litchfield is a first year teacher teaching third grade in a co teach situation. Ms. Caruso is a veteran teacher who is also teaching third grade and can provide great insight into what is expected. She is also a past instructional coach and can work well coaching Krista	- Placing her in a co teach class - Observations from Principal and mentor. - Weekly "check in" from mentor - Monthly New teacher trainings/ meetings - District level trainings - Grade level planning - MINT requirements - Monthly visits from district PDF
Shelley Risley	Kristen Johnson	Ms. Johnson is a first year teacher teaching first grade. Ms. Risley is also a first grade teacher and can work well with Ms. Johnson preparing her for the day to day expectations of a first grade classroom.	- Placing her in a co teach class - Observations from Principal and mentor. - Weekly "check in" from mentor - Monthly New teacher trainings/ meetings - District level trainings - Grade level planning - MINT requirements - Monthly visits from district PDF

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Principal-Ensure implementation with fidelity and determines future professional development
- School Guidance Counselor-Provides support with program design and intervention

- General Education Teachers (1 primary and 1 intermediate) - Provides information about core instruction, data, and delivers Tier 1&2 interventions.
- Special Education Teacher (1) Participates in data collection and needs for further assessment and integrates activities for Tier 2&3 interventions.
- Speech Pathologist-Provides support and interventions for language instruction

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?

1. Regularly attend all district RtI trainings
2. Create data boards that are used to dissect data and determine next steps
3. Use data boards during weekly PLC meetings
4. Review RtI process during pre planning emphasizing on both academic and behavior procedures
5. Provide presentations to their school faculty and staff on RtI practices during pre planning and throughout the school year as needed.
6. Review school wide student performance data through RtI monthly meetings, attending grade level meetings during RtI week and identify large scale needs and/or problems at particular grade levels.
7. Monitor the implementation of the three-tiered Response to Intervention Model within our school.
The entire team will meet monthly to engage in school-wide problem solving to:
1. Determine whether universal and individual screening data are linked to instructional practices
2. Review progress monitoring data to identify specific student needs
3. Discuss the three tiered implementation process and whether it is being implemented with fidelity
4. Identify further professional development needs
5. Work to develop practices/ strategies to reduce the achievement gap

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?

1. Regularly attend all district RtI trainings
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3. Use data boards during weekly PLC meetings
4. Review RtI process during pre planning emphasizing on both academic and behavior procedures
5. Provide presentations to their school faculty and staff on RtI practices during pre planning and throughout the school year as needed.
6. Review school wide student performance data through RtI monthly meetings, attending grade level meetings during RtI week and identify large scale needs and/or problems at particular grade levels.
7. Monitor the implementation of the three-tiered Response to Intervention Model within our school.
The entire team will meet monthly to engage in school-wide problem solving to:
1. Determine whether universal and individual screening data are linked to instructional practices
2. Review progress monitoring data to identify specific student needs
3. Discuss the three tiered implementation process and whether it is being implemented with fidelity
4. Identify further professional development needs
5. Work to develop practices/ strategies to reduce the achievement gap
developing and implementing the SIP?
The school based RtI Leadership Team was actively involved in the developing of the school improvement plan. The team carefully analyzed the data to determine if previous strategies were successful or not and how to make the necessary changes to ensure all students will be successful.

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.

The RtI team will use 2012 FCAT, FAIR, DRA2, IBAs, and other curriculum based measures to determine academic needs. We will use data on absenteeism, referrals, and suspensions from SESIR and school climate surveys to determine needs regarding behaviors. Genesis and Pearson Inform will be used to manage the data. We will also have data boards that display student performance in a uniformed way and will be used in RtI Leadership meetings and grade level PLC meetings.

Describe the plan to train staff on MTSS.

The RtI Leadership Team will continue to attend district trainings, present information to faculty during pre planning and Early Dismissal trainings and hold Q&A sessions to help the faculty become more familiar with the process and procedures.

Describe the plan to support MTSS.

> The principal also holds monthly RtI leadership meetings in order for team to be able to collaborate and determine next steps.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> • Principal
> • RtI Facilitator
> • Primary Lead Teacher
> • Intermediate Lead Teacher
> • ESE Lead Teacher

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

> The entire team will meet monthly to engage in school-wide problem solving to:
> 1. Determine whether universal and individual screening data are linked to instructional practices
> 2. Review progress monitoring data to identify specific student needs and or track students for future instructional practices
> 3. Discuss the three tiered implementation process and whether it is being implemented with fidelity
> 4. Identify further professional development needs

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

> Our major initiative will be to focus on reading and enhancing reading strategies. We will do this through the following strategies:
> • Response to Intervention
> • Using the CCSS for grades K-2 while using a blended model for 3rd -5th grade.
> • Classroom observations looking at the workshop model and determining if it is being done with fidelity
> • Having cross grade articulation meetings
> • Curriculum Alignment (ensuring curriculum and assessments align to student needs)
> • Analysis of student work
> • District Lesson Studies
> • Examining FCAT Specifications to ensure a high level of complexity.

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.

> N/A

*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.

> N/A

*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?

N/A

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?

N/A

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

N/A

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:	Reading Goal #1A: In 3rd – 5th grade 29% (44) students scored at Achievement level 3 on the 2012 Reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (44)	42% (64)

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. Implement small strategy groups and Literacy Night with an author.	1A.1. Classroom Teacher and Principal	1A.1. Looking at student work and student-teacher conferences	1A.1. IBAs,DRAs, Teacher Observations,FAIR and FCAT
2	1A.2. Lack of grade level/applicable materials	1A.2. Use Read Alouds (authentic literature)to teach reading comprehension strategies and skills	1A.2. Classroom Teacher and Principal	1A.2. Student application of skill or strategy taught/student work	1A.2. Reading Response Journals,DRAs, IBAs, Teacher Observation, FAIR and Eventually FCAT
3	1A.3. Lack of materials and time	1A.3. Implement intensive Word Work/Vocabulary activities	1A.3. Classroom Teacher	1A.3. Looking at student work and teacher observation	1A.3. FAIR,DRAs, IBAs and eventually FCAT
4	1A.4.45% of teachers have between 1 and 5 years of teaching experience and lack pedagogy knowledge	1A.4. Implement the use of rubrics into various lessons	1A.4. Principal	1A.4. Classroom walkthroughs,charts, artifacts and observations	1A.4. Student work and student discussions
5					
6					

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In 3rd – 5th grade, 25% (39 students) scored at or above a level 4 on the FCAT reading test. In 3rd – 5th grade 32% (50 students) will score at or above a level 4 on the 2013 FCAT Reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (39)	32% (50)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Lack of Materials (groups of books at various levels)	2A.1. Literature Circles	2A.1. Classroom Teacher	2A.1. Group Discussions and Teacher observations	2A.1. Student work,DRAs,IBAs, FAIR,FCAT and Reading Logs
2	2A.2. Time constraints of only one administrator	2A.2. Principal Book Club	2A.2. Principal	2A.2. Group Discussions and Principal Observations	2A.2. DRAs,IBAs,FAIR, FCAT and Reading Logs
3		2A.3. CIS intergrating literature into the arts in both small and large groups	2A.3. CIS (Curriculum Intergration Specialists)	2A.3. Group Discussions and Observations	2A.3. DRAs,IBAs, FAIR,FCAT and Reading Logs

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:	64% of 4th and 5th grade students made learning gains on the 2012 Reading FCAT. 66% of students in 4th and 5th grade will make learning gains on the administration of the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	66%

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. Lack of Materials	3A.1. Art and music integration into classrooms	3A.1. Classroom Teachers and CIS	3A.1.Student interactions and teacher observations	3A.1. Student work,DRAs,IBAs, FAIR and eventually FCAT
2	3A.2. Lack of Transportation due to budget shortfall and a shortage of computers due to budget shortfalls	3A.2. Before and after school technology activities in classrooms (Ten Marks, Destination, Explorer, etc...)	3A.2. Classroom Teacher	3A.2. Technology Program reports	3A.2. DRAs,Benchmarks, FAIR and eventually FCAT
3	3A.3. Other duties of media specialist due to lack of personnel (i.e. bus duty, ect...)	3A.3. Utilize full time media before and after school in order to give students more access to technology/online learning programs i.e...FCAT Explorer,Destination, ect.	3A.3. Classroom Teacher and Media Specialist	3A.3.Monitor program reports	3A.3. DRAs,IBAs, FAIR and eventually FCAT

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:	68% of students in 4th & 5th grade in the lowest 25% made learning gains on the 2012 Reading FCAT. 70% of students in 4th and 5th grade in the lowest 25% will make learning gains on the administration of the 2012 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%	70%

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 materials,staff and teacher knowledge(45% of teachers have between 1 and 5 years teaching experience)	4A.1. Explicit small group interventions based on ongoing mini assessments using research based curriculum(RtI)	4A.1. Classroom Teacher,ESE Teacher, Guidance Counselor and Principal	4A.1.RtI Leadership Meetings,Team meetings and grade level PLC meetings	4A.1. RtI student intervention plan,RtI progress monitoring record and student work
2	4A.2. Scheduling	4A.2.Dabbling in Data to guide instruction(one on one data meetings between teacher and principal)	4A.2. Principal	4A.2.Looking at data Student work	4A.2.FCAT,FAIR, DRAs,IBAs,RtI, PMPs,etc…
3	4A.3. 45% of teachers have between 1 and 5 years of teaching experience and therefore lack content and pedagogical knowledge	4A.3.Focus instruction on Reading Applications and Literacy Analysis Benchmarks using authentic literature and conducting Literacy Night with an author.	4A.3. Principal	4A.3. Looking at lesson plans and data notebooks	4A.3.Lesson Plans and Data notebooks

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black,

Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	White: 97% (33)3rd-5th grade students in this subgroup will make satisfactory progress in reading. Black: 65% (30)3rd-5th grade students in this subgroup will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 61%(2) Black: 28%(24) Hispanic: N/A Asian: N/A American Indian: N/A	White: 3%(1) Black: 35%(16) Hispanic: N/A Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1. Implement small strategy instruction groups.	5B.1.Classroom Teacher and Principal	5B.1.Looking at guided reading plans and data notebooks	5B.1.Lesson Plans and data notebooks
2	5B.2.Lack of grade level/applicable materials	5B.2.Use Read Alouds (authentic literature) to teach reading comprehension strategies and skills	5B.3.Classroom Teacher and Principal	5B.3.Student work, teacher observation and lesson plans	5B.3. Student work

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	26%(16)3rd-5th grade students in this subgroup will make satisfactory progress in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(27/61 students)	26%(16/61 students)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1.Lack of Materials,Lack of Parent Involvement at school	5E.1.Provide materials for students to take home for extra practice.	5E.1.Classroom Teacher/Media Specialist	5E.1.Homework and Reading Logs	5E.1.Benchmarks, DRAs,FAIR and eventually FCAT

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
Using Authentic Literature (Fiction and nonfiction)to teach reading strategies	K-5	Caruso & Watson	All K-5 Teachers including gen Ed,ESE and resource teachers	Early Release (4 different sessions)	Principal walk throughs and CAST observations	Principal
Common Core Overview, Text Complexity, Text Dependent Questions & Close Technique	K-5	Shepard, Cary & Prouse	All K-5 Teachers including gen Ed,ESE and the Media Specialist	Early Release(4 different sessions)	Principal walk throughs	Principal
Using Rubrics	K-5	Gigi David (UNF Professor)	All K-5 Teachers including gen Ed,ESE and resource teachers	Early Release(with an individual grade level follow up meeting	Principal walk throughs	Principal
Cross Grade Level	All Teachers	Principal	School-wide	Meetings will be held quarterly during Early	Classroom observations, lesson plans,PLC	Principal

Articulation				Release	discussions and disaggregated data	
FCAT Specification awareness	All 3rd-5th grade Teachers	Principal	3rd-5th grade teachers	Throughout the Year during early release	Classroom observations and lesson plans	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Authentic Literature (Fiction and nonfiction) to teach reading strategies Using	• Authentic Literature grouped by strategy • Additional nonfiction books for Media Center	• 5100/510 • MSAP Federal Grant	$4,000.00
Principal Book Club	Chapter books	10000	$250.00
			Subtotal: $4,250.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Arts Integration into Classrooms	ArtsStore- Software database of Arts Integration Lessons	MSAP Federal Grant	$250.00
Various Instructional Strategies	Technology Audio Visual Carts	MSAP Federal Grant	$12,000.00
			Subtotal: $12,250.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implement the use of Rubrics into various lessons	of Creating and Training using rubrics by UNF Gigi David	MSAP Federal Grant	$2,000.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy Night	Author Robert Burleigh	MSAP Federal Grant	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $20,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

Problem-Solving Process to Increase Student Achievement

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

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	
Problem-Solving Process to Increase Student Achievement	

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	
Problem-Solving Process to Increase Student Achievement	

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

CELLA Budget:

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

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

Technology

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

Professional Development

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

Other

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In 3rd – 5th grade 32% (50) of students achieved level 3 on the 2012 FCAT Math test. On the 2013 FCAT Math Test, 39% (60)of students will score a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (50 students)	39% (60 students)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. 45% of teachers have between 1 and 5 years of teaching experience and lack teacher pedagogy.	1A.1. Implement differentiated instruction using math centers and student/student conferencing.	1A.1. Teacher and principal	1A.1. Looking at student work, classroom observations, and data discussions	1A.1. Classroom walkthrough, student work/ portfolios, DCPS-developed Math assessments, FCAT Results, and data notebooks
2	1A.2. Shortage of computers due to budget shortfalls	1A.2. A variety of Technology programs such as Brain Pop, FCAT Explorer, Destination, and Ten Marks	1A.2. Teacher and principal	1A.2. Review student data reports from various programs	1A.2. Student data reports
3	1A.3. 45% of teachers have between 1 and 5 years of teaching experience and lack content knowledge	1A.3. Implement the use of Rubrics into various lessons	1A.3. Principal	1A.3. Classroom walk throughs, charts, artifacts and observations	1A.3. Student work and student discussions

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. 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 3rd – 5th grade, 29% (44 students) scored at or above a level 4 on the 2012 administration of the FCAT Math test. In 3rd – 5th grade 35% (54 students) will score at or above a level 4 on the 2013 administration of the FCAT Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (44 students)	35% (54 students)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. 45% of teachers have between 1 and 5 years of teaching experience	2A.1. Implement differentiated instruction using student/student conferencing allowing level 4 and 5 students to work collaboratively on tougher math problems	2A.1. Teacher and Principal	2A.1. Looking at student work, lesson plans and observing students interactions	2A.1Student work/ portfolios and lesson plans
2	2A.2. Shortage of computers due to budget shortfalls	2A.2 Variety of Technology programs such as Brain Pop and Ten Marks	2A.2. Teacher and Principal	2A.2. Review student data reports from various programs	2A.2. Student data reports

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:	61% of 4th and 5th grade students made learning gains on the 2012 Math FCAT. 65% of students in 4th and 5th grade will make learning gains on the administration of the 2013 FCAT Math Test.

2012 Current Level of Performance:	2013 Expected Level of Performance:
61%	65%

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.	3A.1. Intensive targeted specific strategies through FCIM, RTI remediation, and Math Buddies (peer tutoring)	3A.1. Teachers and RtI Leadership Team	3A.1. Analyzing data from various assessments, anecdotal logs, teacher observations, lesson plans, data discussions, RTI Leadership Meetings, and RTI Team Meetings	3A.1. IBAs, FCAT, DCPS developed math assessments, teacher anecdotals, and RTI forms
2	3A.2.	3A.2. Weekly journal writing using high order questions to FCAT specifications	3A.2. Teacher	3A.2. Review and analyze journals and student work	3A.2. Student journals and work
3	3A.3.	3A.3. Implement 40 Day Math	3A.3. Teachers	3A.3. Analyzing data from results and teacher observations	3A.3. FCAT

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:	65% of students in 4th & 5th grade in the lowest 25% made learning gains on the 2012 Math FCAT. 70% of students in 4th and 5th grade in the lowest 25% will make learning gains on the administration of the 2013 FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

65%		70%		

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. Intensive/targeted specific strategies through FCIM, RTI remediation, and student involved conferencing with parents and teachers	4A.1. Teachers	4A.1. Analyzing data from various assessments, anecdotal logs, teacher observations, lesson plans, data discussions, RTI meetings	4A.1. IBAs, FCAT, DCPS assessments, teacher anecdotals, and RTI forms
2		4A.2. Remediation activities from research based curriculum	4A.2. Teachers	4A.2. Looking at student work	4A.2. Journals and student work
3	4A.3 Shift in teaching for some teachers	4A.3 Increase use of math manipulatives to enhance curriculum	4A.3 Teachers and Principal	4A.3 Classroom Observations and lesson Plans	4A.3 Lesson Plans and walkthrough logs

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	White: 88% (30) 3rd -5th grade students in this subgroup will make satisfactory progress in reading. Black: 75% (35) 3rd -5th grade students in this subgroup will make satisfactory progress in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:21% (7) Black: 30% (13) Hispanic: N/A Asian: N/A American Indian: N/A	White: 12% (4) Black: 25% (10) Hispanic : N/A Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. 45% of teachers have between 1 and 5 years of teaching experience.	5B.1. Implement differentiated instruction using math centers and student/student conferencing.	5B.1. Teacher and Principal	5B.1. Teacher and Principal	5B.1. Classroom walkthrough logs, student work/ portfolios, FCAT Results, and data notebooks
	5B.2. Shortage of computers due to budget	5B.2. A variety of technology programs	5B.2. Teacher and Principal	5B.2. Review student data reports from various	5B.2. Student data reports

2	shortfalls	such as BrainPop, FCAT Explorer, Destination, and TenMarks		programs	
3	5B.3. 45% of teachers have between 1 and 5 years of teaching experience and lack pedagogical knowledge	5B.3. Implement the use of Rubrics into various lessons	5B.3. Principal	5B.3. Classroom walk throughs, charts, artifacts, observations	5B.3. Student work, student discussions, and artifacts

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	70% (43) 3rd -5th grade students in this subgroup will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	38% (23/61 students)		30% (18/61 students)		

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Lack of Materials, Lack of Parent Involvement at school	5E.1. Provide materials such as flash cards, tier II worksheets, etc…for students to take home for extra practice.	5E.1. Classroom Teacher	5E.1. Looking at student work	5E.1. Student work, portfolios

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Rubrics	K-5	Gigi David (UNF Professor)	All K-5 Teachers including (gen Ed, ESE, and resource teachers)	Early Release (with an individual grade level follow up meeting)	Principal walk throughs and CAST observations	Principal
Cross Grade Level Articulation	All Teachers	Principal	School-wide	Meetings will be held quarterly during Early Release	Classroom observations, lesson plans, PLC discussions, and disaggregated data	Principal
FCAT Specification awareness	All 3rd -5th grade teachers	Principal	3rd -5th grade teachers	Throughout the Year during early release	Classroom observations and lesson plans	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Various Instructional Strategies	Technology Audio Visual Carts	MSAP Federal Grant	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implement the use of Rubrics into various lessons	Training of Creating and using rubrics	Federal MSAP Grant	$0.00
Implement the use of Rubrics into various lessons	Training of Creating and using rubrics	Federal MSAP Grant	$0.00
Brain Pop & Brain Pop Jr		MSAP Federal Grant	$1,575.00
			Subtotal: $1,575.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
		Subtotal:	$0.00

Grand Total: $1,575.00

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:	In 5th grade 31% (19) of students achieved level 3 on the 2011 administration of the FCAT Science test. On the 2012 FCAT Science Assessment, 40% (24) of students will score a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (19 students)	40% (24 students)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Lack of funding for science equipment, material, and resources	1A.1. Increasing student involvement using the Pearson Interactive which incorporates the 5 E's	1A.1. Teachers	1A.1. Looking at classroom observations, students work, keeping anecdotals, informal assessments and IBAs	1A.1. Anecdotals, assessments, FCAT results, and Museum Learning Journals
2	1A.2. Lack of resources	1A.2. Incorporating Museum Exhibits (and nonfiction leveled readers) with science focus	1A.2. Principal and Magnet Team	1A.2. Through student work/ museum exhibits and classroom walk throughs	1A.2. Classroom Walkthrough logs and student work/ museum exhibits
3	1A.3.	1A.3. Utilize science journal/notebook to record student lab results, data collection, and to foster deeper understanding of the 5E's.	1A.3. Principal and classroom teachers	1A.3. Observing students at work and through journal work	1A.3. Student work and journals
4	1A.4. Lack of funding to purchase models for all grade levels	1A.4.Utilizing Science Models in some grade levels	1A.4. Principal	1A.4. Observing students at work and through journal work	1A.4. Student work and journals

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In 5th grade, 8% (5 students) achieved above mastery scoring a level 4 or 5 on the 2011 administration of the FCAT Science test. In 5th grade 30% (18) of students will achieve above mastery scoring a level 4 or 5 on the 2012 administration of the FCAT Science test
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (5 students)	30% (18 students)

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1.Time Constraints	2A.1. Reinforcement of science concepts through Art and Media Enrichment and Learning Expeditions	2A.1. Principal, art teacher, and Media Specialist	2A.1. Observing students at work and through journal work.	2A.1. Museum Science Learning Journals and performance pieces in their exhibits
2	2A.2. Lack of student exposure to science inquiry	2A.2. Utilize Pearson Interactive to enhance instruction and provide engaging activities in order for students to conduct science inquiry lessons	2A.2. Principal	2A.2. Analyzing reports generated from Destinations and Gizmos	2A.2. Data Reports
3	2A.3. Students not proficient with connecting science with writing or explaining their thinking	2A.3. Utilize science journal/notebook or Museum Learning Journals to record student lab results, data collection, and to foster deeper understanding of the essential questions	2A.3. Principal	2A.3. Observing students at work and through journal work	2A.3. Student work and Museum Learning journals

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
Using Rubrics	K-5	Gigi David (UNF)	All K-5 Teachers including (gen Ed, ESE, and resource teachers)	Early Release (with an individual grade level follow up meeting)	Principal walk throughs and CAST observations	Principal
FCAT Specification awareness	All 3rd -5th grade teachers	Principal	3-5th grade teachers	Throughout the Year during early release	Classroom observations and lesson plans	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporating Museum Exhibits with science focus	Primary Source Kits	MSAP Federal grant $150.00 (x4 sets) =$600.00	$600.00
			Subtotal: $600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Various Instructional Strategies	Technology Audio Visual Carts	MSAP Federal Grant	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implement the use of Rubrics into various lessons	Training of Creating and using rubrics	MSAP Federal Grant	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Utilizing Science Models in some grade levels	Science Models on Fossils, Life Cycles, etc...	MSAP Federal Grant	$800.00
Incorporating Museum Exhibits (and nonfiction leveled readers) with science focus	Leveled Reader sets on weather, Life Cycles, Explorers, etc...	MSAP Federal Grant 130.00 (x 7 sets) =$910.00	$910.00
Science Night	Science Night in collaboration with MOAS in Daytona	MSAP Federal Grant	$480.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In 4th grade 81% (39 students) achieved mastery on the 2011 administration of the FCAT Writing Test. In 4th grade 90% (43 students)will achieve master on the 2012 FCAT writing test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (39 students)	90% (43 Students)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. 45% of teachers have between 1 and 5 years of teaching experience and lack pedagogical and content knowledge	1A.1. Use authentic literature to teach writers craft and writing strategies	1A.1. Principal	1A.1. Classroom Walk Throughs and observations	1A.1. District writing prompts. FCAT Writes, portfolio, published pieces and lesson plans
2	1A.2.	1A.2. Include specific vocabulary/word work/ spelling patterns in weekly lessons	1A.2. Principal	1A.2. Classroom Walk Throughs and observations	1A.2. District writing prompts. FCAT Writes, portfolio, published pieces and lesson plans
3	1A.3.	1A.3. Utilize Label Writing during museum workshop	1A.3. Classroom Teacher/ CIS	1A.3. Through student Work and observations	1A.3. Portfolio, Museum Exhibits

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
Use authentic literature to teach writers craft and writing strategies	K-5	Caruso & Watson	All K-5 Teachers including (gen Ed, ESE, and resource teachers)	Early Release (4 different sessions)	Principal walk throughs and CAST observations	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Using Authentic Literature (Fiction and nonfiction) to teach reading strategies	Authentic Literature grouped by strategy and Additional nonfiction books for Media Center	10000 and MSAP Federal Grant	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance

Attendance Goal #1: | To decrease the number of students missing 10 or more days by 5% and to decrease the number of students receiving 10 or more tardies by 3%tardies |

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
60% (221 students)	65% (238 students)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
40% (145students)	35% (128 students)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
>1% (20 students)	>1% (10 students)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Incorrect contact information with a high mobility rate	1.1. Contact parents through Messenger.	1.1. Principal and STC/ Media Specialist	1.1.Monitoring attendance and tardies	1.1. Genesis reports
2		1.2 Quarterly and yearly attendance awards issued	1.2 Classroom teachers and principal	1.2 Attendance	1.2 Genesis
3	1.3 Parents lack understanding the importance of daily attendance and/or tardies and early check outs.	1.3 Integrate importance of attendance into school-wide functions, newsletters, websites, etc.	1.3 Principal, Guidance Counselor, and teachers	1.3 Monitoring attendance	1.3 Genesis 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
No Data Submitted						

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	To decrease the number of out of school suspensions by 1 student from 8 to 5.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
(8) <1%	(5) <1%
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
(8) <1%	(5) <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
	1.1. Parental support and mobility	1.1. School wide CHAMPS implemented,	1.1. Principal and Foundations Team	1.1. Review and analyze data from Foundations reports,	1.1. Foundations Report, Climate surveys

		quarterly discipline assemblies, reciting daily Ortega Motto on announcements, constant visibility of principal, strict duty coverage in all areas of the campus before and after school		climate surveys, monitoring rituals and routines, and verbalize expectations on a regular basis	
2	N/A	1.2. Continuation of Positive Referrals and Students of the Month chosen based on district character traits and recognized during monthly Flag Raising Assemblies	1.2.Prinicpal	1.2. Analyzing referrals and teacher observation data	1.2. Referrals, awards and observations
3	1.3 Time constraints	1.3 Continuation of the Second-Step Bullying Program	1.3.Prinicpal and teachers	1.3. Review lesson plans, observe lessons during classroom walkthroughs, and discussions during monthly Foundations Team meetings.	1.3. Referral data, lesson plans, climate surveys

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

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

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

Suspension Budget:

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	27% (100/366 parents) participated in various school events in 2011-2012. In 2012-2013, 35% (145/414) paretns will participate in various school events.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
27% (100 parents)	35% (145 parents)

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	1.1 Volunteer training at Open House Better tracking of volunteer hours	1.1.Principal and Volunteer Coordinator	1.1. Increased effective volunteerism	1.1. Golden School and 5 STAR awards, Climate Survey, Quarterly SurveyMonkey/paper survey for parents to be sent with report cards
2	1.2	1.2. Training for Teachers	1.2. Principal	1.2. Increased effective volunteerism	1.2. Golden School and 5 STAR awards, Climate Survey, Quarterly SurveyMonkey/paper survey for parents to be sent with report cards
3	1.3.Scheduling	1.3.Variety of volunteer times A. Parent nights (Science night, Museum Exhibit Nights, Literacy Night, Student Performances, Open House, Book Fair night) B. Parent Days (Ten and Under Tennis, Turkey Trot, Arts Festival Week, Fall Festival, Book Fair, Learning Expeditions, At Home Parent Activities, Flag Raising) C. Variety of Parent Groups to join (DoDads, PTA, SAC, Museum Moms)	1.3. Principal, Volunteer Coordinator, and STC	1.3 Increased effective volunteerism and increased parent presence at school events	1.3 Event attendance, Golden School Award, and 5 STAR award

| | | D. School Messenger will be utilized to invite parents to school events. | | | | |
| | | E. Newsletters and School website will be utilized to invite parent participation. | | | | |

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
Teacher/Volunteer Training	K-5	Principal	School Wide	Early Release	Grade level minutes/sharing	Principal
Volunteer Orientation	K-5 Parents	Principal	Volunteers	September 13, 2012	Climate survey, Survey Monkey tool	Principal
Parent Conference Tips	K-5 Teachers	Principal	School-wide	Early Release	Discussion during PLC meetings	Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Better tracking of volunteer hours	Volunteer Tracking System	MSAP Federal Grant	$2,500.00
			Subtotal: $2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,500.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

Additional Goal(s)

Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Safety Goal Safety Goal #1:	100% of students will respond positively (strongly agree or agree) with the statement: "I feel safe at my school."
2012 Current level:	2013 Expected level:
95% of students responded positively (strongly agree or agree) with the statement: "I feel safe at my school	100% of students responded positively (strongly agree or agree) with the statement: "I feel safe at my school

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.	1.1. Constant visibility of principal, strict duty coverage in all areas of the campus, and keeping gates locked between the hours of 9:00AM and 2:30PM.	1.1. Principal and lead custodian	1.1. Monitor Climate Survey	1.1. Climate Survey
2	1.2	1.2.Conducting monthly fire drills and quarterly tornado drills	1.2 Principal	1.2	1.2. Safety to Life Checklists

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(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Authentic Literature (Fiction and nonfiction) to teach reading strategies Using	• Authentic Literature grouped by strategy • Additional nonfiction books for Media Center	• 5100/510 • MSAP Federal Grant	$4,000.00
Reading	Principal Book Club	Chapter books	10000	$250.00
Science	Incorporating Museum Exhibits with science focus	Primary Source Kits	MSAP Federal grant $150.00 (x4 sets) =$600.00	$600.00
Writing	Using Authentic Literature (Fiction and nonfiction) to teach reading strategies	Authentic Literature grouped by strategy and Additional nonfiction books for Media Center	10000 and MSAP Federal Grant	$0.00
				Subtotal: $4,850.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Arts Integration into Classrooms	ArtsStore- Software database of Arts Integration Lessons	MSAP Federal Grant	$250.00
Reading	Various Instructional Strategies	Technology Audio Visual Carts	MSAP Federal Grant	$12,000.00
Mathematics	Various Instructional Strategies	Technology Audio Visual Carts	MSAP Federal Grant	$0.00
Science	Various Instructional Strategies	Technology Audio Visual Carts	MSAP Federal Grant	$0.00
Parent Involvement	Better tracking of volunteer hours	Volunteer Tracking System	MSAP Federal Grant	$2,500.00
				Subtotal: $14,750.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement the use of Rubrics into various lessons	of Creating and Training using rubrics by UNF Gigi David	MSAP Federal Grant	$2,000.00
Mathematics	Implement the use of Rubrics into various lessons	Training of Creating and using rubrics	Federal MSAP Grant	$0.00
Mathematics	Implement the use of Rubrics into various lessons	Training of Creating and using rubrics	Federal MSAP Grant	$0.00
Mathematics	Brain Pop & Brain Pop Jr		MSAP Federal Grant	$1,575.00
Science	Implement the use of Rubrics into various lessons	Training of Creating and using rubrics	MSAP Federal Grant	$0.00
				Subtotal: $3,575.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Literacy Night	Author Robert Burleigh	MSAP Federal Grant	$1,500.00
Science	Utilizing Science Models in some grade levels	Science Models on Fossils, Life Cycles, etc...	MSAP Federal Grant	$800.00
Science	Incorporating Museum Exhibits (and nonfiction leveled readers) with science focus	Leveled Reader sets on weather, Life Cycles, Explorers, etc...	MSAP Federal Grant 130.00 (x 7 sets) =$910.00	$910.00
Science	Science Night	Science Night in collaboration with MOAS in Daytona	MSAP Federal Grant	$480.00
				Subtotal: $3,690.00
				Grand Total: $26,865.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌆ Priority	⌆ Focus	⌆ Prevent	⌆ NA

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 10/20/2012)

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
No SAC funds available at this time	$0.00

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

- Mid- year review of School Improvement Plan.
- Final review of the School Improvement Plan.
- Increase Parental Involvement/ Community Involvement/ Business Partners.
- Analyze school-wide FCAT data by subgroups and become parent liaisons for the community.
- Update bylaws.
- Become familiar with the budget process.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
ORTEGA ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	81%	97%	57%	305	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	61%	77%			138	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?	53% (YES)	77% (YES)			130	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					573	
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
ORTEGA ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	76%	74%	43%	259	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	56%	80%			136	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	80% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					522	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested