

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: ANDREW A. ROBINSON ELEMENTARY SCHOOL

District Name: Duval

Principal: Crystal Lewis

SAC Chair: Reginald Gundy

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: November 5, 2012

Last Modified on: 11/28/2012

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)
Assis Principal	Talitha Harris	Masters of Educational Leadership, Saint Leo University	1	1	2011-2012: Assistant Principal– Grade D School #262 36% Reading Mastery / 43% Math Mastery / 20% Science Mastery/ 75% Writing Mastery
					2011-2012: Principal Andrew Robinson Elementary – Grade D School #262 36% Reading Mastery / 43% Math Mastery / 20% Science Mastery/ 75% Writing Mastery Master AYP: NO 2010-2011, Principal - Grade D, school #262 60% Reading Mastery / 66% Math Mastery / 33% Science Mastery/ 80% Writing Mastery Master AYP: NO 2009-2010: Principal of Biscayne Elementary Grade C. Reading Mastery: 67%, Math Mastery: 53%, Science Mastery: 20%,

Principal	Crystal Lewis	<p>Education: BA-Special Education, University of North Florida 1993; Masters in Educational Leadership, University of North Florida 1995</p> <p>Professional Certificates: School Principal (All Levels) Specific Learning Disabilities (K-12)</p>	2	15	<p>Writing Mastery: 78% AYP: 79%, Black and Economically Disadvantaged did not make AYP in reading. Total, Black and Economically Disadvantaged did not make AYP in math or in Reading.</p> <p>2008-2009: Principal of Biscayne Elementary Grade C. Reading Mastery: 61%, Math Mastery: 52%, Science Mastery: 22%, Writing Mastery: 79% AYP: 87%, Black and Economically Disadvantaged did not make AYP in reading. Black and Economically Disadvantaged did not make AYP in math.</p> <p>2007-2008, Principal of Biscayne Elementary : Grade C, Reading Mastery: 67%, Math Mastery: 51%, Science Mastery: 23%, Writing Mastery: 62% AYP: 85%, All subgroups met AYP in reading. Black and Economically Disadvantaged did not make AYP in math.</p> <p>2006-2007: Principal Biscayne -Grade B, Reading Mastery: 63%, Math Mastery: 49%, Science Mastery: 17%, Writing Mastery: 84% AYP: 100%, All subgroups met AYP in both reading and math.</p> <p>2005-2006, Principal of Biscayne Elementary: Grade D, Reading Mastery: 63%, Math Mastery: 36%, Writing Mastery: 70% AYP: 87%, All subgroups met AYP in reading. Black and Economically Disadvantaged did not make AYP in math.</p> <p>2004-2005: Grade B, Reading Mastery: 73%, Math Mastery: 48%, Writing Mastery: 79% AYP: 97%, All subgroups met AYP in reading. Economically Disadvantaged did not meet AYP in math.</p> <p>2003-2004, Principal of Biscayne Elementary: Grade C, Reading Mastery: 52%, Math Mastery: 37%, Writing Mastery: 88%. AYP: 90%, All subgroups met AYP in reading. Black and Economically Disadvantaged did not make AYP in math.</p> <p>2002-2003: Principal of Fishweir Elementary: Grade A, Reading mastery: 75%, Math Mastery: 49%, Writing Mastery: 76%</p> <p>2001-2002, Principal of Fishweir Elementary: Grade A, Reading mastery: 76%, Math Mastery: 56%, Writing Mastery: 72%</p> <p>2000-2001, Principal of Fishweir Elementary: Grade B, Reading mastery: 74%, Math Mastery: 50%, Writing Mastery: 89%</p> <p>1999-2000, Principal of Fishweir Elementary: Grade A, Reading mastery: 65%, Math Mastery: 67%, Writing Mastery: 68%</p> <p>1998-1999, Vice- Principal of Crystal Springs Elementary: Grade C</p>
		<p>Education: Masters of Educational Leadership, Saint Leo University</p>			<p>2011-2012: Assistant Principal – Grade D School #262 36% Reading Mastery / 43% Math Mastery / 20% Science Mastery/ 75% Writing Mastery</p> <p>School Instructional Coach 2010-2011- D, school #262 60% Reading Mastery / 66% Math Mastery / 33% Science Mastery/ 80% Writing Mastery Master AYP: NO</p>

Assis Principal	Michelle Walsh	B.S. Elementary Education, Minor Studio Art, Jacksonville University Professional Certifications: Elementary Ed. 1-6, ESOL Endorsement Educational Leadership (All Levels)	7	2	School Instructional Coach 2009-2010- C, school #262 62% Reading Mastery / 73% Math Mastery / 24% Science Mastery Master AYP: NO Reading Resource Teacher 2008-2009-A, school # 262 66% Reading Mastery / 72% Math Mastery / 29% Science Mastery AYP: YES Reading Resource Teacher 2007-2008-C, school # 262 53% Reading Mastery / 52% Math Mastery / 18% Science Mastery AYP: NO Reading Resource Teacher 2006-2007-C, school # 262 59% Reading Mastery / 44% Math Mastery / 25% Science Mastery AYP: NO. The various subgroups: Black, Economically Disadvantaged, and Students with Disabilities did not make AYP.
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Zabrina Smith	Education: Masters of Educational Leadership, University of Phoenix B.S. Elementary Education, Florida A&M University Professional Certifications: Elementary Ed. 1-6, ESOL Endorsement Educational Leadership (All Levels) National Board Certified in Reading/Language Arts	2	2	Reading Coach 2011-2012- D, school #262 36% Reading Mastery / 43% Math Mastery / 20% Science Mastery/ 75%Writing Mastery Master AYP: NO Rtl Resource Teacher 2010-2011- A, school #30 94% Reading Mastery / 95% Math Mastery / 81% Science Mastery/ 85% Writing Mastery Master AYP: YES 2nd Grade Teacher 2009-2010- A, school #30 93% Reading Mastery / 90% Math Mastery / 71% Science Mastery /92% Writing Mastery AYP: NO The subgroup: Students with Disabilities did not make AYP. 2nd Grade Teacher 2008-2009-A, school # 30 – 91% Reading Mastery / 90% Math Mastery / 69% Science Mastery/ 93% Writing Mastery AYP: YES 2nd Grade Teacher 2007-2008-A, school # 30 – 89% Reading Mastery / 84% Math Mastery / 63% Science Mastery/85% Writing Mastery AYP: YES 2nd Grade Teacher 2006-2007-A, school # 30 – 92% Reading Mastery / 84% Math Mastery / 63% Science Mastery/ 96% Writing Mastery AYP: YES Math Coach 2011-2012- D, school #262 36% Reading Mastery / 43% Math Mastery / 20% Science Mastery/ 75%Writing Mastery

Math	Regina Rowan-Thomas	University of Phoenix Master of Educational technology Webster University B.S. in Computer Information Systems Tennessee Wesleyan College Certifications: Elementary Education K-6 Business Education 6-12 Computer Science K-12 Educational Leadership (ALL Levels)	2	2	Master AYP: NO 4th Grade Math Teacher 2010-2011, School #15 51% Reading Mastery / 51% Math Mastery / 14% Science Mastery AYP: NO The subgroup: Economically Disadvantaged subgroup did not make AYP. 4th Grade Math Teacher 2009-2010 School #15 55% Reading Mastery / 53% Math Mastery / 19% Science Mastery AYP: NO The subgroup: Economically Disadvantaged subgroup did not make AYP. 5th Grade Science Teacher 2008-2009 School #15 51% Reading Mastery / 47% Math Mastery / 31% Science Mastery AYP: NO The subgroup: Economically Disadvantaged subgroup did not make AYP.
Science	Tommie Mercer	Master of Secondary Education University of Phoenix B.S. Science Management University of Phoenix Professional Certifications: Biology 6-12 Middle Grades Integrated 5-9	1	1	8th Grade Science Teacher 2011-2012- C, School #144 35% Reading Mastery / 39% Math Mastery / 17% Science Mastery/ 74% Writing Mastery Master AYP:

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. Lead Magnet Teachers will recruit during Magnet Mania and other Magnet related events that are highlighted in local media outlets	Magnet Leads	May 2013	
2	2. The interview Committee consisting of administrators and coaches meet and interview prospective teachers. The team discusses prospective teachers that would prosper in our learning community and, after offering the teacher a position, they quickly are given a grade level mentor teacher and a grade level academic coach.	Administration and Coaches	May 2013	
3	3. Beginning teachers fulfill the requirements of the Teacher Induction Program (MINT).	PDF, Coaches, Administration	May 2013	
4	4. CET trained teachers attend district Mentoring Academy and use effective strategies learned with mentees	PDF and Mentors	May 2013	
5	5. Professional Development Facilitator (PDF) provides monthly meetings and on-going support to service MINT participants and mentors.	PDF	May 2013	
6	6. Academic Coaches provide on-going support via observations, professional trainings, co-teaching, and modeling.	Math, Science and Reading Coach	May 2013	
7	7. Weekly Professional Learning Communities (PLCs) are facilitated by coaches for all grade levels, K-5, for 90 minutes per week.	Academic Coaches	May 2013	
8	8. Mentors will meet regularly will all teachers with less than 3 completed years of experience and/or are new to our district.	Mentors	May 2013	
9	9. The principal has bi-monthly debriefings with first year teachers on Early Release Wednesdays.	Principal	May 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
Not applicable until October 2012 due the new DCPS teacher evaluation system, CAST.	NA

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
60	13.3%(8)	38.3%(23)	38.3%(23)	10.0%(6)	38.3%(23)	100.0%(60)	6.7%(4)	1.7%(1)	25.0%(15)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Zabrina Smith (Reading Coach)	Bryan Vernon (5th ELA)	Mr. Vernon is a first year teacher. Ms. Smith serves as the reading coach for 3-5 teachers where she works closely during PLCs and pushes in during instructional time. She is also been accepted and is currently completing the Aspiring Leadership Academy.	<ul style="list-style-type: none"> The mentor and mentee meets biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set fourth by the Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning. PDF/novice teacher meetings are the last Thursday of every month. District Cadre, Amber Pringle, will observe and work with novice teachers weekly. New teachers will meet with the Principal after every Early Release training at 3:15 for a debriefing.
Melissa Urrutia (2nd Grade Chair)	Rachel Dodds-Parimore	Mrs. Dodds is a 2nd year 2nd grade teacher transferring from out of district. Mrs. Urrutia is a veteran 2nd grade teacher with a proven track record of the highest scores on the 2nd grade. She also serves as the grade level chair and a member of the school leadership	<ul style="list-style-type: none"> The mentor and mentee meets biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set fourth by the Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning. PDF/novice teacher meetings are the last Thursday of every month. District Cadre, Amber Pringle, will observe and work with novice teachers weekly. New teachers will meet with the Principal after

		team.	every Early Release training at 3:15 for a debriefing.
Erika Levesque (KG)	Fallon Hamilton (K)	Ms. Hamilton is a first year Kindergarten teacher. Ms. Levesque is a 4th year Kindergarten teacher who is actively involved in Common Core Training and Implementation.	<ul style="list-style-type: none"> • The mentor and mentee meets biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set fourth by the Individual Professional Development Plan (IPDP). • The mentor is given release time to observe the mentee. • Time is given for feedback, coaching and planning. • PDF/novice teacher meetings are the last Thursday of every month. District Cadre, Amber Pringle, will observe and work with novice teachers weekly. • New teachers will meet with the Principal after every Early Release training at 3:15 for a debriefing.
Raquel Foxworth (EBD Site Coach)	Marcus White (EBD)	Mr. White is a first year EBD Intermediate teacher. Ms. Foxworth is a veteran ESE teacher. She now serves as the school EBD Site Coach where she supports both intermediate and primary units. She has been accepted and is completing the Aspiring Leadership Academy.	<ul style="list-style-type: none"> • The mentor and mentee meets biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set fourth by the Individual Professional Development Plan (IPDP). • The mentor is given release time to observe the mentee. • Time is given for feedback, coaching and planning. • PDF/novice teacher meetings are the last Thursday of every month. District Cadre, Amber Pringle, will observe and work with novice teachers weekly. • New teachers will meet with the Principal after every Early Release training at 3:15 for a debriefing.
Tommie Mercer (Science Coach)	Julie Mae Syquio (5th ELA / Science)	Ms. Syquio is a first year reading and science teacher. Mr. Mercer is the school Science Coach. He has a proven track record of high science scores in the district.	<ul style="list-style-type: none"> • The mentor and mentee meets biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set fourth by the Individual Professional Development Plan (IPDP). • The mentor is given release time to observe the mentee. • Time is given for feedback, coaching and planning. • PDF/novice teacher meetings are the last Thursday of every month. District Cadre, Amber Pringle, will observe and work with novice teachers weekly. • New teachers will meet with the Principal after every Early Release training at 3:15 for a debriefing.

Aunekia Bright-Westcott (K Chair)	Lennetta Strickland-Young (PK)	Mrs. Young is a first year certified PK teacher. She previously held a CDA certification and has taught PK for 1 previous year. Ms. Westcott is 4th year Kindergarten teacher with a proven track record of success on the FAIR. She is the grade level chair and also serves on the school leadership team.	<ul style="list-style-type: none"> • The mentor and mentee meets biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set fourth by the Individual Professional Development Plan (IPDP). • The mentor is given release time to observe the mentee. • Time is given for feedback, coaching and planning. • PDF/novice teacher meetings are the last Thursday of every month. District Cadre, Amber Pringle, will observe and work with novice teachers weekly. • New teachers will meet with the Principal after every Early Release training at 3:15 for a debriefing.
Tommie Mercer (Science Coach)	Jessica Ribeiro (5th Science)	Mrs. Ribeiro is a first year alternative certification teacher. Mr. Mercer is the school Science Coach. He has a proven track record of high science scores in the district.	<ul style="list-style-type: none"> • The mentor and mentee meets biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set fourth by the Individual Professional Development Plan (IPDP). • The mentor is given release time to observe the mentee. • Time is given for feedback, coaching and planning. • PDF/novice teacher meetings are the last Thursday of every month. District Cadre, Amber Pringle, will observe and work with novice teachers weekly. • New teachers will meet with the Principal after every Early Release training at 3:15 for a debriefing.
Ragina Rowan-Thomas (Math Coach)	Caitlin Sweeney (3rd Math)	Ms. Sweeney is a 2nd year 3rd grade teacher. This will be her first year as a departmentalized math teacher. Mrs. Thomas is the school math coach. She has a proven track record of high math scores as a classroom teacher.	<ul style="list-style-type: none"> • The mentor and mentee meets biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set fourth by the Individual Professional Development Plan (IPDP). • The mentor is given release time to observe the mentee. • Time is given for feedback, coaching and planning. • PDF/novice teacher meetings are the last Thursday of every month. District Cadre, Amber Pringle, will observe and work with novice teachers weekly. • New teachers will meet with the Principal after every Early Release training at 3:15 for a debriefing.
		Ms. Gaurner is a 2nd year teacher in 4th grade. Ms. Smith is the	<ul style="list-style-type: none"> • The mentor and mentee meets biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set fourth by the Individual Professional Development Plan (IPDP). • The mentor is given release time to observe the mentee.

<p>Zabrina Smith (Reading Coach)</p>	<p>Maryann Gaurnery (4th ELA)</p>	<p>school reading coach that works with 3-5 teachers in PLCs and push-in with instruction.</p>	<ul style="list-style-type: none"> • Time is given for feedback, coaching and planning. • PDF/novice teacher meetings are the last Thursday of every month. District Cadre, Amber Pringle, will observe and work with novice teachers weekly. • New teachers will meet with the Principal after every Early Release training at 3:15 for a debriefing.
<p>Leslie Waddelow (1st Grade Chair)</p>	<p>Shannon Higgins (1st)</p>	<p>Ms. Higgins is a 2nd year 1st grade teachers. Mrs. Waddelow is the 1st grade chair and a member of the school leadership team. She also serves as the school PDF.</p>	<ul style="list-style-type: none"> • The mentor and mentee meets biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set fourth by the Individual Professional Development Plan (IPDP). • The mentor is given release time to observe the mentee. • Time is given for feedback, coaching and planning. • PDF/novice teacher meetings are the last Thursday of every month. District Cadre, Amber Pringle, will observe and work with novice teachers weekly. • New teachers will meet with the Principal after every Early Release training at 3:15 for a debriefing.
<p>Gabriel McDaniel (Guidance Counselor)</p>	<p>Sherry Jackson (VE)</p>	<p>Ms. Jackson is a 2nd year VE Resource teacher. This is her second career and she is alternative education certified. Mrs. McDaniel is a veteran School Counselor and she leads monthly MRT and weekly RtI meetings. She is also a member of the school leadership team.</p>	<ul style="list-style-type: none"> • The mentor and mentee meets biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set fourth by the Individual Professional Development Plan (IPDP). • The mentor is given release time to observe the mentee. • Time is given for feedback, coaching and planning. • PDF/novice teacher meetings are the last Thursday of every month. District Cadre, Amber Pringle, will observe and work with novice teachers weekly. • New teachers will meet with the Principal after every Early Release training at 3:15 for a debriefing.
<p>Courtney Warner (1st Grade)</p>	<p>Sandra Rago (1st)</p>	<p>Ms. Rago is a 2nd year 1st grade teacher. Mrs. Warner is a 4th grade 1st grade teacher with a proven track record on the FAIR.</p>	<ul style="list-style-type: none"> • The mentor and mentee meets biweekly to discuss evidence based strategies for each domain and their progress towards meeting the goals set fourth by the Individual Professional Development Plan (IPDP). • The mentor is given release time to observe the mentee. • Time is given for feedback, coaching and planning. • PDF/novice teacher meetings are the last Thursday of every month. District Cadre, Amber Pringle, will observe and work with novice teachers weekly. • New teachers will meet with the Principal after every Early Release

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

Services are provided to ensure students requiring additional remediation are assisted through programs such as Team Up and SES Tutoring opportunities, as well as summer school.

Title I, Part C- Migrant

Title I, Part D

Programs for at risk students include TEAM UP and SES Tutoring for those who qualify. Other grant based programs include Real Men Wear P.I.N.K.

Title II

Professional Development funds will be utilized to support Common Core Training and roll out from PK- Grade 5.

Title III

Title X- Homeless

Homeless students living in shelters in our attendance zone qualify for all Title 1 services offered at the school. Services include breakfast in the classroom (BIC) , Free and Reduced lunch, and the opportunity to enroll in TEAM UP.

Supplemental Academic Instruction (SAI)

Services are provided to ensure students requiring additional remediation are assisted through additional push-in and pull-out remediation by a certified teacher during school.

Violence Prevention Programs

In School Suspension included character education and prevented lessons utilizing the Second Step Bully Prevention program provided by DCPS. All book of the months imbed a specific character trait that aligns with district wide guidelines.

Nutrition Programs

The school participates in the Breakfast in the Classroom (BIC) program which provides a nutritious breakfast for all students.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Andrew Robinson is a Duval County Magnet for Science, Technology, Engineering, and Mathematics (STEM). All students are provided additional resources that align with the National STEM standards, in addition to NGSS and Common Core.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based RtI Leadership Team is comprised of the following individuals:

Crystal Lewis (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.

Talitha Harris and Michelle Walsh (Assistant Principals) assists the principal by monitoring the school-based RtI team and monitoring the implementation of intervention support and documentation.

Zabrina Smith (Reading Coach) 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.

Rowan-Thomas (Math Coach) 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 Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions). Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan 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.

Gabriel McDaniel (Guidance Counselor) provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, the school guidance counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Carol Jones (SWD LEA for the school) 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.

District assigned Speech Language Pathologist participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; intervention planning, and program evaluation; facilitates data-based decision making activities.

Kelly and Walker participate in student data collection, integrates core instructional activities/materials into Tier 3 instruction within the Students Taking Academic Responsibility (STAR) Program for overage students.

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. Teachers analyze weekly data from class, district and state during weekly 90 minute PLCs.
2. Struggling students are identify with the assistance of Academic Coaches and Admin and interventions are planned.
3. Continuously struggling students are referred to the MTSS Wednesday team to problem solve and collaborate on research based next steps. The teacher brings collected data in graph form to share and discuss with the team. A monitoring date of 4-6 weeks out is set to monitor student and intervention progress.
4. Progress monitoring meeting reviews 4-6 week data and either refers the child out, continues intervention, suggest a new intervention, or refers to MRT for more testing.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement

plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The School Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The School Leadership Team finalizes the plan.

The School Improvement Plan is the guiding document for the work of Andrew Robinson. The School Leadership Team will regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MtSS/RtI to inform instruction and made mid-course adjustments as data are analyzed.

MTSS Implementation

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

1. Classroom Data Tracking Sheets: Used to monitoring weekly and cumulative assessments and to plan for FCIM lessons in individual, small and whole group. Data Tracking sheets identify the bottom quartile for the class and school.
2. Interim District Benchmark Limelight Reports: Used as beginning, mid, and end of year progress monitoring of students on individual assessed benchmarks. Target Focus Calendars are created and updated in response to data. Data is summarized Mid-year SIP and Mid-Year Stakeholders Meetings. All data is presented in graph form on the data wall.
3. FAIR Decision Tree: Used to disaggregate FAIR data to drive individual groupings of target instruction.
4. DRA 2 Focus for Instruction: Used to differentiate and plan for Guided Reading.
5. RtI Summary Sheets: Wednesday Meeting data and outcome is documented for Tier 2 and Tier 3 using a template with guiding questions.

Describe the plan to train staff on MTSS.

RtI/MtSS Leadership Team will attend district and state trainings. Information will be disseminated through emails, PLCs, Early Release, and mentoring sessions.

All teachers will participate in weekly 90 minute professional learning communities where data is the focus for planning, training, and instruction. Data will be disaggregated, students identified, and research based materials modeled for instruction. In addition, calibration sessions will be planned for where student work and data will be highlighted for discussion.

The Professional Development Facilitator will plan for a RtI / MtSS book talk as an optional after school training.

Describe the plan to support MTSS.

MtSS will be supported by Academic Coaches and Admin by providing weekly feedback from classroom walk-throughs, PLCs, and informal CAST observations. Effective practices with researched based materials will be modeled during PLCs and class time. Scaffolding methods such as modeling, co-teaching, and "piggy-backing" will be utilized until each teacher is effective with Tier 1, 2 and 3 practices and resources. A resource will be compiled with all the school resources available for each content area and tier as guide for teachers. A check out system will be created to monitored purchased resources to ensure the researched based materials stay complete from year to year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Crystal. Lewis
Assistant Principal: Michelle Walsh
Assistant Principal: Talitha Harris
Reading Coach: Zabrina. Smith
Math Coach: Regina. Rowan-Thomas
Science Coach: Tommie Mercer
Team Up Director: Natalie Sheppard

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

The Literacy Leadership Team meets weekly after school to analyze school, grade level, classroom, and individual student data collected weekly from ALL teachers in ALL content areas. This data is desegregated and trends are analyzed. Subgroups and learning gains are tracked and interventions put into place and monitored as needed. All Literacy Leadership takes an active role in performing Classroom Walk-Throughs, modeling, training, and debriefing with ALL content area teachers to increase learning gains across content areas. Mrs. Lewis monitors EBD and STAR, Ms. Harris and Mrs. Walsh monitor Kindergarten, first, and second grades. Mrs. Thomas and Ms. Smith monitor third, fourth, and fifth grades. Mr. Mercer monitors fifth grade science. Mrs. Sheppard monitors Team Up after school program usages.

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

For the 2012 and 2013 school year, increasing proficiency while maintaining student learning gains will be the primary focus for student and school improvement. All teachers will be trained and monitored on effective Tier 1 Core Instructional Practices that match the rigor of Common Core and 2.0 content expectations. To support the process, all teachers will attend and actively participate in weekly 90 minute grade level PLCs, early release trainings, and modeling by coaches. Our main goal is for Tier 1 instruction is to be consistent, rigorous, and explicit across content areas so that 80% of all students are responding to instruction that is aligned to the content standards and the school and district reading / language arts philosophy.

3-5 teachers will be taking through an explicit training where unpacking each benchmark of the Next Generation Sunshine State Standards and understanding the FCAT specifications will be the primary focus in order to align Core Teaching Practices.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/18/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Andrew Robinson Elementary Schools has a Pre-Kindergarten program, which prepares 4 year olds to transition successfully to Kindergarten. The VPK program has adopted the Houghton Mifflin Florida Reading Series which aligns with the Florida VPK standards and the building blocks for primary reading instruction. In a partnership with the Early Learning Coalition and the Read It Forward Jax! VPK reading program encourages families to read with their children to increase their understanding of literacy concepts that prepare them for academic success as they transition into kindergarten. VPK students are given the opportunity to go on field trips to broaden their world experiences. Before students enter Kindergarten, they are assessed using the Houghton Mifflin Early Growth Indicators Benchmark Assessment and the State VPK Assessment three times a year.

*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:	67% (214/324) of all 3-5 students will score at level 3 on the SSS component of the FCAT Reading as defined by the 2012-2013 Adequate Yearly Progress benchmarks set forth by NCLB.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (59/324)	27% (88/324)

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	Teachers are not effectively analyzing benchmark and FAIR data to guide core instruction or small group interventions.	Provide teachers with professional development on how to access, analyze, interpret and use data appropriately to guide core and small group instruction	Literacy Leadership Team Reading Coach District/ State Reading Coach MTSS Leadership Team Academic Awareness Team	Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore Reports Student Portfolio CAST Inform Reports
2	Teachers do not understand the FCIM process and how it lends itself to instruction	All teachers will receive professional development on the FCIM process and how to effectively implement it during literacy block using Common Core Standards.	Literacy Leadership Team Reading Coach District/State Reading Coach MTSS Leadership Team Academic Awareness Team	Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore Reports Student Portfolio CAST Inform Reports
3	Many teachers are not analyzing and utilizing FAIR data to effectively differentiate instruction.	All teachers will attend one ninety minute PLC's per week in order to gain knowledge on appropriate strategies to use to differentiate instruction based on FAIR results	Literacy Leadership Team Reading Coach District/State Reading Coach MTSS Leadership Team Academic Awareness Team	Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore Reports Student Portfolio CAST Inform 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:

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:	26% (85/324) of all 3-5 students will score at or above a level 4 on the SSS component of the FCAT Reading to meet the 93% of all 3-5 students who need to score at or above a level 3 as defined by the 2012-2013 Adequate Yearly Progress benchmarks set forth by NCLB.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (54/324)	26% (85/324)

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	Teachers need continued in-depth professional development in the implementation of reading enrichment strategies.	Conduct professional development on the appropriate use of supplemental materials, effective instructional activities for use with leveled classroom libraries, nonfiction texts, and the integration of other content areas	Literacy Leadership Team Reading Coach District/State Reading Coach MTSS Leadership Team Academic Awareness Team	Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore Reports Student Portfolio CAST Inform Reports
2	Lack of instructional rigor in primary and intermediate classes, which include differentiated instruction and documented RtI support.	Utilize weekly PLCs and bi-weekly Early Release times to provide training on differentiated instruction and the RtI process with corresponding data collection.	Literacy Leadership Team Reading Coach District/State Reading Coach MTSS Leadership Team Academic Awareness Team	Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore Reports Student Portfolio CAST Inform Reports

3	Teachers' have limited knowledge of the reading content and how to effectively teach it across other content areas to enrich high performing students	Teachers will receive professional development on small group reading strategies, content base guided reading, and content base instruction through planning and the coaching cycle.	Literacy Leadership Team Reading Coach District/State Reading Coach MTSS Leadership Team Academic Awareness Team	Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore Reports Student Portfolio CAST Inform Reports
4	Teachers lack the ability to enrich or enhance students' current level of knowledge needed to extend them to the next level of learning.	Students who have earned a level 3 or higher on the FCAT in both Math and Reading and maintain A/B Honor Roll the first nine weeks of school will be inducted in the Andrew Robinson National Elementary Honor Society and participate in a weekly 3 way, 45 minutes rotations of enrichment in the academic areas of Reading, Math, and Science.	Literacy Leadership Team Reading Coach, Math Coach, and Science Coach Academic Awareness Team	Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore Reports Student Portfolio CAST Inform 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 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:	71% (155/324) of all 3-5 students will make learning gains on the SSS component of the FCAT Reading as defined by the 2012-2013 Adequate Yearly Progress benchmarks set forth by NCLB.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (140/324)	71% (155/324)

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	Teachers are not consistently implementing differentiation strategies during the literacy block.	Teachers will receive professional development to effectively analyze data and implement differentiated instruction (e.g., learning centers, small group, and guided reading) to address individual student needs during the literacy block.	Literacy Leadership Team Reading Coach District/State Reading Coach MTSS Leadership Team Academic Awareness Team	Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore Reports Student Portfolio CAST Inform Reports
2	Teachers' lacks the ability to appropriately identify complex text using Common Core Standards.	Teachers will receive ongoing professional development on Common Core Standards and give strategies on how to identify complex text.	Literacy Leadership Team Reading Coach District/State Reading Coach MTSS Leadership Team Academic Awareness Team	Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore Reports Student Portfolio CAST Inform Reports
3	Teachers lack of knowledge of how to integrate reading in all content areas	All teachers will attend a ninety minute PLC's once a week to gain knowledge on how to appropriately integrate reading in all content areas.	Literacy Leadership Team Reading Coach District/State Reading Coach MTSS Leadership Team Academic Awareness Team	Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore Reports Student Portfolio CAST Inform 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:

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:	81% (56/68) of all 3-5 students in the lowest 25% will make learning gains on the SSS component of the FCAT Reading as defined by the 2012-2013 Adequate Yearly Progress benchmarks set forth by NCLB.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (50/68)	81% (56/68)

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	Many of the 3rd-5th grade teachers are not able to effectively work with students needing phonics and phonemic awareness.	Teachers will receive professional development on how to use the FAIR toolkit to provide additional instruction necessary to improve student reading skills	Literacy Leadership Team Reading Coach District/State Reading Coach MTSS Leadership Team Academic Awareness Team	Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore Reports Student Portfolio CAST Inform Reports
3	Teachers do not fully understand the gradual release process.	Teachers will receive professional development on as well as have the gradual release process model for them.	Literacy Leadership Team Reading Coach District/State Reading Coach MTSS Leadership Team Academic Awareness Team	Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore Reports Student Portfolio CAST Inform Reports

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 #					
	Reduce the number non proficient students a year over six consecutive years. This is an increase of 29% of the total population of students meeting state proficiency levels in reading.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47%	52	57	61	66	

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:	The subgroup of Black proficient students will be increased by 15% for a total of 50% (195/314) meeting state proficiency standards in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 35% (142/314)	Black: 50% (157/314)

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	Teachers lack knowledge and training in RtI process and FCIM.	Teachers will work on developing Focus Calendars and Focus lessons designed by the teachers in conjunction with the Reading coach based on a review of previous assessments where students were struggling and plan for RtI small group instruction, and whole group lessons.	Literacy Leadership Team Reading Coach District/State Reading Coach MTSS Leadership Team Academic Awareness Team	Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore Reports Student Portfolio CAST Inform Reports
2	Some teachers are not incorporating appropriate content-specific vocabulary instruction.	School-based coaches will provide support for individual teachers through the coaching model (e.g., co-planning, modeling instruction, co-teaching, observing instruction, and debriefing) to incorporate content-specific vocabulary	Literacy Leadership Team Reading Coach District/State Reading Coach MTSS Leadership Team Academic Awareness Team	Weekly mini-assessments, monthly Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore Reports Student Portfolio CAST Inform 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 subgroup:

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	14% (5/32) of all 3-5 SWD students will score at or above level 3 on the SSS component of the FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
96% (30/32)	86% (28/32)

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:	Total Free and Reduced is 89% (288/324 Students). The subgroup of economically disadvantaged non-proficient students will be increased by 14% for a total of 48% (139/288) meeting state proficiency standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (124/288)	48% (139/288)

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	Teachers lack the ability to create a variety of entry points to ensure that student differing abilities, strengths, and needs are all taken into consideration.	Provide professional development on the importance conducting and understanding students' learning and thinking styles surveys	Literacy Leadership Team Reading Coach District/State Reading Coach MTSS Leadership Team Academic Awareness Team	Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore Reports Student Portfolio CAST Inform Reports
2	Most teachers are not analyzing data to effectively differentiate instruction.	Collaborate with teachers to assist them in analyze student data and develop differentiated instruction (e.g., learning centers and small group guided reading) to address individual student needs.	Literacy Leadership Team Reading Coach District/State Reading Coach MTSS Leadership Team Academic Awareness Team	Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs	FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore

				Data Notebooks	Reports Student Portfolio CAST Inform Reports
3	Teachers are not consistently implementing differentiation strategies during the literacy Block	Teachers will receive professional development on how to effectively analyze data and consistently implement differentiated instruction (e.g., learning centers and small group guided reading) to address individual student needs.	Literacy Leadership Team Reading Coach District/State Reading Coach MTSS Leadership Team Academic Awareness Team	Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report Compose Odyssey FCAT Explore Reports Student Portfolio CAST Inform 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
Book Jam	4-5th Grade	Christy Handy Reading Coach Zabrina Smith	Reading coach, 4th and 5th grade teachers	August 1	Classroom Walk-through	State Coach Reading Coach Administration
Data Analysis Lesson Planning Focus Calendar	3rd-5th Grade	State Coach Holli & Reading Coach Zabrina	3rd, 4th, 5th ELA teachers Reading Coach (PLC)	Every Friday	Data Notebook, Oncourse lesson plans posted weekly	State Coach Reading Coach
FAIR Data Analysis/ Common Core Standards	3rd – 5th Grade	State Coach Holli & Reading Coach Zabrina	3rd, 4th, 5th ELA teachers Reading Coach (PLC)	Every Friday	Data Notebook, Oncourse lesson plans posted weekly	State Coach Reading Coach Administration
Brain Compatible Teaching	K-5th Grade	Marcia Tate	K-5th Grade teachers, Coaches, and Administration	Saturday, October 6, 2012	Classroom Walk-through	State Coach Reading Coach Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader	AR encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, AR helps teachers set personalized goals for each student, and select books that are difficult enough to keep students	Title 1	\$4,067.10

	challenged, but not too difficult to cause frustration.		
Interactive Learning(Digital Lessons	Interactive SMART Board lesson (Reading)		\$19.99
			Subtotal: \$4,087.09
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Brain Compatible Teaching	Through 10 interactive modules, teachers will learn about the research behind brain-compatible teaching and develop their own concrete strategies that can be applied immediately in your classroom.	Title 1	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,087.09

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
Accelerated Reader	AR encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, AR helps teachers set personalized goals for each student, and select books that are difficult enough to keep students challenged, but not too difficult to cause frustration.	Title 1	\$4,067.10
Interactive Learning(Digital Lessons	Interactive SMART Board lesson (Reading)		\$19.99
			Subtotal: \$4,087.09
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: \$4,087.09

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:	66% (214/324) of all students grades 3-5 will score a level 3 on the NGSS component of the Math FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (139/324)	48% (194/345)

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	Teachers have not received in-depth professional development in the implementation of the core math program and the math workshop model	Teachers will participate in professional development provided by the school and district in order to implement the core math program using the math workshop model with fidelity.	Principal, District and School-Based Coaches	Focus Walks, Lesson Plans Board Configurations	DA Instructional Review Indicators Rubric
2	Many teachers are not creating daily lessons that follow an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson	Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	Principal Math Coach RtI Team	Grade level and RtI team will review results of common assessments data bi-weekly to determine progress toward benchmark.	Common assessments tied to Next Generation Math Standards administered weekly.
3	Student data is not being used for ongoing progress monitoring.	School-based Math Coach and District Math Coach will collaborate to provide teachers with professional development that focuses on using data (benchmarks and weekly assessments) to monitor student progress and using that data to make accommodations in instruction that meets the needs of individual students.	Principal, Math Coach, and District Math Coach	Data Notebook Review, Data Chats (individual and grade level), Lesson Plans, Monitoring Forms	Diagnostic assessments, FCIM assessments, End-of-Unit assessments, and district benchmark assessments that are aligned with the Next Generation Math Standards

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.	27% (88/324) of all students in grades 3-5 will score at or
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Mathematics Goal # 1b:	above level 4 on the NGSS component of the Math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (46/324)	16% (52/324)

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	Scaffolding, pacing, prompting and probing techniques are not used when asking questions designed to promote higher-order thinking.	The district instructional mathematics specialist and school-based mathematics coach will collaborate to develop and implement professional development to design higher-order questioning and discourse for daily instruction	Principal, Assistant Principals, District and School-Based Coaches	Focus Walks, Classroom Observations Lesson Plans	DA Instructional Review Indicators Rubric Interim District Benchmarks FCIM Mini-Assessments
2	Teachers are not identifying learning styles for use in developing appropriate instructional strategies to meet the needs of all students.	School-based academic coaches will work in collaboration with teachers through professional learning communities to create lesson plans that address individual student's learning styles during math instruction.	Principal, Assistant Principals, School-based Academic Coaches, Teachers	Focus Walks, Lesson Plans	DA Instructional Review Indicators Rubric Interim District Benchmarks FCIM Mini-Assessments
3		School-based math coach and district math coach will provide professional development for teachers on using data to plan appropriate enrichment activities for all students in the form of extension lesson utilizing performance based tasks. The school-based math coach will facilitate analysis of student data during common planning time.	Principal, Assistant Principals, Math Coach, and District Math Coach	Focus Walks, Lesson Plans	DA Instructional Review Indicators Rubric Interim District Benchmark FCIM Mini-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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	31% of the students will achieve FCAT levels 4 and 5 in mathematics proficiency in mathematics in 2011-12. This will be an increase of 8% in the proficiency level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (90/396)	31%(109/353)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Large number of novice teachers.</p> <p>There are six out of twelve teachers in grades 3-5 that are either new to the content area, grade level, or teaching.</p>	<p>Training will be held with teachers on how to disaggregate data to detect meaningful information about their students and what are the next steps in instruction</p> <p>Benchmark data will be disaggregated and a monthly focus calendar will be developed from that data. Instructional focus lessons will be taught and then assessed.</p> <p>Students will be provided incentives periodically, in recognition of high achievement in academics.</p>	Administrators, Math Coach.	<p>The data will be monitored by the Principal, Assistant Principals, and the Math Coach.</p> <p>Bi- Weekly Progress Monitoring Assessments will be utilized to track the progress of students.</p>	Assessment data sheets, walk throughs, data note books, lesson plans.
2	<p>Large number of novice teachers.</p> <p>There are six out of twelve teachers in grades 3-5 that are either new to the content area, grade level, or teaching.</p>	Data chats will be held with teachers regularly to give guidance for differentiation of instruction.	Administrators, Math Coach.	<p>The data will be monitored by the Principal, Assistant Principals, and the Math Coach.</p> <p>Bi- Weekly Progress Monitoring Assessments will be utilized to track the progress of students.</p>	Assessment data sheets, walk throughs, data note books, lesson plans.
3	<p>Large number of novice teachers.</p> <p>There are six out of twelve teachers in grades 3-5 that are either new to the content area, grade level, or teaching.</p>	Gizmos and Online enVision assignments will be utilized for virtual and tiered instruction.	Administrators, Math Coach.	<p>The data will be monitored by the Principal, Assistant Principals, and the Math Coach.</p> <p>Bi- Weekly Progress Monitoring Assessments will be utilized to track the progress of students.</p>	Assessment data sheets, walk throughs, data note books, lesson plans.
4	Teachers lack the ability to enrich or enhance students' current level of knowledge needed to extend them to the next level of learning.	Students who have earned a level 3 or higher on the FCAT in both Math and Reading and maintain A/B Honor Roll the first nine weeks of school will be inducted in the Andrew Robinson National Elementary Honor Society and participate in a weekly 3 way, 45 minutes rotations of enrichment in the academic areas of Reading, Math, and Science.	Math Coach, Reading Coach, and Science Coach. Administrators	<p>The data will be monitored by the Principal, Assistant Principals, and the Math Coach.</p> <p>Bi- Weekly Progress Monitoring Assessments will be utilized to track the progress of students.</p>	Assessment data sheets, walk throughs, data note books, lesson plans.

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

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:	70% (227/324) of all 3-5 students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (189/324)	64% (208/324)

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	Most teachers are not analyzing student work to effectively differentiate instruction for all students.	School coaches will collaborate with teachers during PLCs to analyze student work and develop math strategies and lessons that meet the needs of individual students.	Principal, Assistant Principals, School-Based Coaches Teachers District Math Coaches State Math Specialist	Data Notebook Review, Data Chats (individual and grade level), Lesson Plans Classroom Observations	DA Instructional Review Indicators Rubric Interim District Benchmark FCIM Mini-Assessments
2	Student data is not being used on a regular basis to monitor student progress.	School based math coach will collaborate with teachers to provide professional development focused on using student data to monitor student progress and modify instruction based on that data.	Principal, Assistant Principals Math Coach Teachers District Math Coaches State Math Specialist	Focus Walks, Lesson Plans	DA Instructional Review Indicators Rubric Interim District Benchmark FCIM Mini-Assessments
3	Some teachers are unfamiliar with the test item specifications, tested benchmarks and content limits for FCAT 2.0	District and School-based Coaches will provide professional Development on FCAT Test Item Specification, tested benchmarks, and content limits for the FCAT 2.0	Principal, Assistant Principal, District Coaches, School-based Coaches District Math Coaches State Math Specialist	Focus Walks, Lesson Plan Review	DA Instructional Review Indicators Rubric Interim District Benchmark FCIM Mini-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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
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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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	70% (42/60) of all 3-5 students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (36/60)	65% (39/60)

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	Teachers are not effectively implementing differentiated instructional strategies during the math block	School based math coach will plan, develop and implement lessons with teachers that address individual student needs through the Intensive Coaching Model.	Principal, Assistant Principals, School-Based Coach Teachers	Data Notebook Review, Data Chats (individual and grade level), Lesson Plans Classroom Observations	DA Instructional Review Indicators Rubric Math Assessments District Math Benchmark Assessment
2	Many of the students lack the pre-requisite math skills that are needed to be successful.	Through the use of vertical team planning, teachers will provide students with skills necessary to be proficient in math.	Principal, Assistant Principals, School-Based Coach Teachers	PLC Vertical Team Meetings Learning Schedules	Student portfolios Math Assessments FCIM Data
3	Teachers do not have a clear understanding of the FCIM process and therefore FCIM is not being implemented on a daily basis.	Admin, district and state support staff, school based coaches will provide training on the FCIM process and will assist teachers in developing monthly FCIM calendars to show student weaknesses.	Principal, Assistant Principals, District and School-based Coaches District Based	Data Notebook Review, Data Chats (individual and grade level), Classroom Observations, Monthly FCIM Calendars FCIM Monitoring Forms	DA Instructional Review Indicators Rubric District Math Benchmark Assessment FCIM Assessments

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

Elementary School Mathematics Goal #

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

5A : Reduce the number of non proficient students a year over six consecutive years. This is an increase of 29% of the total population of students meeting state proficiency levels in math.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47	52	57	61	66	

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:	The subgroup of Black proficient students will be increased by 9% for a total of 51% (161/315) meeting state proficiency standards in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 42% (145/315)	Black: 51% (161/315)

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	Teachers have not received in-depth professional development in the implementation of explicit math instruction.	School-based coaches will provide support for individual teachers through the coaching model (e.g., co-planning, modeling instruction, co-teaching, observing instruction, and debriefing) to incorporate content-specific common lessons that include appropriate content-specific math instruction	Principal, Assistant Principals, District and School-based Coaches	Data Notebook Review, Data Chats (individual and grade level), Lesson Plan Review, Classroom Observations, DA instructional Review Indicators Rubric	DA Instructional Review Indicators Rubric Math Assessments District Math Benchmark Assessment
2	Large number of novice teachers. There are six out of twelve teachers in grades 3-5 that are either new to the content area, grade level, or teaching.	All math teachers will attend two consecutive ninety minute PLC's per grade level/ per week with the coaches to gain knowledge on appropriate strategies to use during differentiated instruction.	Administrators, Math Coach.	The data will be monitored by the Principal, Assistant Principals and the Math Coach. Bi- Weekly Progress Monitoring Assessments will be utilized to track the progress of students.	Assessment data sheets, walk throughs, data note books, lesson plans.
3	Large number of novice teachers. There are six out of twelve teachers in grades 3-5 that are either new to the content area, grade level, or teaching.	Plan supplemental interventions for students not responding to core curriculum. Focus of instruction will be determined by review of common assessment data and will include explicit instruction, modeled instruction, guided and independent practice. Supplemental instruction will be provided.	Administrators, Math Coach.	The data will be monitored by the Principal, Assistant Principals and the Math Coach. Bi- Weekly Progress Monitoring Assessments will be utilized to track the progress of students.	Assessment data sheets, walk throughs, data note books, lesson plans.
4					

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Reduce the percent of SWD student not making satisfactory progress to 44% (18/32)
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (18/32)	50% (16/32)

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	Teachers have not received in-depth professional development in the implementation of explicit math instruction activities.	School-based coaches will provide support for individual teachers through the coaching model (e.g., co-planning, modeling instruction, co-teaching, observing instruction, and debriefing) to incorporate content-specific common lessons that include appropriate content-specific math instruction content.	Principal, Assistant Principals, District and School-based Coaches	Data Notebook Review, Data Chats (individual and grade level), Lesson Plan Review, Classroom Observations, DA Instructional Review Indicators Rubric	DA Instructional Review Indicators Rubric Math Assessments District Math Benchmark Assessment

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The subgroup of economically disadvantaged proficient students will be increased by 9% for a total of 50% (144/288) meeting state proficiency standards in math.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
41% (130/288)			50% (144/288)		
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	Teachers do not have a clear understanding of the FCIM process and therefore FCIM is not being implemented on a daily basis.	The district and state support staff, principal, and school based coaches will provide training on the FCIM process and will assist teachers in developing monthly FCIM calendars that incorporate the gradual release model.	Principal, Assistant Principals, District and School-based Coaches District and State Coaches	Data Notebook Review, Data Chats (individual and grade level), Classroom Observations, Monthly FCIM Calendars FCIM Monitoring Forms	DA Instructional Review Indicators Rubric District Math Benchmark Assessment FCIM Assessments
2	Teachers have not received in-depth professional development in the implementation of explicit math instruction.	School-based coaches will provide support for individual teachers through the coaching model (e.g., co-planning, modeling instruction, co-teaching, observing instruction, and debriefing) to incorporate content-specific common lessons that include appropriate content-specific math instruction.	Principal, Assistant Principals, District and School-based Coaches	Data Notebook Review, Data Chats (individual and grade level), Lesson Plan Review, Classroom Observations, DA Instructional Review Indicators Rubric	DA Instructional Review Indicators Rubric Math Assessments District Math Benchmark Assessment
3	Student data is not being used to monitor student progress.	School-based coaches will provide support for individual teachers through the coaching model (e.g., co-planning, modeling instruction, co-teaching, observing instruction, and debriefing) to incorporate content-specific common lessons that include appropriate content-specific math instruction.	Principal, Assistant Principals, District and School-based Coaches	Data Notebook Review, Data Chats (individual and grade level), Lesson Plan Review	Diagnostic assessments, FCIM assessments, End-of-Unit assessments, and district benchmark assessments that are aligned with the Next Generation Math Standards

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
Create Math Assessment for students and progress monitor students	K-5 Math	Math Coach and Lead Math Teachers	PLC/ School wide	August- June Early release Wednesdays/ Bi-weekly PLC's per grade level /per week	Walk through, post conferencing, assessment data, modeling of lessons,	Administration and leadership team

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		A minimum of 35% of grade 5 students will score Level 3 on the Science FCAT.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
11%(11/96)		13% (15/118)			
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. Teacher's lack the in depth content knowledge which hinders student performance.	1A.1. All Science teachers will attend one ninety minute PLC per grade level / per week with the coach to gain content knowledge in order to be a subject matter expert.	1A.1. State Science Specialist, Science Coach and AP's	1A.1. Focus walks/classroom observations	1A.1. FCIM Assessment data Classroom Walkthroughs Data Notebooks Lesson Plans Compose Odyssey FCAT Explore Student Portfolio

					IBA's LSA's
2	1A.2. Students lack background knowledge in Science.	1A.2. Utilize RTI to identify students in the core curriculum needing intervention and enrichment. During PLCs assist teachers with planning and imbedding reading strategies to access and understand complex science text.	1A.2. Science Coach, AP's Instructional Reading and Data Coaches	1A.2. Review student grouping charts frequently and ensure groups are redesigned to target the need of the students based on the assessments	1A.2. FCIM Assessment data Classroom Walkthroughs Data Notebooks Lesson Plans Compose Odyssey FCAT Explore Student Portfolio

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:	A minimum of 15% of grade 5 students will score Level 4 or 5 on the Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (7/96)	8% (9/118)

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
2A.1 Ensuring that science components (the 5 E's Planning model, NGSS, and core curriculum) are implemented with	2A1 Tier 1: All students will participate in weekly inquiry based learning, hands-on laboratory experiments following	2A1 District and State Science Specialist, Science Coach, and AP's	2A1 Focus walks/classroom visits will be conducted by the administrative team and Science Coach will push into	2A1 FCIM Assessment data Classroom Walkthroughs Data Notebooks

1	fidelity across all grade levels to decrease the number of students needing additional interventions and remediation.	the district's scope and sequence pacing guide and the Five E's Planning Model. Lab activities weekly and use a common lab report format to document hands-on investigations.		5th grade classrooms	Lesson Plans FCAT Explore Student Portfolio IBA's LSA's
2	Teachers lack the ability to enrich or enhance students' current level of knowledge needed to extend them to the next level of learning.	Students who have earned a level 3 or higher on the FCAT in both Math and Reading and maintain A/B Honor Roll the first nine weeks of school will be inducted in the Andrew Robinson National Elementary Honor Society and participate in a weekly 3 way, 45 minutes rotations of enrichment in the academic areas of Reading, Math, and Science.	Literacy Leadership Team Reading Coach, Math Coach, and Science Coach Academic Awareness Team	Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks	2A1 FCIM Assessment data Classroom Walkthroughs Data Notebooks Lesson Plans FCAT Explore Student Portfolio IBA's LSA's

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
		State Coach Kris				

Creating lesson plans releasing the 5 E's model	5th Grade	Henderson Science Coach Tommie Mercer	Science Coach 5th grade teachers	Every Tuesday	Classroom Walk-throughs	State Coach Science Coach Administration
Data Analysis Lesson Planning Focus Calendar	5th grade	State Coach Kris Henderson Science Coach Tommie Mercer	Science Coach 5th grade teachers	Every Tuesday	Classroom Walk-throughs	State Coach Science Coach Administration
FAIR Data Analysis/ Common Core	5th grade	State Coach Kris Henderson Science Coach Tommie Mercer	Science Coach 5th grade teachers	Every Tuesday	Classroom Walk-throughs	State Coach Science Coach Administration
Higher Questioning: Webb's Depth of Knowledge Item Specifications /Content	5th Grade	State Coach Kris Henderson Science Coach Tommie Mercer	Science Coach 5th grade teachers	Every Tuesday	Data Notebook, Oncourse lesson plans posted weekly	State Coach Science Coach Administration
Integration of STEM lessons standards	5th grade	State Coach Holli & Reading Coach Zabrina Science Coach Tommie Mercer	3rd, 4th, 5th ELA and Science teachers	Every Tuesday	Data Notebook, Oncourse lesson plans posted weekly	State Coach Reading Coach

Science Budget:

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	100% (103/103) of all 4th grade students will score at or above a level 3 on the SSS component of the FCAT Writing. 78% of all 4th grade students will score at or above a level 4 on the SSS component of the FCAT Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (78/103) of all 4th grade students were at or above a Level 3.	83% (86/103) of all 4th grade students score at or above a Level 4.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Teachers lack the Knowledge and understanding of how to score a piece of writing at the level and rigor of the state as defined on the Florida Writing 2.0 rubric.	1A.1. Whole Staff Calibration of Anchor Papers in order to build understanding across content areas.	1A.1. Classroom Teacher, State, District, and School based Reading Coach, Admin	1A.1. PLC Calibrations Classroom Walk-Throughs Student Revised and Scored Work Teacher Conferencing documentation and feedback	1A.1. Benchmarks Write Score Reports Insight/Inform Reports. Student Polished Work with Gradeing Rubric
2	1A.2. Teachers are not coordinating with the reading teacher in order to connect reading and writing and do not understand Common Core Standards.	Teachers will take part in weekly 90 minute PLCs that will focus on the reciprocal nature of reading and writing. They will learn to connect authentic and complex literature to the instruction of daily writing	1A.2. Classroom Teacher, Literacy Leadership Team, State, District, and School Reading Coaches	1A.2. Lesson Plans Classroom Observations and Walk-Throughs PLC Discussions Students Work Data Notebooks Conference Logs	1A.2. Benchmarks Write Score Reports Insight/Inform Reports. Student Polished Work with Gradeing Rubric
3	1A.3. Teachers lack the understanding of getting students to the point of producing a piece of writing that meets the standard.	1A.3. Common Core Standards will be utilized to develop Teaching/Learning Rubrics to assist students in student understanding what is expected of a writing piece that meets the standards.	1A.3. Classroom Teacher, Literacy Leadership Team, State and District School based Reading Coaches	1A.3. Walk-Throughs, PLC Calibrations Student Revised Works, Conference Logs, Grading Rubrics Lesson Observations, OnCourse Lesson Plans	1A.3. Benchmarks Write Score Reports Insight/Inform Reports. Student Polished Work with Gradeing Rubric
4	1A.4. Teachers struggles with planning for whole day content area instruction that includes writing integration.	1A.4. PLCs will focus on Lesson Study utilizing student data to drive instruction.	1A.4. State and District School based Reading Coaches	1A.4. Walk-Throughs, PLC Calibrations Student Revised Works, Conference Logs, Grading Rubrics Lesson Observations, OnCourse Lesson Plans	1A.4. Benchmarks Write Score Reports Insight/Inform Reports. Student Polished Work with Gradeing Rubric

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
District Writing Training at Andrew Robinson	3rd-4th Grade	State and District Coach	K-4th, Reading Coach Zabrina Smith, Other schools	October 17th	Classroom Instructional Observations, Lesson Plans, Student Work	State, District, School based Reading Coach Lead Literacy Team Administration
Lucy Calkin Writing Training	K-4th	Lucy Calkin	K-4th, Reading Coach Zabrina Smith, AP Harris	September 15th	Classroom Instructional Observations, Lesson Plans, Student Work	State, District, School based Reading Coach Lead Literacy Team Administration
Calibrating Writing to FCAT 2.0 Specifications	4th Grade	State, District, and School based Reading Coach	4th Grade State, District, and School based Reading Coach	Weekly PLC	Classroom Instructional Observations, Lesson Plans, Student Work	State, District, School based Reading Coach Lead Literacy Team Administration
District Writing Training at North Shore	4th Grade	State	4th Grade ELA, AP Walsh	September 7th	Classroom Observations, Lesson plans, Student Work	State, District, School based Reading Coach, Lead Literacy Team, Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Steck Vaughn Elements of Vocabulary	Explicit Grade Level Vocabulary program	Title 1	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score, LLC	Professional Writing Analysis and Scoring Company	Title 1	\$1,654.62
			Subtotal: \$1,654.62
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: \$3,154.62

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:		Based upon the 2011-2012 school years attendance rate of 95%, the school will increase the daily average attendance rate by three percentage points (96%).			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95% (308/324)		96% (312/3240)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
257		232			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
26% (205/788)		23% (178/777)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not have correct address on file.	Send home an attendance letter each quarter to all students who have missed or been tardy more than three days in a quarter and require parents to sign notice of a meeting to be held at the school to inform parents of the impact tardies and absenteeism has on student learning.	attendance clerk MTSS Team	Baseline data will be collected at the beginning of the school year. Monthly data checks will be conducted in effort to determine effectiveness.	Data comparison
2	Many parents are not aware of DCPS attendance, tardy, and early release policies	Parents will be informed of DCPS attendance, tardy, and early checkout policies at orientation, open house, family connections nights, and parent workshops. Flyers and letters will be sent home to inform them of these policies,	CRT, Admin, guidance counselor, Parental Involvement Coordinator, (PIC), Parent Liasion and classroom teachers	Monitor checkout and tardy logs. Baseline data will be collected at the beginning of the school year. Monthly data checks will be conducted in effort to determine effectiveness.	Oncourse reports and data comparison

		in the Tuesday Communication Folder.			
3	Teachers are not notifying parents via phone or agenda regarding excessive absences and tardies.	Provide professional development to instructional staff regarding the expectation of DCPS policies and parent.	Office Staff, Parent Liaison, Parental Involvement Coordinator, ISSP Part Time Facilitator	Monitor attendance, periodically review parent communication logs	Analyze data and trends to determine the effectiveness of staff education

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Communication and the district attendance and tardy policy.	pre-k through 5	Parental Involvement Coordinator and Parent Liaison	School-wide	Monthly	Instructional staff; Office staff; contact logs	Principal, Assistant Principals, and Guidance Counselor

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	To reduce the number in and out of school suspensions from the 2011-12 school year by 20% (228/285). In selected cases of discipline we will use ISSP instead of OSSP where appropriate. This will lead to a higher number of ISSP's
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
146	131
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
146	131
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
139	125
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
139	125

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students not aware of expectations in the classroom and common areas of the school.	Re-implement Foundations for common area expectations/behaviors and train the 23 new teachers to our staff on the basics of CHAMPS for classroom/instructional expectations/behaviors. As students are sent to an AP with a referral, AP will include some counseling with student to minimize repeat offenders as much as possible.	Principal, Assistant Principals, Instructional coaches, Guidance Counselor, and District Coaches	Observation of students and classes in common areas and in their classrooms during instruction.	Students adhering to expectations used in CHAMPS for any instructional activity.
2	Students not aware of expectations in the classroom and common areas of the school.	Proactive approach with students to reinforce school dress/appearance code as well as reinforcing behavioral expectations through the use of CHAMPS with every activity during the school day.	Admin, Instructional coaches, and Foundations Team (School CultureTeam)	Observation of students and classes in common areas and in their classrooms during instruction.	Students adhering to expectations used in CHAMPS for any instructional activity.
	14 new teacher to the faculty, 8 of which are	Host a District Wide CHAMPS training to	District MINT Cadre, Admin,	Observation of students and classes in common	Students adhering to

3	first year teachers	provide convenience for first year and new teachers to the district	PDF, and Academic Coaches	areas and in their classrooms during instruction.	expectations used in School Wide Discipline Plan. CHAMPS Sign-In Sheet
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Train Teachers on Foundations/CHAMPS	PK-5	Admin, Academic Coaches, District Personnel, Foundations Team	School Wide	Early Release	Daily Classroom Observations and Visits	Admin, Academic Coaches, MINT Cadre

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement

Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	To increase parental involvement by twenty-five percent during the 2012-2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
16% (118/740)	20% (148/740)

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 and Scheduling of events	1.1. Provide multiple sessions on the same topic to fit with parents varying schedules and responsibilities.	1.1. Admin, Academic Coaches, Parental Involvement Coordinator, Parent Liaison	1.1. Attendance, Agendas, Event Calendar	1.1. Sign-In Sheets, Workshop Evaluation Forms
2	1.2. Limited knowledge about the district curriculum, FCAT expectations and procedures, school and district sponsored activities for parents and students.	1.2. In addition to monthly Tuesday Folder Calendars, updated marquee, the parent liaison and Parental Involvement Coordinator will use a phone campaign to reach out personally to parents prior to school sponsored events.	1.2. Admin, Parent Involvement Coordinator, and Parent Liaison	1.2. Anecdotal notes from phone contact, Increased Parental Involvement in the Title Parent Involvement Center	1.2. Sign-In Sheets, Agendas, Workshop Evaluation Forms
3	1.3. Limited number of male role models for students	1.3. Real Men Wear P.I.N.K. program	1.3. Principal, Parent Liaison, Mr. S, Thompkins, W. Jackson	1.3. The attendance, grades, behavior, and school involvement will be monitored for the students impacted by this program.	1.3. Compiled Component Data from mentor logged hours and events.

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
Building Ties between home and school	PK-5	Parent Involvement Coordinator, Parent Liaison	School Wide	Quarterly at Early Release Trainings	Evaluation and Surveys	Administration

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
Kindle E Readers and Books	Electronic Readers	Title 1 Parental Involvement Funds	\$1,000.00
			Subtotal: \$1,000.00
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
Storeroom orders for Parent Make & Take Workshop supplies		Title Parent Involvement Funds	\$460.00
			Subtotal: \$460.00
			Grand Total: \$1,460.00

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Safety Goal Safety Goal #1:			To reduce the number of in and out of school suspensions due to aggressive behavior from the 2011-12 school year by 20% (228/285 school, 36/45 bus) in order to create a safe learning environment.		
2012 Current level:			2013 Expected level:		
285 In and Out of School 45 Bus			228 In and Out of School 36 Bus		
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	Scheduling a time that does not conflict with instructional learning.	Students with two or more referrals for aggressive behavior will take part in a in school Tier II behavior intervention program provided called Second Steps.	Guidance Counselor Administration	Classroom Walkthroughs, Observation of guidance and facilitators	Educator Handbook discipline website
2	Bus drivers not reinforcing district code of conduct policy on bus behavior.	All students riding buses with multiple discipline referrals for safety violations will be given a safety letter for parents and students to sign in order to communicate safety expectations while riding the bus. Administration will review the letter in detail with the school bus riders to ensure understanding of expectations and consequences.	Academic Coaches Administration	Bus observations, Bus ride alongs	Educator Handbook discipline website

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

Budget:

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

End of Safety Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Steck Vaughn Elements of Vocabulary	Explicit Grade Level Vocabulary program	Title 1	\$1,500.00
				Subtotal: \$1,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	AR encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, AR helps teachers set personalized goals for each student, and select books that are difficult enough to keep students challenged, but not too difficult to cause frustration.	Title 1	\$4,067.10
Reading	Interactive Learning (Digital Lessons)	Interactive SMART Board lesson (Reading)		\$19.99
CELLA	Accelerated Reader	AR encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, AR helps teachers set personalized goals for each student, and select books that are difficult enough to keep students challenged, but not too difficult to cause frustration.	Title 1	\$4,067.10
CELLA	Interactive Learning (Digital Lessons)	Interactive SMART Board lesson (Reading)		\$19.99
Writing	Write Score, LLC	Professional Writing Analysis and Scoring Company	Title 1	\$1,654.62
Parent Involvement	Kindle E Readers and Books	Electronic Readers	Title 1 Parental Involvement Funds	\$1,000.00
				Subtotal: \$10,828.80
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Brain Compatible Teaching	Through 10 interactive modules, teachers will learn about the research behind brain-compatible teaching and develop their own concrete strategies that can be applied immediately in your classroom.	Title 1	\$2,000.00
				Subtotal: \$2,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Storeroom orders for Parent Make & Take Workshop supplies		Title Parent Involvement Funds	\$460.00
				Subtotal: \$460.00
				Grand Total: \$14,788.80

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 10/19/2012)

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
We will use these funds to ensure that each student receives a student planner to assist them in organizing their student work requirements, thereby giving them a better chance of success in accomplishing their learning assignments and goals.	\$1,928.00

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

The SAC will be working on ways to support the overarching theme for the next several years "Blast off to College Preparation". Andrew Robinson is a Science, Mathematics, and Pre-Engineering magnet and we are in the process of reculturalization to give our students a better chance of preparing for and achieving entrance into a college at the end of their K-12 academic career. SAC will try to increase the parental and community involvement in conjunction with the school's Marketing Committee.

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 ANDREW A. ROBINSON ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	66%	80%	33%	239	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	52%			107	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?	48% (NO)	59% (YES)			107	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					453	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Duval School District ANDREW A. ROBINSON ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	73%	89%	24%	248	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	54%	63%			117	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?	49% (NO)	68% (YES)			117	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					482	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested