

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: PINE ESTATES ELEMENTARY SCHOOL

District Name: Duval

Principal: Michelle Quarles

SAC Chair: DuVon Yarbrough

Superintendent: William Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/19/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal, Sallye B. Mathis Elementary School 2011-2012: Increased the school grade from 399 points D to a C 438 points. Writing: Increased proficiency from 22% to 78% Reading: Increased proficiency from 42% - 45% Reading Gains: Increased Reading gains from 55% to 63% Reading Bottom Quartile: Increased Reading Bottom Quartile from 47% - 71% Math: Decrease in Math proficiency from 70% to 48% Math Gains: Increased Math Gains from 56% to 60% Math Bottom Quartile: Increased Math Bottom Quartile from 43% to 47%  Principal, Sallye B. Mathis Elementary School 2010-2011: Increased Writing: 98% of students scored at level 3 or above, improving the overall

Principal	Michelle Quarles	Bachelors of Arts Master of Education – Educational Leadership Certification: Educational Leadership and School Principal (all Levels) State of Florida	1	10	<p>AYP by 22% points from to 76 to 98%. Math: 70% of students were proficient and 66% made learning gains. Reading: 58% were proficient and 55% made learning gains.</p> <p>Principal, John Love Elementary School 2009 – 2010: Increased the school grade by 18 points from 472 C to 490 C. John Love Elementary School had the highest third grade math gains in the DCPS District and the fourth highest reading gains. Writing: 82% of students were proficient and 100% of students scored at level 3 or above. Overall AYP: 92%.</p> <p>Principal, John Love Elementary School 2008 – 2009: Increased the school grade by 35 points from 437 C to 472 C, Reading Mastery: 51%, Math Mastery: 43%, Science Mastery: 30%, Writing: 83% scored at 3.5 or higher and 90% scored at 3 as required by NCLB. Writing Proficiency met. Overall AYP: 85%</p> <p>Principal, John Love Elementary School 2007 – 2008: Grade C, Reading Mastery: 53%, Math Mastery: 47%, Science Mastery: 15%, Writing: 84% scored at 3.5 or higher and 97% scored at 3 as required by NCLB. Reading and Writing Proficiency met, Overall AYP: 92%</p> <p>Vice Principal, Richard L. Brown Elementary in 2006 - 2007: Increased the school grade from a C to a B. Reading Mastery: 68%, Math Mastery: 57%, Writing 82%, AYP: Reading, Writing and Math Proficiency met. Overall AYP: 92%</p>
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Shaakera Thomas	Bachelors of Art-English Literature, Minor Political Science Masters of Education- Educational Leadership Certification: Elementary Education K-6 and Educational Leadership, All Levels	1	1	<p>5th Grade Teacher, Chaffee Trail Elementary School 2011-2012: Grade B As a 5th grade ELA teacher, I increased the reading proficiency of my students from 63% to 72%.</p> <p>5th Grade Teacher, Andrew A. Robinson Elementary School 2010-2011: Grade D As a 5th grade ELA teacher, I increased the reading proficiency of my students from 13% to 71%. Lowest 25% Making Learning Gains: 49% Learning Gains: 60% Inclusion Teacher</p> <p>3rd Grade Teacher, Andrew A. Robinson Elementary School 2009-2010: Grade C Reading Proficiency: 50%</p> <p>3rd Grade Teacher, Andrew A. Robinson Elementary School 2008-2009: Grade A As a 3rd grade ELA teacher, I increased the reading proficiency of my students from 31% to 58% As a result, my students had the highest reading scores in 3rd grade on the FCAT.</p> <p>3rd Grade Teacher, Andrew A. Robinson Elementary School</p>

2007-2008: Grade C  
As a 3rd grade ELA teacher, I increased the reading proficiency of my students from 34% to 55%

## 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	Mentor/Buddy Teacher: Newly hired teachers are assigned a buddy teacher and a mentor. Teach for America Teachers are provided with support from the Program Director. The Teach for America Program Director works in conjunction with our Instructional Coaches to assist new teachers with professional development.	Principal PDF Teach For America Program Director Instructional Coaches	On-going	
2	Common Planning Time: New teachers are expected to spend 40 minutes weekly collaborating and planning with their team members and mentor teacher during the school year. During this time new hires work with colleagues to examine multiple sources of data about teaching, including lesson plans, student work, use of assessments, and teacher reflection about teaching and learning.	Principal School Instructional Coaches	On-going	
3	Mentoring and Induction for Novice Teachers (MINT): New teachers participate in the district-sponsored Mentor and Induction for Novice Teacher Program. They attend workshops on classroom management, curriculum and instruction. The principal, mentor and District Cadre also provides assistance and support through formal and informal observations, modeling, and the development of Individual Professional Development Plans.	Principal Professional Development Facilitator District Cadre Mentor Teachers	On-going	
4	On Going Professional Development: All teachers earn in-service points by attending ongoing professional opportunities during b-weekly Early Release Day sessions on Wednesdays.	School Instructional Coaches	On-going	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
There are currently four teachers that are not highly qualified and are out-of-field.	All teachers that are Non-Highly Qualified will work closely with the Professional Development Facilitator (PDF). The PDF, District Cadre and Principal will work together to assign mentors to novice teachers. Novice teachers are required to register for MINT Orientation and additional professional development that is offered throughout the school year. The PDF will provide resources to the mentor and developing professional as needed. The CADRE and PDF will work with teachers to ensure that all areas have been completed to assist with Accomplished Practices verification, and review all portfolio documentation prior to Principal's final review.

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
20	20.0%(4)	15.0%(3)	40.0%(8)	25.0%(5)	40.0%(8)	75.0%(15)	0.0%(0)	0.0%(0)	30.0%(6)

### 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
Marisel Perry	Indira Suriel	M. Suriel is a first year teacher. Ms. Perry has over 4 years of experience in elementary education. Her knowledge of the intermediate grade levels, specifically fourth grade will assist Ms. Suriel in gaining the necessary skills needed to become an effective teacher.	The mentor and mentee will meet weekly during to discuss evidence-based strategies for each domain of the teacher evaluation. The mentor is given time to observe the mentee. Time is also provided for the mentee to receive feedback and coaching from their mentor teacher. The mentor and mentee will establish time to plan lessons based upon feedback from collegial observations. Instructional Coaches will also model lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies. Mentor and mentee teachers will meet monthly with the PDF and principal to review progress and reflect on professional learning.
Shaakera Thomas	Angel Holsey	Ms. Holsey is a first year teacher. Ms. Thomas is the Reading Coach with over 6 years of experience in Elementary Education. She is an experienced teacher who has shown significant learning gains in the area of reading.	The mentor and mentee will meet weekly during to discuss evidence-based strategies for each domain of the teacher evaluation. The mentor is given time to observe the mentee. Time is also provided for the mentee to receive feedback and coaching from their mentor teacher. The mentor and mentee will establish time to plan lessons based upon feedback from collegial observations. Instructional Coaches will also model lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies. Mentor and mentee teachers will meet monthly with the PDF and principal to review progress and reflect on professional learning.
			The mentor and mentee will meet weekly during to discuss evidence-based strategies for each domain of the teacher

Cynthia Wright	Stephanie Scannapieco	Ms. Scannapieco is a first year teacher. Ms. Wright is a fifth grade teacher with over 26 years of experience in Elementary Education. She is an experienced teacher who has shown significant learning gains in the area of reading.	evaluation. The mentor is given time to observe the mentee. Time is also provided for the mentee to receive feedback and coaching from their mentor teacher. The mentor and mentee will establish time to plan lessons based upon feedback from collegial observations. Instructional Coaches will also model lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies. Mentor and mentee teachers will meet monthly with the PDF and principal to review progress and reflect on professional learning.
Cynthia Diggett	Charity Miller	Ms. Miller is a second year teacher. Ms. Diggett is an experienced teacher with over 6 years of experience in Elementary Education. She serves as the Professional Development Facilitator.	The mentor and mentee will meet weekly during to discuss evidence-based strategies for each domain of the teacher evaluation. The mentor is given time to observe the mentee. Time is also provided for the mentee to receive feedback and coaching from their mentor teacher. The mentor and mentee will establish time to plan lessons based upon feedback from collegial observations. Instructional Coaches will also model lessons using reading and writing strategies to teach Language Arts concepts, as well as, Math and Science strategies. Mentor and mentee teachers will meet monthly with the PDF and principal to review progress and reflect on professional learning.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

##### Reading Coach: (Title I)

Our school's Reading Coach facilitates and provides professional development, and coach for teachers utilizing a standards-based curriculum. Best practices are implemented through modeled lessons and classrooms, professional development, and coaching. An Intensive Remediation and Safety Net Plan are implemented for grades 3 – 5 to support lower performing students on the FCAT and District Benchmark exam.

##### Parental Involvement: (Title I)

Pine Estates Elementary School provides parents with resources, materials and information on a variety of skills and strategies to enhance student learning and increase parental involvement. Throughout the year, faculty and staff members work along with the Title I Office to provide a series of Parental Involvement Workshops and Professional Development for parents in the areas of reading, writing, math and science.

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

parents to choose from.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI funds are used to provide remediation to all students who score at level 1 or 2 on the FCAT and or fall below grade level. Remediation and support is provided during our before-school, after-school and Saturday School tutoring programs. The goal is to reinforce test taking skills and strategies for 3rd, 4th, and 5th grade students.

Violence Prevention Programs

Foundations: Safe and Civil Schools:

Foundations Team members work to align the School-Wide Discipline Plan with the strategies from the Foundations program. Team members also assist with in-service training for the faculty and staff members during Early Release Days. The Foundations Team conducts yearly surveys of stakeholders and utilizes the trend data such as attendance, discipline referrals, and incident reports to increase school safety. Common Area Assessments are also utilized in order to develop an implementation plan and provide a safe and civil school environment.

Red Ribbon Week

Pine Estates Elementary will implement activities during Red Ribbon Week that support prevention of violence and the use of alcohol, tobacco, and drugs. This activity helps to foster a safe, drug free learning environment that supports student growth and achievement.

Character Education

Our guidance counselor provides character education to whole group and individual students throughout the school-year. Each month, a Character Trait is introduced and highlighted on our Character Counts Bulletin Board. The guidance counselor also provides teachers and students with addition support and resources to assist with implement monthly Character Traits. Students exhibiting good character are rewarded monthly.

Bully Prevention:

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

Nutrition Programs

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

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Extended Day is a fee-based program that provides supervision after school that offers homework assistance.

Cathedral Arts Project provides free meaningful art education classes to 15-20 students twice a week after school.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Michelle Quarles, Principal: Provides a common vision for the use of data based decision-making; ensures that the school-based team is implementing a Multi-Tiered System of Supports and RTI; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support a Multi-Tiered System of Supports and RTI implementation; and communicates with parents regarding school-based Safety Nets, RTI plans and activities.

Shaakera Thomas, Reading Coach: Develops and leads the core reading instruction by identifying and analyzing existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Collaborates with teachers to develop assessments, analyze data, and identify strategies to deliver Tier 2/3 instruction/interventions. Provides professional development to assist teachers with integrating Tier 1 materials/instruction and monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Simia Richardson, Math Interventionist: Provides explicit instructional support in the area of math for students falling within the Bottom Quartile or scoring a level 1 or 2 on the FCAT Math Assessment through the following: pushing-in to classes, facilitating small group instruction, and pull-out instruction to provide an additional 30 minutes of daily remediation in math. The Math Interventionist will work to increase proficiency and achievement with students not meeting mastery in reading.

Mary Wilson - Reading Interventionist – Provides explicit instructional support in the area of reading for students falling within the Bottom Quartile or scoring a level 1 or 2 on the FCAT Reading Assessment through the following: pushing-in to classes, facilitating small group/guided reading instruction, and pull-out instruction to provide an additional 30 minutes of daily remediation in reading. The Reading Interventionist will work to increase proficiency and achievement with students not meeting mastery in reading.

Mia Moore, V. E. Resource Teacher - Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instructions; and collaborates with general education teachers through such activities as co-teaching, facilitation and consultation. (3rd – 5th grades)

Sherrita Cummings, V. E. Resource Teacher - Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instructions; and collaborates with general education teachers through such activities as co-teaching, facilitation and consultation. (K – 3rd grades)

Shakesha Swift, Guidance Counselor - Provides quality services and expertise on issues ranging from community agencies to schools and families to supports the child's academic, emotional, behavioral, and social success; provides consultation serves to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS/RTI Leadership Team of Pine Estates has the following functions:

1. RTI Team members will consistently attend all district RtI training;
2. On Early Release Days, the MTSS/RTI Team will facilitate professional development and share strategies with school faculty and staff on RTI practices;
3. RTI Team members will consistently utilize the problem solving method to probe for causation, analyze and disaggregate school wide student performance data, and identify next steps for improvement by grade level and individual students.
4. Monitor the implementation of the three-tiered Response to Intervention model in our school.

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

In addition to the oversight work of the MTSS/RTI Leadership Team, other building instructional teams such as Professional Learning Communities (PLC's), grade level teams will carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

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

For the most intensive interventions at Tier 3 during the 2012 – 2013 school year, the MTSS/RTI Team will be used collaboratively with the building instructional teams (PLC, grade level teams, and or content area teams) to provide classroom support for students.

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

The Leadership Team members and the MTSS/RtI Leadership Team meet weekly to review data and input from building instructional teams. An initial draft of the School Improvement Plan is developed by utilizing the template provided by the Department of Education. A draft of the SIP is then presented to the School Advisory Council and Shared Decision Team for review and recommendations. The plan is then finalized by Leadership Team members. The Leadership Teams meets weekly to discuss and reviews data, identifies areas of weakness and strengths and makes instructional decisions for safety net programs and instructional practices. Professional development needs are also assessed and adjusted based upon classroom observations and student data.

The School Improvement Plan becomes the guiding document for continuous school improvement. Leadership Team will meet weekly to revise and update the plan as based upon the needs of students. Changes and adjustments will be made throughout the school year. The plan includes a formal review process which demonstrates how the school has used MTSS/RtI to inform instruction and makes 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.

Baseline data: Teachers will use data from Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment2 (DRA-2), District Interim Benchmark Assessments, Every Day Calendar Counts, Envisions Math Diagnostic, Reading Diagnostic, and District Writing Assessments.

Mid-Year data: Teachers will use data from Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment2 (DRA-2), Houghton Mifflin Benchmark Assessments, Math End of Module Assessments, District Interim Benchmark Assessments, District Writing Assessments, Florida Continuous Improvement Model (FCIM) Assessments, Every Day Calendar Counts, Envisions Math Diagnostic, Reading Diagnostic, and Progress Monitoring Assessments (PMA) to determine academic performance. In addition, referral data will be collected and monitored to determine behavior performance.

End of the Year: Teachers will use data from Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment2 (DRA-2), Math Summative, District Interim Benchmark Assessments, FCAT Writes, and Florida Comprehensive Assessment Test (FCAT) to determine academic performance.

Describe the plan to train staff on MTSS.

The MTSS/RTI Leadership Team and facilitator will participate in District level professional development. Information and strategies from professional development sessions will be then be disseminated to staff members. The MTSS/RTI Leadership team will provide an overview of the MTSS/RTI process during pre-planning. On-going support will be provided to teachers during Early Release Day professional development and weekly PLC meetings.



Describe the plan to support MTSS.

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

MTSS/RTI professional development includes District level professional development and support, professional development during pre-planning, early dismissal, and faculty meetings, and MTSS/RTI learning that is job-embedded and occurs during the following:

- Professional learning communities
- Collaborative planning
- Analysis of student work
- Book study
- Lesson study
- Action research

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Team consist of the following:

Michelle Quarles, Principal  
Shaakera Thomas, Reading Coach  
Shakesha Swift, Guidance Counselor  
Mariel Perry, Fourth Grade ELA Teacher  
Courtney Miller, Second Grade Teacher  
Cynthia Wright, Fifth Grade ELA Teacher  
Mary Wilson, Reading Interventionist  
Mia Moore, V. E. Resource Teacher  
Sherrita Cummings, V. E. Resource Teacher

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

The LLT The Literacy Committee meets bi-weekly to identify strategies to strengthen knowledge and build capacity for reading and writing within grades K-5. The team will work together to identify school wide literacy concerns and use research-based approaches to develop plans and strategic courses of action for addressing those concerns.

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

Integration and Implementation of the CCSS

The Literacy Leadership Team will provide in-depth professional development for K-5 teachers on the (CCSS) Common Core State Standards. Professional development will be implemented on Early Release Days and during weekly PLC meetings. During these sessions, teachers will gain a deeper understanding of how to fully implement and integrate the CCSS across all content areas. An emphasis will be placed on the following: Introduction and Overview of the Common Core State Standards K-5, Unpacking the CCSS, Vertical Articulation, and Analyzing Text for Complexity.

Read It Forward Jax!

Literacy Leadership Team members will work with teachers to ensure that the DCPS's Read It Forward Jax! Initiative is integrated across all content areas. Team members will provide professional development for literacy instruction emphasizing best practices and instructional strategies that promote reading. As a way to further integrate the Read It Forward Jax!, team members will monitor the implementation of the Book of the Month, One Million Word Campaign, Reading Celebrations and Parent Workshops that provide information related to the "Superintendent's Super Six Reading Strategies" to help parents to encourage their child to read.

Disaggregating/Analyzing Assessment Data:

Literacy Leadership Team members will assist teachers during weekly PLC meetings to disaggregate and analyze assessment data from baseline, District Reading Benchmark, FAIR, District Writing Prompts, Florida Continuous Improvement Model (FCIM), and common assessments. A detailed analysis of student work and assessment data will be utilized to identify next steps and interventions for all students not making adequate progress. An Instructional Focus Calendar will be utilized to provide focused instruction and interventions to increase student performance in reading. The principal will conduct on-

going formal and informal observations to monitor the implementation and alignment of curriculum.

**Facilitating Professional Development/PLC Meetings:**

Teachers will meet weekly with the Reading Coach during PLC meetings to discuss instructional practices, analyze student performance data and develop next steps for literacy instruction. Professional development will include the Integration and Transition to the Common Core State Standards, Text Complexity, RTI, FCIM, Reader's and Writer's Workshop Model, Utilizing Rubrics, Guided Reading/Small Group Instruction, Standards Based Instruction.

**Parental Involvement Workshops/Resources:**

The Literacy Leadership Team will assist with facilitating parent nights along with literacy workshops. Parents will be provided with information to assist with understanding the Next Generation State Standards and strategies in the areas of reading and writing. The number of parents attending workshops and Parent Night activities will be monitored and analyzed. Literacy Workshops for parents will provide a home school connection to promote literacy.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/15/2012)

### \*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.

Pine Estates Elementary School works closely with area day care centers, VPK, and pre-k programs to successfully transition students into Kindergarten. Incoming students are provided with an opportunity to tour the school and collaborate with teachers as they prepare to transition students.

Within the first 45 days of enrollment, kindergarten students are given the Florida Kindergarten Readiness Assessment (FLKRS) which is designed to provide for the screening of each child's readiness for Kindergarten. (Letter Naming Fluency and Initial Sound Fluency) The results from this assessments are used to group students for differentiated instruction and to provide intensive intervention.

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

### \*High Schools Only

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

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

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

## Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Ensure that 47% (69) of 3rd – 5th grade students score at Level 3 or higher on the FCAT Reading Assessment by increasing students' knowledge and skills for vocabulary, reading applications, literary analysis for fiction and non-fiction, and informational text/research processes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% of students achieved mastery on the 2012 administration of the FCAT Reading Test.	47% (69) of all 3rd-5th grade students tested will score Level 3 or higher on the FCAT Reading Test.

#### 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. Ensuring that the core curriculum is implemented with fidelity across all grade levels to decrease the number of students needing additional interventions and remediation.	1A.1. Tier 1: Teachers will utilize the core reading series to incorporate reading strategies an the key components of Reader's Workshop to include: the mini-lesson, read alouds, shared reading, partner reading, guided reading, independent reading (with a purpose) conferring, center activities and viable share time to aid in student progression.	1A.1. Principal Reading Coach District Literacy Coach Classroom Teachers	1A.1. Teachers will receive professional development on implementing the key components of the Reader's Workshop. Instructional strategies from the core reading series will be used with fidelity.  The District Literacy and School Level Reading Coach will provide support and model instructional strategies.	1A.1. Observations, Focus Walks, lesson plans, evidence of key components of the Reader's Workshop Model and FCAT Reading results, Reading Source Books, and Reading Logs
2	1A.2. Effectively utilizing time management and data to identify next steps and differentiate instruction to meet the needs of individual students.  Ensuring the successful administration and implementation of FAIR; due to the need of Professional Development available to new teachers in AP1.  Make sure that focus lessons are implemented with fidelity. Analysis of focus calendar must occur on a weekly basis.	1A.2. Tier 2/3: Teachers will utilize the FAIR Assessment, DRA2, District Reading Benchmark and FCIM assessment to analyze data, identify students not responding to the core reading instruction and provide on-going progress monitoring of these students.	1A.2. Principal District Literacy Coach Reading Coach Classroom Teachers RTI/Safety Net Team	1A.2. Teachers will utilize assessments, profiles, baselines and analysis of student work to map and align curriculum according to student achievement, along with FCIM Calendars and grade level learning schedules.  Administrator will conduct on-going classroom observations and focus walks to monitor implementation and alignment of curriculum.	1A.2. Printout of FAIR data reports, DRA 2 Data, FCIM Assessments, District Benchmark Assessments, Data Notebooks, Focus Walks, Lesson Plans, and Instructional Focus Calendars
	1A.3. Aligning and coordinating the school resource schedule, professional development calendar	1A.3. Teachers will participate in weekly PLC's (Professional Learning Communities) with the	1A.3. Principal Reading Coach Classroom Teachers	1A.3. Teachers will analyze data, assess instructional strategies, monitor student performance and	1A.3. Instructional grade level meeting minutes, FAIR Assessment,

3	and District level professional development to protect time and to allow for the maximum amount of teacher/instructional coach attendance.	Reading Coach to analyze student work and instructional strategies.		identify next steps to increase achievement in reading.	Benchmark, DRA 2 and FCIM profile sheets, Data Notebooks, and student work.
4	1A.4. Confirm that the structure of the work period within the workshop model is effectively implemented to ensure adequate time for small group instruction.	1A.4. Teachers will conduct at least two small groups/guided reading groups a day. The classroom teacher will maintain a record of fluid grouping and guided/small group instructional plans.	1A.4. Principal Reading Coach Classroom Teachers	1A.4. Guided reading lesson plans, data notebooks and conference logs will be reviewed to ensure consistency of instruction.	1A.4. Evidence of differentiation and guided reading lesson plans, conference logs, focus walk forms, center rotation visibly displayed, and leveled books.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Increase the higher level thinking, comprehension and reading stamina of students who are above proficiency in reading to ensure that 47% (68) of students make at least one year of growth in on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% of 3rd-5th grade students scored above mastery on the 2012 administration of the FCAT Reading Test.	47% (68) of all 3rd-5th grade students tested will score Level 4 or higher on the FCAT Reading.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A.1. Balancing the amount of time spent with students who are proficient compared to the amount	2A.1. Teachers will incorporate higher level questioning, enrichment activities, literature circles and	2A.1. Principal Reading Coach Classroom Teachers	2A.1. Guided reading lesson plans, data notebooks and conference logs will be reviewed to ensure	2A.1. Lesson plans, Evidence of fluid grouping, Data Notebooks, and

1	of time spent with students who are not proficient.	guided reading groups for students above proficiency.  The classroom teacher will maintain a record of fluid grouping and guided small group instructional plans.		consistency of instruction.	Standards-Based Checklist/Focus Walks
2	2A.2. The need to purchase leveled books for teachers to establish a wider-range of books in their classroom libraries and novice teachers who need to establish a classroom library in preparation for higher text complexity as aligned with Common Core.	2A.2. National Geographic, leveled books, and classroom libraries sorted by genres will be made available to students during independent reading time. Libraries will include materials and resources that challenge students to think critically.	2A.2. Principal Reading Coach Classroom Teachers	2A.2. Teachers will consistently monitor and assess students reading levels using the DRA 2, FAIR, and running records. Students will utilize leveled books during Independent Reading to increase comprehension, higher level thinking and reading stamina. Students will also establish a purpose for independently reading by utilizing their Reader's Response Journals during this time.	2A.2. DRA 2 Assessment results, Data Notebooks, Lesson Plans, Leveled Text, National Geographic, and Standards Based Checklist/Focus Walks
3	2A.3. Ensuring time to plan instruction based upon student needs.	2A.3. Teachers will ensure that students participate in enrichment activities during center time that will foster their continual reading growth.	2A.3. Principal District Literacy Coach Classroom Teachers	2A.3. Enrichment activities will be incorporated into daily schedules and reader's workshop and monitored by the principal.  V.E. Resource Teacher and General Education Teacher will meet weekly to assess the needs of the students and proactively plan.	2A.3. Lesson Plans to include centers and small group instruction, Improvement on Reading Assessments, District Benchmark, FCIM Assessments
4	2A.4. Allotting time within the daily schedule to integrate technology.	2A.4. Teachers will differentiate instruction by providing higher level enrichment activities prescribed activities through Destination Reading, Success Maker and research based technological programs.	2A.4. Principal Reading Coach Classroom Teachers	2A.4. Teachers will use assessment data to identify areas of weakness and assign prescribed activities based upon student need.  Destination Success will be utilized to integrate technology resources and provide students that are above mastery with various enrichment activities to increase their reading comprehension skills and strategies.	2A.4. Lesson Plans Destination Reading Reports Success Maker Reports Evidence of student work.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:	Ensure that 72% (106) of 3rd – 5th grade students make learning gains in reading on the FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% of 3rd-5th grade students made learning gains in reading on the 2012 administration of the FCAT Reading Test.	72% (106) of all 3rd-5th grade students tested will make learning gains on the FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Guarantee that Independent Reading is occurring within the workshop model.  Ensuring that children's literature is available at home and school.	3A.1. Teachers will implement strategies from our Read it Forward Jax! and the One Million Word Campaign to build stamina and increase achievement in reading. Teachers will also establish a purpose for reading by incorporating Reading Response Journals.	3A.1. Principal Reading Coach Classroom Teachers	3A.1. Standards Based Checklist/Focus Walks  Students will maintain a log outlining their reading goals and teachers will document student reading achievement. Students will be provided with incentives and rewarded for their accomplishments.	3A.1. 25 Book chart posted, incentives, rewards  Standards Based Checklist/Focus Walks
2	3A.2. Balancing the amount of time spent with students who are proficient compared to the amount of time spent with students who are not proficient.	3A.2. Teachers will incorporate higher level questioning, guided reading, FCRR Center activities, and Houghton Mifflin Small Group Independent Activities to monitor student growth.  The classroom teacher will maintain a record of fluid grouping and guided small group instructional plans.	3A.2. Principal Reading Coach Classroom Teachers	3A.2. Guided reading lesson plans, data notebooks and conference logs will be reviewed to ensure consistency of instruction.	3A.2. Lesson plans, FCRR, Evidence of fluid grouping, Data Notebooks, Standards-Based Checklist/Focus Walks
3	3A.3. Time to support safety net programs. Maintaining consistent student attendance.	3A.3. Students will participate in Safety Net programs that include Saturday School, before and after school tutoring and an additional 30 minutes of daily small group remediation in reading.	3A.3. Students will participate in Safety Net programs that include Saturday School, before and after school tutoring and an additional 30	3A.3. The Leadership Team will analyze and review assessment data and identify students who are in need of remediation. Students will receive the support of safety nets based upon their individual needs.	3A.3. Soar to Success Data Success Maker Data Lesson Plans Small Group Notes Focus Walks

			minutes of daily small group remediation in reading.		
4	3A.4. Maintaining the management and structure of the workshop model to incorporate time for completion of activities.	3A.4. Teachers will differentiate instruction by providing prescribed activities through Destination Reading and Success Maker.	3A.4. Principal Reading Coach	3A.4. Teachers will use assessment data to identify areas of weakness and assign prescribed activities based upon student need.  Students will utilize their center rotation time to work of these areas of weaknesses.	3A.4. Lesson Plans Destination Reading Reports
5	3A.5. Time to provide professional development for classroom teachers through weekly PLC's.	3A.5. Teachers will incorporate strategies from our weekly PLC's into reading instruction to increase reading comprehension and student knowledge.	3A.5. The Reading Coach and District Literacy Coaches will facilitate professional development PLC's utilizing areas of weaknesses in reading. Strategies will be incorporated into lesson plans and daily instruction.	3A.5. Principal Reading Coach District Literacy Coach	3A.5. Evidence of implementation Lesson Plans Focus Walks

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Decrease the number of students within the lower quartile who score below level 3 on FCAT Reading.  76% (106) of all bottom quartile students tested will make adequate progress as defined by the state.
2012 Current Level of Performance:	2013 Expected Level of Performance:



69% of the bottom quartile students achieved learning gains on the 2012 administration of the FCAT Reading Test.

76% (106) of all bottom quartile students tested will make adequate progress as defined by the state.

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	<p>4A.1. Ensuring that resources are available to meet the individual needs of each student.</p> <p>Time to differentiate instruction, collaborate, and monitor the effectiveness of strategies and interventions for each student.</p>	<p>4A.1. Tier 2/3: Students not responding adequately to the core reading instruction will receive a Progress Monitoring Plan (PMP) and will be provided an additional 30 minutes of daily supplemental instruction utilizing the RTI process and small group reading instruction.</p>	<p>4A.1. Principal Reading Coach Classroom Teacher</p> <p>RTI/Safety Net Team</p>	<p>4A.1. Grade-level teams will review results of common assessment data weekly to determine progress toward benchmarks (80% on Formative/Common Assessments).</p>	<p>4A.1. Soar to Success Assessment Data, Focus Walks, Data Notebooks, District Benchmark, Common assessments and Morning Tutoring participation</p>
2	<p>4A.2. Providing professional development and time to assess students on the use of the On-Going Progress Monitoring Tasks during weekly PLC meetings.</p>	<p>4A.2. Tier 2/3: The FAIR Assessment (On-Going Progress Monitoring Tasks) will be utilized to frequently monitor and provide additional remediation to students falling below grade level.</p>	<p>4A.2. Principal Reading Coach</p>	<p>4A.2. Teachers will receive Professional Development on how to use the results of the FCAT Reading Assessment along with data from the FAIR to provide on-going progress monitoring and instructional interventions based upon the needs of each student.</p> <p>Teachers will also utilize bi-weekly FCIM Profile Summary sheets to identify areas that need to be reviewed.</p>	<p>4A.2. FAIR Data Reports Lesson Plans On-Going Progress Monitoring Tasks</p>
3	<p>4A.3. Ensuring time is embedded within the daily schedule to allow student access to Success Maker.</p> <p>Limited number of licenses to allow students access to the Success Maker program.</p>	<p>4A.3. All students scoring at level 1 or 2 in reading will participate in 20 minutes of Success Maker daily to develop skills and increase reading comprehension.</p>	<p>4A.3. Principal Reading Coach School Technology Contact Classroom Teachers</p>	<p>4A.3. The Leadership Team will develop a Safety Net schedule that establishes time for students to utilize Success Maker outside of the time allotted for core reading instruction.</p> <p>Students will utilize the lab to access Success Maker daily for 20 minutes.</p>	<p>4A.3. Success Maker Data Reports Safety Net Schedule</p>
4	<p>4A.4. Using the Reading Tool Kit and Reading Comprehension Tool Kit with fidelity and effective time management.</p>	<p>4A.4. Teachers will use the Reading Comprehension Tool Kit and Reading Tool Kit to provide Tier 3 Interventions to students who have difficulty with phonics, phonemic awareness, fluency, comprehension and vocabulary.</p>	<p>4A.4. Principal Reading Coach</p>	<p>4A.4. Teachers will use assessment data to identify students who need Tier 3 Interventions and provide support to students by explicit instruction using the strategies within the Reading Tool Kit and Reading Comprehension Toolkit.</p> <p>The principal and reach coach will monitor implementation of instruction.</p>	<p>4A.4. FAIR, FCIM, Benchmark assessment data, Data Notebooks, Small Group Lesson Plans Focus Walks</p>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In six years, the achievement gap in reading will decrease by 50%. Reading achievement will increase from 44% proficiency to 72% proficiency in reading.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49%	53%	58%	63%	67%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Increase NCLB Ethnicity Subgroups (Black) knowledge and skills in all Reading Benchmarks so that 49% (72) of all 3rd-5th grade students tested will score Level 3 or higher on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Subgroups scoring at level 3 or higher on the FCAT Reading Test.  White: NA Black: 44% (72) Hispanic: NA Asian: NA American Indian: NA	Subgroups will score at level 3 or higher on the FCAT Reading Test. The expected level of performance for subgroups are as follows:  White: NA Black: 44% (72) Hispanic: NA Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Barriers for Ethnicity groups not making AYP include: Providing an extension of learning from school to home and effectively utilizing targeted strategies for intervention and remediation.  White: NA Black: 49% Hispanic: NA Asian: NA American Indian: NA	5B.1. Tier 2/3: Students not responding adequately to the core reading instruction will receive a Progress Monitoring Plan (PMP) along with supplemental, small group reading instruction.  Safety Nets for reading remediation and tiered instruction will be provided to all Level 1, lower quartile, and NCLB Ethnicity subgroups not performing at grade level in Reading.	5B.1. Principal Reading Coach Leadership Team Guidance Counselor  RTI/ Safety Net Team	5B.1. Teachers will analyze student work and assessment data, to identify students in need of remediation/intervention, and match them to the appropriate the safety net. The ELA Instructional Coach, RTI Team and Safety Net Team Members will assist with small group instruction.	5B.1. Assessments, data notebooks, conference logs, safety net schedules, small group instruction, lesson plans, Morning Tutoring, Saturday School attendance, Target Team/RTI
2	5B.2. Ensuring time for professional development, collaboration and effective implementation of the Common Core State Standards.	5B.2. Primary grade teachers (k-2) will utilize the Common Core State Standards along with the core reading series, and District Learning Schedule to enhance reading instruction by utilizing higher level questions, complex text,	5B.2. Principal Reading Coach District Literacy Coach Classroom Teachers	5B.2. Teachers will receive professional development on the CCSS during weekly PLC and Early Release Day meetings.  Strategies from professional development will be implemented in daily reading instruction.	5B.2. Lesson Plans incorporating the CCSS Evidence of CSS in student work samples Focus Walks Individual Professional Development Plans

		read alouds, close reading and integration of writing and evidence to support critical thinking.			(IPDP)
3	5B.3. Ensuring time for professional development, collaboration and effective transition to the Common Core State Standards.  Teacher understanding of how to effectively utilize the NGSSS while transitioning to the CCSS.	5B.3. Intermediate grade teachers (3rd-5th) will utilize the NGSSS and District Learning Schedule to provide daily reading instruction. The core reading instruction will support the transition to CCSS through the implementation of Anchor Standards 1 and 10 to include the use of text complexity, close reading, and integration of writing and evidence to support critical thinking.	5B.3. Principal Reading Coach District Literacy Coach Classroom Teachers	5B.3. Teachers will receive professional development on transitioning from the NGSSS to the CCSS during weekly PLC and Early Release Day meetings.  Strategies from professional development will be implemented in daily reading instruction.	5B.3. Lesson Plans incorporating the NGSSS and CCSS Evidence of CSS and NGSSS in student work Samples Focus Walks Individual Professional Development Plans (IPDP)
4	5B.4. Making certain that all teachers have access to resources and materials that are available to them by the district for the core series and alignment resources as we transition to Common Core.  Funding needed to enhance reading resources and leveled libraries within each classroom.	5B.4. A variety of fiction and non-fiction text leveled and organized by genre will be purchased to support student comprehension, fluency and development the skills and strategies needed to make learning gains in reading.	5B.4. Principal Reading Coach Classroom Teachers	5B.4. Leveled libraries will be purchased to support independent reading and guided reading instruction. Teachers will receive professional development on how to analyze text for complexity, organize and maintain leveled libraries.	5B.4. Lesson Plans Libraries organized by genre and level Center Activities Student Work

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	
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.	Decrease the number of SWD students within the lower quartile who score below level 3 on FCAT Reading.
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Reading Goal #5D:	47% of all SWD students tested will make adequate progress as defined by the state.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(2) of SWD students made satisfactory progress in reading on the on the 2012 administration of the FCAT Reading Test.	47% (8) of all SWD tested will make adequate progress as defined by the state.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Ensuring that the core reading instruction is implemented with fidelity.  Time for V. E. Resource teachers and general education teacher to provide supplemental instruction and remediation.	5D.1 Students not responding adequately to the core reading instruction will receive an additional 30 minutes of supplemental reading instruction daily.  Safety Nets for reading remediation and tiered instruction will be provided to all Level 1, lower quartile, and SWD students not performing at grade level in reading.	5D.1 Principal Safety Net Team Reading Coach District Reading and Literacy Coaches' RTI Team	5D.1 Teachers will analyze student work and assessment data, to identify students in need of remediation/intervention, and match them to the appropriate the safety net. The ELA Instructional Coach, RTI Team and Safety Net Team Members will assist with small group instruction.	5D.1 Assessments, data notebooks, conference logs, safety net schedules, small group instruction, lesson plans, Morning Tutoring attendance, Soar to Success Data, Success Maker Data, Saturday School attendance, Target Team/RTI
2	5D.2. Developing a schedule for V.E. Resource teachers to provide appropriate amount of time based upon each students needs and IEP goals and objectives.	5D.2. V.E. Resource teachers will work with general education teachers to provide remediation and small group instruction to SWD students to help them to understand reading concepts and skills needed to make an increase in reading.	5D.2. Principal V.E. Resource Teachers Guidance Counselor  Classroom Teachers District ESE Support	5D2. Students will participate in Tier 1 instruction daily. The V.E. Resource teacher will work with students based upon IEP goals and objectives and assist the general education teacher with strategies to support individual students.  Students will participate in daily small group instruction to develop skills and increase comprehension of learning tasks.	5D.2.  Focus Walks, data Notebooks, District Benchmark/FCIM Assessments tied to Individual Education Plans.
3	5D.3. Ensuring that teachers are provided with time to collaborate and develop strategies to differentiate instruction based up individual student needs.	5D.3. V.E. Resource Teachers and general education teacher will meet weekly to collaborate, review IEP goals and objectives and identify areas of need to differentiate instruction for SWD students.	5D.3. Principal V.E. Resource Teachers Guidance Counselor  General Education Teachers District ESE Support	5D.3. V.E. Resource and General Education Teachers will meet weekly during PLC Meetings and Common Planning Time to develop strategies to support students.  Teachers will consistently meet to monitor IEP goals and objectives and develop strategies to meet the individual needs of the students.	5D.3. Evidence of updated IEP's V.E. Resource Schedules, Data Notebooks and Focus Walks
4	5D.4. Ensuring the time needed to provide support to students based upon their IEP goals and objectives.	5D.4. V. E. Resource teachers will provide SWD students with a continuum of services through support facilitation. Services will be based upon each students IEP goals and	5D.4. Principal V. E. Resource Teachers District ESE Support Guidance Counselor	5D.4. V. E. Resource teachers will provide instructional strategies, support and remediation based upon student needs.	5D.4. Individual Educational Plans Daily Schedules Focus Walks Data Notebooks

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	To increase Economically Disadvantaged students' knowledge and skills of reading strategies to ensure that 47% of all 3rd-5th grade students tested will score Level 3 or higher on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (30) of Economically Disadvantaged students scored at level 3 or higher on the 2012 FCAT Reading Test.	47% of Economically Disadvantaged students will score a level 3 or higher on the FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1 Funding to purchase books to enhance classroom libraries.	5E.1 Classroom libraries and leveled books that cater to student interest will be purchased to increase the number of books available to students during Independent Reading time.	5E.1 Principal, Reading Coach, Classroom Teachers	5E.1 Teachers will consistently monitor and assess students reading levels using the DRA 2, FAIR, and running records. Students will utilize books during Independent Reading to increase fluency and reading comprehension.	5E.1 Classroom libraries, DRA 2 Assessment results, Data Notebooks, Lesson Plans, Standards Based Checklist/Focus Walks
2	5E.2. Consistent student participation and attendance in the Morning Tutoring and Saturday School Programs.  Communication and consistency of parents submitting applications to participate in the SES Tutoring Program.	5E.2. Economically disadvantaged students will be given the option to participate in Morning Tutoring and Saturday School remediation programs to improve reading strategies, comprehension and critical thinking skills.  All level 1 and 2 students will have the option of participating in the SES Tutoring Program.	5E.2. Principal Reading Coach Classroom Teachers District Title I Office SES On-site Facilitator	5E.2. Identified students will participate in daily morning tutoring sessions throughout the school year. Students will also attend a six week session of Saturday School. The Leadership Team will monitor student participation in safety nets.  Approved level 1 and 2 students will participate in SES Tutoring sessions each Tuesday and Thursday.	5E.2. Morning Tutoring Attendance Data Notebooks Soar to Success Data Success Maker Reports District Benchmark Assessments Saturday School Attendance
3	5E1.3. The need to develop the capacity to effectively analyze data as a means of developing classroom safety nets in areas of weakness.	5E1.3. Teachers will analyze data from the District Reading Benchmark and FCIM assessments to monitor the progress of students falling in the economically disadvantaged subgroup to identify areas of weakness in reading comprehension/fluency and provide remediation to students as needed.	5E1.3. Principal Reading Coach Reading Interventionist Classroom Teachers Leadership Team	5E1.3. Teachers will use data from the District Benchmark Assessment along with current FCIM data to drive daily instruction and interventions needed to increase comprehension of reading skills and strategies covered on annual assessments.  Data collected from assessment of focus lesson will indicate effectiveness and/or student progress towards mastery of taught skills/strategies during focus lessons.	5E1.3. FCIM Assessments District Benchmark Assessments Data Notebooks Focus Walks Small group lesson Plans Instructional Focus Calendar

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
FAIR Assessment to Include the On-going Progress Monitoring Task	K-5th	District Literacy Coaches and School Level Reading Coach	School-wide PLC's	Early Release Day On-going (June-August)	Teachers will receive Professional Development on how to use the results of the FCAT Reading Assessment along with data from the FAIR to provide on-going progress monitoring and instructional interventions based upon the needs of each student.	Principal Reading Coach Reading Interventionist District Literacy Coaches
Florida Continuous Improvement Model: (FCIM)/Analysis of Assessment Data Differentiated Accountability  Data Chats	K – Fifth Grades Reading	Reading Coach/PLC Leader	School-wide	On-going (August-June) Early Release Days Weekly PLC Meetings	Teachers will use FAIR, DRA 2, FCIM, formative assessments, scrimmages, and District Reading Benchmark results to guide instruction to meet the needs of diverse learners. Teachers will conduct Data Chats with students to set student goals and increase achievement.  Instructional Coaches will provide on-going professional development throughout the school-year.  Administrators will conduct Data Chats with teachers, review lesson plans, data notebooks and conduct on-going focus walks.	Reading Coach, Principal District Literacy Coaches
Integrating Anchor Standards 1 and 10 of the CSS within daily reading instruction	K-5	Reading Coach Principal District Literacy Coach	School-wide PLC's	Early Release day Weekly PLC Meetings On-going	Teachers will gain understanding of how to utilize Anchor Standards 1 and 10 to support the core reading instruction through the use of text complexity, close reading, and integration of writing and evidence to support critical thinking.	Principal Reading Coach Reading Interventionist District Literacy Coaches
Implementing the Reader's Workshop Model to include key components such as read aloud, shared reading, partner reading, and guided reading, independent reading, conferencing and center activities to aid in student progression.	K-5th grades	Reading Coach District Literacy Coaches	School-wide	Early Release Days Weekly PLC Meetings	Principal will review lesson plans, reading portfolios, data notebooks and conduct on-going focus walks.  Teachers will consistently use research-based strategies, district reading schedule, State Standards and elements of the reader's workshop model across grade levels.  Teachers will use FAIR, DRA-2, baseline, district and scrimmage assessments teacher conference notes, and data to guide instruction to meet the needs of diverse learners.	Principal Reading Coach District Literacy Coaches
					Teachers will implement strategies from professional	

Utilizing Safety Nets and Response to Intervention in Reading/In conjunction with Morning Tutoring	K-5th grades	Reading Coach RTI/Safety Net Team	School-wide PLC's	Early Release Day: On-going sessions (August-June) Weekly PLC meetings	development to provide remediation for students who fail to respond to the core reading instruction. The principal will monitor lesson plans and implementation of RTI. The RTI Team will meet bi-weekly to assess instructional strategies, analyze data and identify next steps for identified students.	Principal Reading Coach RTI Team
Utilizing and Unpacking the Standards in Reading NCSS and aligning them with Common Core Standards and Item Specifications	K-5th grades	Reading Coach District Literacy Coach	School-wide	Pre-Planning Week August 13-17, 2012 Early Release Days Weekly PLC Meetings	Reading Coach will model and facilitate professional development on how to unpack reading standards. Teachers will incorporate standards within daily instruction. The principal will monitor implementation through conducting focus walks, monitoring lesson plans and instructional practices.	Principal Reading Coach District Literacy Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Continuous Improvement Model: (FCIM)/Analysis of Assessment Data Differentiated Accountability	Florida Ready	Title I	\$1,140.89
Florida Continuous Improvement Model: (FCIM)/Analysis of Assessment Data Differentiated Accountability	Common Core Clinics in Reading	Title I	\$840.26
Classroom libraries and leveled books that cater to student interest will be purchased to increase the number of books available to students during Independent Reading time.	Book Bins Book Bags Leveled Classroom Libraries Listening Centers Books to go with Listening Centers	Title I	\$5,389.22
Utilizing Safety Nets and Response to Intervention in Reading/In conjunction with Morning Tutoring	Soar to Success	Title I	\$1,209.98
Implementing the Reader's Workshop Model to include key components such as read aloud, shared reading, partner reading, and guided reading, independent reading, conferencing and center activities to aid in student progression.	High Interest Intervention Reading (small group instruction)	Title I	\$356.33
			Subtotal: \$8,936.68
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilizing Safety Nets and Response to Intervention in Reading/In conjunction with Morning Tutoring	Success Maker	Title I	\$7,350.00
			Subtotal: \$7,350.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Implementing the Reader's			

Workshop Model to include key components such as read aloud, shared reading, partner reading, and guided reading, independent reading, conferencing and center activities to aid in student progression.	Teach Like a Champion Using Guided Reading to Strengthen Students Reading Skills (Video) Instructional Strategies for Guided Reading (Video)	Title I	\$232.16
Utilizing and Unpacking the Standards in Reading NCSS and aligning them with Common Core Standards and Item Specifications	The Common Core Lesson Book K-5 Common Core Reading Pathways to Common Core	Title I	\$478.09
			Subtotal: \$710.25
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$16,996.93</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking.				
CELLA Goal # 1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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



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

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing.				
CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

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



# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	Ensure that 50% (73) of 3rd – 5th grade students score at Level 3 or higher on the FCAT Mathematics Assessment by increasing students' knowledge and skills for numbers and operations, algebra, geometry and measurement, and data analysis.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% of students achieved mastery on the 2012 administration of the FCAT Mathematics Test.	50% (73) of all 3rd-5th grade students tested will score Level 3 or higher on the FCAT Mathematics Test.

## 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. Ensuring that the core math curriculum is implemented with fidelity to decrease the number of students needing additional interventions and remediation.  Organization of instructional delivery.	1A.1. Tier 1 School-wide implementation of the Next Generation and Common Core Standards along with the workshop model. This model will provide a structure for teaching and learning. Teachers will plan and scaffold lessons utilizing the standards and item specifications in an effort to meet the needs of each student working towards mastery level.	1A.1. Principal Math Interventionist District Math Coach	1A.1. Teachers will receive professional development on unpacking the Next Generation and Common Core Standards, and implementation of the key components of the core math curriculum and workshop model. Evidence of instructional strategies from the Envisions and Math Investigations series will be displayed throughout classrooms.  Focus walks will be conducted routinely to ensure that this component of standards-based instruction is in place.	1A.1. Focus walks, lesson plans, evidence of key components of the math workshop model and Next Generation and Common Core Standards and FCAT Math Results
2	1A.2. Ensuring that teachers implement Calendar Math with fidelity.	1A.2. School-wide implementation of the Calendar Math curriculum and resources. This will assist in developing strategies to increase student mastery of mathematical concepts and skills.	1A.2. Principal Math Interventionist District Math coach Classroom Teachers	1A.2. Evidence of Calendar Math elements will be displayed in a central location within the classroom.  Focus walks will be conducted routinely to ensure that this component of instruction is in place.	1A.2. Evidence of artifacts and student work samples Focus Walks Lesson Plans
3	1A.3. Ensuring the support for professional development and time to collaborate to develop Focus Lessons and the FCIM Calendar.	1A.3. Teachers will utilize FCIM Focus Lessons and Assessments to reinforce mathematical skills and concepts each day.  The FCIM data will be analyzed to identify next steps for instruction	1A.3. Principal Math Interventionist Classroom Teachers Instructional Coach	1A.3. Teachers will utilize the FCIM Calendar to teach daily Focus Lesson on targeted benchmarks to remediate math skills/concepts covered on annual assessments.	1A.3. FCIM Assessments District Benchmark Assessments Data Notebooks Focus Walks Instructional Focus Calendar
	1A.4.	1A.4.	1A.4	1A.4.	1A.4.

4	Effectively utilizing time management and data to identify next steps and differentiate instruction to meet the needs of individual students.  Ensuring that focus lessons are implemented with fidelity. Analysis of focus calendar must occur on a weekly basis.	Tier 2/3 Teachers will utilize data baseline assessments, FCIM, and District Benchmark Assessments along with analysis of student work to map and align curriculum according to student achievement.  The principal will conduct on-going classroom observations and focus walks to monitor implementation and alignment of curriculum.	Principal Math Interventionist District Math Coach Classroom Teachers	Tier 2/3: Teachers will utilize the FAIR Assessment, DRA2, District Reading Benchmark and FCIM assessment to analyze data, identify students not responding to the core reading instruction and provide on-going progress monitoring of these students.	FCIM Assessments, District Benchmark Assessments, Data Notebooks, Focus Walks, Lesson Plans, and Instructional Focus Calendars
5	1A.5. Ensuring time for professional development and support for teachers.  Lack of deep understanding of the Next Generation Sunshine State Standards and how they are tested on the FCAT	1A.5. Teachers will utilize the FCAT Item Specifications and Webb's Depth of Knowledge to increase cognitive complexity, level of rigor, and higher level questioning.  Assessments will be aligned with the NGSS and the CCSS Mathematical Practices.	1A.5. Principal Math Interventionist District Math Coach Classroom Teachers	1A.5. Teachers will develop lesson plans incorporating higher level questions with the use of the Item Specifications and Common Core Mathematical Practices.	1A.5. Evidence of Item Specifications and higher level questions within lesson plans Focus Walks

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal # 2a:		Increase the higher level thinking skills and enrichment activities for students who are above proficiency in math to ensure that 50% (46) of students make at least one year of growth on the FCAT Math Test.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
22% (21) of 3rd – 5th grade students scored above mastery on the 2012 administration of the FCAT Math Test.		50% (46) of all 3rd-5th grade students tested will score Level 4 or higher on the FCAT Math.		

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	2A1. Coordinating the resource schedule to align with instructional needs.	2A.1. Students who are performing above mastery in mathematics will participate in weekly enrichment activities and technology based curriculum such as Gizmos and Success Maker and on-line En Visions Success Net activities to increase their knowledge of mathematical concepts and skills.	2A.1. Principal Math Interventionist District Math Coach Classroom Teachers	2A.1. Students will be exposed to higher level/critical thinking and technology based activities. En Vision Success Net, Gizmos and Success Maker activities will be utilized to integrate technology resources and provide students that are above mastery with various enrichment activities to increase skills in critical thinking.	2A.1. Use of FCIM Data District Benchmark Assessments Lesson Plans Resource Schedule  Focus Walks Gizmos and Success Maker Reports
2	2A.2. Balancing the amount of time spent with students who are proficient compared to the amount of time spent with students who are not proficient.	2A.2. Teachers will incorporate higher level questioning, enrichment, center and group activities for students above proficiency in math.  The classroom teacher will maintain a record of fluid grouping and small group instructional plans.	2A.2. Principal Math Interventionist District Math Coach Classroom Teachers	2A.2. Teachers will develop lesson plans outlining enrichment, center and group activities that incorporate higher level questioning. Conference logs and lesson plans will be reviewed to ensure consistency of instruction.	2A.2. Lesson plans, Evidence of fluid grouping, Data Notebooks, and Focus Walks Evidence of student work
3	2A.3. Providing time for students to participate in the program.	2A.3. Students who are performing above mastery in mathematics will participate in the Sunshine State Math program in order to provide them with an extra challenge in mathematics.	2A.3. Principal Math Interventionist Classroom Teachers	2A.3. The Math Intervention teacher will work with classroom teachers to identify students to participate in the Sunshine Math program based upon FCAT Results, District Benchmark, and FCIM Assessment data.	2A.3. Sunshine Math Materials Assessment Data

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

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:	Through differentiating instruction and providing additional resources in math, 76% (39) of 3rd-5th grade students will make at least one year of growth on the FCAT Mathematics Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% of 3rd – 5th grade students achieved learning gains on the 2012 administration of the FCAT Mathematics Assessment.	76% (39) of all students will make learning gains as defined by the state.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Frequent and consistent implementation of differentiated instruction during the workshop model.	3A.1. Teachers will differentiate instruction based upon student need by implementing small group instruction along with resources such as Success Net and Destination Math to provide various levels of support to individual student needs.	3A.1. Principal Math Interventionist Classroom Teacher	3A.1. Teachers utilize assessment data and informal observations to identify students in need of additional support in order to master learning objectives in math. Teachers will conference with these students to provide support in the areas of weakness. Conferences will continue until students demonstrate mastery of content.	3A.1. Data from Success Net and Destination Math, Evidence of small group work, conference logs, anecdotal logs and lesson plans
2	3A.2. Professional Development on the appropriate implementation of Math Navigator.	3A.2. Teachers will utilize Everglades Math to provide students with support in strengthening math skills and concepts in order to sustain growth.	3A.2. Principal Math Interventionist Classroom Teachers	3A.2. Teachers will utilize assessment data to identify areas of math that need remediation. Students will receive remediation using the Everglades Math materials.  Teachers will provide on-going progress monitoring to ensure student growth and achievement.	3A.2. FCIM, Everglades Math, Pre- and Post assessments, lesson plans
3	3A.3 Time to support safety net programs. Maintaining consistent student attendance.	3A.3. Students will participate in RTI/Safety Net programs that include Saturday School, before and after school tutoring and an additional 30 minutes of daily small group remediation in math.	3A.3. Principal Reading Coach Safety Net Team Classroom Teachers	3A.3. The Leadership Team will analyze and review assessment data and identify students who are in need of remediation. Students will receive the support of safety nets based upon their individual needs.	3A.3 Number Worlds Data Success Maker Data Lesson Plans Small Group Notes Focus Walks

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.	
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Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	Decrease the number of students within the lower quartile who score below level 3 on FCAT Math.
Mathematics Goal #4:	75% (110) of all bottom quartile students tested will make adequate progress as defined by the state.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% of the bottom quartile students achieved learning gains on the 2012 administration of the FCAT Math Test.	75% (110) of all bottom quartile students tested will make adequate progress as defined by the state.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Ensuring that resources are available to meet the individual needs of each student.  Differentiating professional development, providing time to collaborate, and monitoring the effectiveness of strategies and interventions for each student.	4A.1. Tier 2/3: Students not responding adequately to the core mathematics instruction will receive a Progress Monitoring Plan (PMP) and will be provided an additional 30 minutes of daily supplemental instruction utilizing the RTI process and small group math instruction.	4A.1. Principal District Math Coach Math Interventionist Classroom Teacher  RTI/Safety Net Team	4A.1. Grade-level teams will review results of common assessment data weekly to determine progress toward benchmarks (80% on Formative/Common Assessments).	4A.1. Number Worlds Assessment Data, Focus Walks, Data Notebooks, District Benchmark, Common assessments and Morning Tutoring participation
2	4A.2. Consistency with the implementation of Small Group Instruction within math Workshop Model	4A.2. Teachers will identify students struggling with math concepts in an effort to create an opportunity for remediation and small group instruction during the workshop time.	4A.2. Principal Classroom Teacher  Math Interventionist District Math Coach	4A.2. Teachers will identify students that fail to master benchmarks taught during whole group instruction - when percentage of mastery for whole class meets or exceeds 80%.  Teachers will meet frequently with small groups of students to review skills until students in the group demonstrate mastery of	4A.2. Evidence of differentiation and small group lesson plans, Data Notebooks, focus walk forms, and leveled books. Envisions Diagnostic and Intervention Tool Kit

				the skill.	
3	4A.3. Ensuring time is embedded within the daily schedule to allow student access to Success Maker.  Limited number of licenses for Success Maker.	4A.3. All students scoring at level 1 or 2 in math will participate in 15 minutes of Success Maker daily to develop skills and increase comprehension and fluency with mathematical concepts.	4A.3. Principal Math Interventionist District Math Coach School Technology Contact Classroom Teachers	4A.3. The Leadership Team will develop a Safety Net schedule that establishes time for students to utilize Success Maker outside of the time allotted for core math instruction. Students will utilize the lab to access Success Maker daily for 15 minutes.	4A.3. Success Maker Data Reports Safety Net Schedule

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Increase proficiency in mathematics from 48% to 74%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	52%	57%	61%	65%	70%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Increase the knowledge and mathematical skills of subgroups by ethnicity so that 57% (85) of all 3rd-5th grade students tested will score Level 3 or higher on the FCAT Math FCAT Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Subgroups scoring at level 3 or higher on the FCAT Math Assessment.  White: NA Black: 52% (72) Hispanic: NA Asian: NA American Indian: NA	Subgroups will score at level 3 or higher on the FCAT Math Assessment. The expected level of performance for subgroups are as follows:  White: NA Black: 57%(77) Hispanic: NA Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Providing professional development to help teachers understand the diverse needs of students by ethnicity.	5B.1. Teachers will differentiate instruction to meet the needs of students by utilize small group instruction/center activities to incorporate technology, math fluency, and manipulative activities based upon the various learning styles.	5B.1. Principal Math Interventionist District Math Coach	5B.1 Teachers will address the various learning styles and needs of students. Evidence of diversity and differentiation will be included within daily lesson plans.	5B.1 Lesson Plans Classroom Artifacts/Center Activities Focus Walks
	5B.2. Ensuring time for professional development, collaboration and	5B.2. Primary grade teachers (k-2) will utilize the Common Core State Standards, Mathematical	5B.2. Principal Math Interventionist District Math	5B.2. Teachers will receive professional development on the CCSS during weekly PLC and Early	5B.2. Lesson Plans incorporating the CCSS Evidence of CSS in



2	effective implementation of the Common Core State Standards.	Practices along with the core math curriculum and District Learning Schedule to enhance math instruction and increase critical thinking skills.	Coach Classroom Teachers	Release Day meetings.  Strategies from professional development will be implemented in daily math instruction.	student work samples Focus Walks Individual Professional Development Plans (IPDP)
3	5B.3. Ensuring time for professional development, collaboration and effective transition to the Common Core State Standards.  Teacher understanding of how to effectively utilize the NGSSS while transitioning to the CCSS.	5B.3. Intermediate grade teachers (3rd-5th) will utilize the NGSSS and District Learning Schedule to provide daily math instruction. The core math instruction will support the transition to CCSS through the implementation of the Mathematical Practices, critical thinking skills and higher order questioning.	5B.3. Principal Math Interventionist District Math Coach Classroom Teachers	5B.3. Teachers will receive professional development on transitioning from the NGSSS to the CCSS during weekly PLC and Early Release Day meetings.  Strategies from professional development will be implemented in daily math instruction.	5B.3. Lesson Plans incorporating the NGSSS and CCSS Evidence of CSS and NGSSS in student work Samples Focus Walks Individual Professional Development Plans (IPDP)

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:		Decrease the number of SWD students within the lower quartile who score below level 3 on FCAT Math.  57% (11) of all SWD students tested will make adequate progress as defined by the state.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
38%(5) of SWD students made satisfactory progress in math on the on the 2012 administration of the FCAT Math Assessment.		57% (11) of all SWD tested will make adequate progress as defined by the state.			
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	
5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	

1	<p>Ensuring that V. E. Resource teachers follow schedules with consistently to provide support to SWD students.</p> <p>Time for V. E. Resource and general education teachers to collaborate.</p>	<p>V. E. Resource teachers will push into classes daily to support individual students during the core math instruction and scaffold instruction based upon their IEP goals and objectives.</p>	<p>Principal V. E. Resource Teachers Classroom Teachers</p>	<p>V. E. Resource teachers will schedule time to provide support to SWD students based upon their IEP goals and objectives. V.E. Resource and general education teachers will work together to schedules will be coordinated to provide instruction during the core math instruction.</p>	<p>Daily Schedules Lesson Plans IEP's Data Notebooks</p>
2	<p>5D.2. Collaboration between ESE and general education teachers.</p> <p>Professional Development needed to fully implement the curriculum.</p>	<p>5D.2. V. E. Resource, general education teachers and the Math Interventionist will provide an additional 30 minutes of remediation to students who fall below grade level by utilizing Number Worlds and the Building Blocks On-line Math Program will be used to support student learning.</p>	<p>5D.2 Principal Math Interventionist V. E. Resource Teachers Classroom Teachers</p>	<p>5D.2. Students will be provided with use the Building Blocks and Number Worlds to develop math skills in an interactive and engaging format. Teachers will use the progress reports to gage student achievement.</p>	<p>5D.2. Data Notebooks Lesson Plans, IEP's, Progress Monitoring Reports from Building Blocks and Number Worlds Assessments</p>
3	<p>5D.3. Developing a schedule for V.E. Resource teachers to provide appropriate amount of time based upon each students needs and IEP goals and objectives.</p>	<p>5D.3. V.E. Resource teachers will work with general education teachers to provide remediation and small group instruction to SWD students to help them to understand mathematical concepts and skills needed to make an increase in math.</p>	<p>5D.3. Principal V.E. Resource Teachers Math Interventionist Guidance Counselor  Classroom Teachers District ESE Support</p>	<p>5D3. Students will participate in Tier 1 instruction daily. The V.E. Resource teacher will work with students based upon IEP goals and objectives and assist the general education teacher with strategies to support individual students.</p> <p>Students will participate in daily small group instruction to develop skills in math and increase mastery of learning tasks.</p>	<p>5D.3. Focus Walks, data Notebooks, District Benchmark/FCIM Assessments tied to Individual Education Plans.</p>
4	<p>5D.4. Ensuring that teachers are provided with time to collaborate and develop strategies to differentiate math instruction based up individual student needs.</p>	<p>5D.4. V.E. Resource Teachers and general education teacher will meet weekly to collaborate, review IEP goals and objectives and identify areas of need to differentiate math instruction for SWD students.</p>	<p>5D.4. Principal V.E. Resource Teachers Math Interventionist Guidance Counselor  General Education Teachers District ESE Support</p>	<p>5D.4. V.E. Resource and General Education Teachers will meet weekly during PLC Meetings and Common Planning Time to develop strategies to support students.</p> <p>Teachers will consistently meet to monitor IEP goals and objectives and develop strategies to meet the individual needs of the students.</p>	<p>5D.4. Evidence of updated IEP's V.E. Resource Schedules, Data Notebooks and Focus Walks</p>
5	<p>5D.5. Time schedule and provide support to students based upon their IEP goals and objectives.</p>	<p>5D.5. V. E. Resource teachers will provide SWD students with a continuum of services in math through support facilitation. Services will be based upon each students IEP goals and objectives in math.</p>	<p>5D.5. Principal V. E. Resource Teachers District ESE Support Math Interventionist Guidance Counselor</p>	<p>5D.5. V. E. Resource teachers will provide instructional strategies, support and remediation in math based upon student needs.</p>	<p>5D.5. Individual Educational Plans Daily Schedules Focus Walks Data Notebooks</p>

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

To increase Economically Disadvantaged students' knowledge

satisfactory progress in mathematics. Mathematics Goal #5E:	and skills of mathematical skills and concepts to ensure that 57% (46) of all 3rd-5th grade students tested will score Level 3 or higher on the FCAT Math Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (34) of Economically Disadvantaged students scored at level 3 or higher on the 2012 FCAT Math Assessment.	57% (46) of Economically Disadvantaged students will score a level 3 or higher on the FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Limited availability for the SES Tutoring and active parent participation and support of interventions  Communication and consistency of parents submitting applications to participate in the SES Tutoring Program.	5E.1. Economically disadvantaged students will be given the option to participate in Morning Tutoring and Saturday School remediation programs to improve math proficiency, comprehension and critical thinking skills.  All level 1 and 2 students will have the option of participating in the SES Tutoring Program.	5E.1. Principal Math Interventionist Classroom Teachers District Title I Office SES On-site Facilitator	5E.1. Identified students will participate in daily morning tutoring sessions throughout the school year. Students will also attend a six week session of Saturday School. The Leadership Team will monitor student participation in safety nets.  Approved level 1 and 2 students will participate in SES Tutoring sessions each Tuesday and Thursday.	5E.1. Morning Tutoring Attendance Data Notebooks Success Maker Reports District Benchmark Assessments Saturday School Attendance
2	5E.2. The need to develop the capacity to effectively analyze data as a means of developing classroom safety nets in areas of weakness.	5E.2. Teachers will analyze data from the District Math Benchmark and FCIM assessments to monitor the progress of students falling in the economically disadvantaged subgroup to identify areas of weakness in math and provide remediation to students as needed.	5E.2. Principal Math Interventionist Classroom Teachers Leadership Team	5E.2. Teachers will use data from the District Benchmark Assessment along with current FCIM data to drive daily instruction and interventions needed to remediate math skills/concepts covered on annual assessments.  Data collected from assessment of focus lesson will indicate effectiveness and/or student progress towards mastery of taught skills/concepts during focus lessons.	5E.2. FCIM Assessments District Benchmark Assessments Data Notebooks Focus Walks Small group lesson Plans Instructional Focus Calendar

*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
					Teachers will use FCIM,	

Florida Continuous Improvement Model: (FCIM)/Analysis of Assessment Data Differentiated Accountability  Data Chats	K – Fifth Grades Math	District Math Coach/PLC Leader	School-wide	On-going (August-June) Early Release Days Weekly PLC Meetings	formative assessments, scrimmages, and District Math Benchmark results to guide instruction to meet the needs of diverse learners. Teachers will conduct Data Chats with students to set student goals and increase achievement.  District Math and school-level Coaches will provide on-going professional development throughout the school-year.  Administrators will conduct Data Chats with teachers, review lesson plans, data notebooks and conduct on-going focus walks.	District Math Coach, Math Interventionist, Principal
Implementing the Math Workshop Model to include key components such as launch, independent work time, and conferencing and center activities to aid in student progression.	K-5th grades	Math Coach District Math Coach Math Interventionist	School-wide	Early Release Days Weekly PLC Meetings	Principal will review lesson plans, math portfolios, and data notebooks and conduct on-going focus walks.  Teachers will consistently use research-based strategies, district learning schedule, NGSSS and CCSS integrated into the math workshop across grade levels.	Principal Math Interventionist District Math Coach
Utilizing and Unpacking the NGSSS, Mathematical Practices from the (CSS) Common Core Standards and Item Specifications to drive instruction in math.	K-5th grades	Math Coach	School-wide	Pre-Planning Week August 13-17, 2012 Early Release Days Weekly PLC Meetings	The Leadership Team members will model and facilitate professional development on how to unpack math standards. Teachers will incorporate standards within daily instruction.  The principal will monitor implementation through conducting focus walks, monitoring lesson plans and instructional practices.	Principal Math Interventionist District Math Coach
Utilizing Safety Nets and Response to Intervention in Math in conjunction with Morning Tutoring	K-5th grades	Principal Math Interventionist RTI/Safety Net Team	School-wide PLC's	Early Release Day: On-going sessions (August-June) Weekly PLC meetings	Teachers will implement strategies from professional development to provide remediation for students who fail to respond to the core math instruction.  The principal will monitor lesson plans and implementation of RTI.  The RT I Team will meet bi-weekly to assess instructional strategies, analyze data and identify next steps for identified students.	Principal Math Interventionist RTI Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will utilize Everglades Math to provide students with support in strengthening math skills and concepts in order to sustain growth.	Everglades Math	Title I	\$451.33
Florida Continuous Improvement Model: (FCIM)/Analysis of Assessment Data Differentiated Accountability	Florida Ready	Title I	\$1,140.89

Utilizing and Unpacking the NGSSS, Mathematical Practices from the (CSS) Common Core Standards and Item Specifications to drive instruction in math.	Common Core Clinics in Math	Title I	\$956.18
			Subtotal: \$2,548.40
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Implementing the Math Workshop Model to include key components such as launch, independent work time, and conferencing and center activities to aid in student progression.	Guided Math Using Guided Math to Strengthen Students Math Skills (K-2) Using Guided Math to Strengthen Students Math Skills (3-5)	Title I	\$1,315.65
Utilizing and Unpacking the NGSSS, Mathematical Practices from the (CSS) Common Core Standards and Item to drive instruction in math.	Common Core Mathematics in a PLC At Work (K-2) Common Core Mathematics in a PLC At Work (3-5)	Title I	\$478.09
Utilizing and Unpacking the NGSSS, Mathematical Practices from the (CSS) Common Core Standards and Item to drive instruction in math.	Common Core Mathematics in a PLC At Work (K-2) Common Core Mathematics in a PLC At Work (3-5)	Title I	\$478.09
			Subtotal: \$2,271.83
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,820.23

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:		An emphasis will be placed on the scientific process, higher order questioning and inquiry based learning so that 18% of 5th grade students will score at level 3 or higher on the FCAT Science Test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
9%(4) of 5th grade students achieved mastery on the 2012 administration of the FCAT Science Test.		18% (16) of 5th grade students will score at level 3 or higher on the FCAT Science Test.			
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
	1A.1. Ensuring that science components (the 5 E's Planning model, NGSS,	1A.1. All students will participate in weekly inquiry based learning,	1A.1. Principal District Science Coach Classroom	1A.1. All scheduled lab times will be implemented with fidelity and	1A.1. Improvement on the science formative

1	and core curriculum) are implemented with fidelity across all grade levels to decrease the number of students needing additional interventions and remediation.	hands-on laboratory experiments following 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.	Teachers	monitored by the principal District Coach.	assessments, District Benchmark, and FCIM Assessments Evidence of the 5 E's Planning Model within lesson plans
2	1A.2. Time to provide professional development to teachers on the science curriculum, use of Common Core State Standards, critical thinking skills, and inquiry based learning.	1A.2. Utilize the newly adopted science curriculum and non-fiction science text to develop a school-wide implementation of the Next Generation Standards and integration of the Common Core Standards to integrate writing across content areas.	1A.2. Principal District Science Coach Leadership Team Classroom Teachers	1A.2. Teachers will receive professional development on unpacking the Common Core Standards, and implementation of the key components of the core science curriculum.  Evidence of instructional strategies from the Pearson Science Curriculum will be evidence in lesson planning and student work within classrooms.  Focus walks will be conducted routinely to ensure that this component of standards-based instruction is in place.	1A.2. Focus walks, lesson plans, evidence of key components of the science curriculum and Next Generation and Common Core Standards and non-fiction text.
3	1A.3. Ensuring that teachers receive time for professional development, and collaboration while implementing FCIM with fidelity.  Ensuring that resources are available to meet the individual needs of each student.	1A.3. The Florida Continuous Improvement Model (FCIM) will be implemented to monitor progress and analyze assessment data for all students and subgroups.	1A.3. Principal, District Science Coach Teachers Leadership Team	1A.3. Teachers will meet during weekly PLC meetings to unpack science standards, review assessments, profiles, baselines and analysis of student work to align and map curriculum according to student achievement, the Focus Calendar and grade level learning schedules.  The principal will conduct on-going classroom observations and focus walks to monitor implementation and alignment of curriculum.  Leadership Team Members will meet bi-weekly to review assessment data.	1A.3. Focus walk forms, Instructional Focus Calendar, Data Notebooks, student work samples, District Learning Schedule, assessment data, lesson plans and evidence of the use of NGSSS.
4	1A.4. Developing a schedule for V. E. Resource teachers to provide allocate appropriate amount of time based upon each student's needs and IEP goals and objectives.	1A.4. V. E. Resource teachers work with and collaborate with general education teachers to provide remediation and small group instruction to SWD students to help them to understand scientific concepts and	1A.4. Principal V. E. Resource Teachers Guidance Counselor General Education Teachers District ESE Support	1A.4. Students will participate in Tier 1 instruction daily. The V. E. Resource teacher will work with students based upon IEP goals and objectives and assist the general education teacher with strategies to support	1A4. Focus Walks, Data Notebooks, District Benchmark/FCIM Assessments tied to Florida Science Standards Individual Education Plans

	the skills needed to make increase achievement in science.		individual students. Students will participate in daily small group instruction to develop skills and increase comprehension of learning tasks.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	An emphasis will be placed on the scientific process, higher order questioning and inquiry based learning so that 10% of 5th grade students will score at level 3 or higher on the FCAT Science Test.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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0% of 5th grade students achieved mastery on the 2012 administration of the FCAT Science Test.	10%(5) of 5th grade students will score at level 3 or higher on the FCAT Science Test.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Ensuring that teachers are provided with professional development on the Common Core Standards and how to integrate non-fiction text into science	2A.1. Utilize National Geographic, Weekly Readers and non-fiction science text to integrate reading and writing into science and develop a school-wide focus and transition to the Common Core Standards.	2A.1. Principal District Coach Leadership Team Teachers	2A.1 Teachers will receive professional development on unpacking the Common Core Standards, and implementation along with strategies to integrate reading and writing into science.	2A.1. Focus walks, lesson plans, evidence of key components of the science curriculum, Common Core Standards and non-fiction text.
	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.

2	Aligning activities from the Marine Science Center with the District Learning Schedule and instructional time.	Fifth grade students will participate in hands on learning through the Marine Science Center.	Principal Teachers Marine Science Center Teacher	Teachers will utilize the NGSSS and curriculum from the Marine Science Center classes to provide hands on learning experiences and increase student engagement and motivation.	Alignment of the NGSSS and information provided from the Marine Science Center within lesson plans, FCIM Lessons and Calendar, Benchmark Results, and Common Assessments
3	2A.3. Providing professional development for teachers on the alignment of the Access Points and Common Core Standards within science instruction.	2A.3. Teachers will utilize the Access Points and Common Core Standards to assist with the implementation of science instruction.	2.A.3. Principal School and District Literacy Coaches V. E. Resource Teachers General Education Teachers	2A.3. V. E. Resource teachers and General Education teachers will collaborate weekly to develop instructional strategies based upon student individual needs.	2A.3. V. E. Resource Schedule Lesson Plans Focus Walks
4	2.A.4. Incorporating time into the daily schedule.	2.A.4. Student scoring above mastery will be provided higher level enrichment activities access through Gizmos and technology based activities.	2.A.4. Principal District Science Coach Teacher	2.A.4. Gizmos will be utilized to integrate technology resources and provide students that are above mastery with various enrichment activities to increase skills in critical thinking.	2.A.4. Gizmos Activity Report FCIM Lesson Plans Evidence of student Work
5	2A.5. Time to provide professional development to teachers on the Common Core Standards and implementation of reading and writing into science.	2A.5. Utilize National Geographic, Weekly Readers and non-fiction science text to integrate reading and writing into science and develop a school-wide focus and transition to the Common Core Standards.	2A.5. Principal District Science Coach Leadership Team Teachers	2A.5. Teachers will receive professional development on unpacking the Common Core Standards, and implementation along with strategies to integrate reading and writing into science.	2A.5. Focus walks, lesson plans, evidence of key components of the science curriculum, Common Core Standards and non-fiction text

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
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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
Professional Development on the Five Es Instructional Delivery Model, unpacking Next Generation Sunshine State and Common Core Standards Cognitive Complexity lesson design, effective questioning, assessment)	K-5	Principal District Science Coach Lead Science Teachers	School-wide PLC's	On-going (August – June) Early Release Day Professional Development, PLC Meetings and District Level Professional Development	Evidence of the implementation of instructional strategies will be incorporated into lesson plans. The principal will consistently review weekly lesson plans.	Principal District Science Coach
Use of the NGSS and Common Core State Standards to integrate reading and writing into daily science instruction.	K – Fifth Grades Science	Principal District Science Department Schultz Center	School-wide PLC's	On-going (August – June) Early Release Day Professional Development, PLC Meetings and District Level Professional Development	Evidence of the implementation of instructional strategies will be incorporated into lesson plans. The principal will consistently review weekly lesson plans.  Science Lead Teachers will facilitate professional development during Early Release Day Professional Development.	District Science Coach (Science) Principal
School-Wide Implementation of Science through Inquiry Based Hands On Learning	Pre-K – Fifth Grades Science	Principal District Instructional Coaches	K-5 School-wide PLC's  Marine Science Center Field Trip  Schultz Center Science Academy and NGSS and CSS Implementation	Early Release Day On-going sessions (August-June) Weekly PLC meetings	Teachers will implement strategies from professional development to provide enhance instructional delivery.  The principal will monitor lesson plans, evidence of inquiry based and hands-on learning and implementation of NGSS standards.	Principal District Science Coach
					Teachers will use FCIM, formative assessments, scrimmages, and District Science Benchmark results/data to guide instruction to meet the needs of diverse learners.	

Analysis of Assessment Data and Florida Continuous Improvement Model: (FCIM) Pearson: Insight and Inform Data Management Tools	K – Fifth Grades Science	Principal School Data Coach Science Coach District Data Team	School-wide PLC's District Level Professional Development from the Data Team	On-going (August-June) Weekly PLC Meetings District Data Training (Schultz Center)	Instructional Coaches will provide on-going professional development throughout the school-year.  The principal will review lesson plans, data notebooks and conduct on-going focus walks.  Teachers will receive professional development on implementing and utilizing data/assessments from the Pearson (Limelight/Inform) Data Management Tools	Principal District and School Coach Pearson Representatives District Data Team
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Integration of reading strategies into science through the use of non-fiction text.	National Geographic Weekly Readers	Title I	\$742.50
			Subtotal: \$742.50
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: \$742.50

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:	Results from the 2012 FCAT Writing Assessment indicate that there is a need to increase the fidelity of writing instruction school-wide (across all grade levels) to ensure increases in the number of students scoring at level 4 or higher.  As a result of outlined strategies, 31% of all 4th grade students tested will score at Level 4 or higher on the FCAT Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:

23% (of 4th grade students achieved mastery (Level 3.5 or higher) on the 2013 administration of the FCAT Writing Test

31% of all 4th grade students tested will score Level 4 or higher on the FCAT Writing Test

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	<p>1A.1. Ensuring time to provide teachers with differentiated professional development and support to implement the core instruction and Workshop Model along with concepts that are implemented with rigor, consistency and fidelity across all grade levels (K-5)</p> <p>Providing professional development for teachers on the alignment of the Common Core Standards with the Workshop Model and elements of writer's craft.</p>	<p>1A.1. Teachers will designate 60 minutes of daily writing across all grade levels (k-5) utilizing the Writers Workshop Model to include conferencing, elements of writer's craft, peer editing, revising and publishing.</p> <p>Teachers will utilize mentor text, anchor papers, and exemplars to increase the level of rigor and instructional support.</p>	1A.1 Principal District and School Level Coach Teachers	1A.1 Focus walks and classroom observations will be conducted to ensure that the format of the Writer's Workshop is implemented with fidelity.	1A.1 Evidence of the Common Core Standards, Lesson Plans reflecting evidence of instruction and workshop components, and Conferencing logs
2	<p>1A.2. Ensuring that writing is consistently taught with fidelity across all grade levels.</p> <p>Monitoring student work, journals and polished pieces to show growth over time.</p>	1.A.2 A school-wide emphasis will be placed on the use the writing process daily; all writing will be dated, and recorded in a source book/journal, or work folder for monitoring of growth across time.	1A.2 Principal School Level and District Literacy Coaches	1A.2 Student writing samples from District Writing Assessments will be scored by classroom teachers and coaches using anchor papers. Samples of student work will be used to measure student progress in order to identify next steps for instruction.	1A.2 Evidence of student work over time, conference logs, writing portfolios, assessment crates, analytic and six point rubrics along with anchor sets, and posted student work. Evidence of student writing reflected in Insight.
3	1A.3 Funding for resources. (Books of the Month) and time to promote the Book of the Month.	1A.3 Teachers will provide opportunities for students to share, publish, and exhibit written responses to the Book of the Month.	1A.3 Principal, Reading Coach	1A.3 Teachers will utilize the State Standards to evaluate student responses for the book of the month. Student work that meets the elements of the standard will be displayed.	1A.3 Evidence of student work, lesson plans, and responses to the book of the month, Book of the Month Assembly, responses, and focus walks.
4	1A.4. Time needed to effectively implement safety nets and RTI.	1A.4. Students who are not responding adequately to core instruction will receive a Progress Monitoring Plan (PMP) along with supplemental, small group writing instruction	1A.4. Principal, Leadership Team, , Guidance Counselor, RTI Team and Teachers	1A.4. Teachers will analyze student work and assessment data, to identify students in need of remediation/intervention, and match them to the appropriate the safety net. The RTI/ Safety Net Team members will assist with small group	1A.4. Assessments, data notebooks, conference logs, safety net schedules, small group instruction, lesson plans, Team Up attendance, SES Tutoring, Saturday School

				instruction and conferencing.	attendance, Target Team/RTI FCAT Writing Results
5	1A.5. Time, resources and effectively utilizing data to identify next steps and differentiate instruction during Writing Camps to meet the needs of individual students.	1A.5. The fourth grade teacher along with the coaches and tutor will facilitate Writing Camps to provide students assistance in developing writing strategies, interventions and remediation.  District Writing Prompts along with monthly Write Score Assessments will be used to drive instruction during Writing Camps.	1A.5. Principal, Instructional Coach Classroom Teachers	1A.5. Teachers will meet weekly with the Instructional Coach to assess instructional strategies and implementation of curriculum.  The teacher, coach and principal will review monthly reports and data from Write Score to assess next steps for instruction.	1A.5. Results from Write Score and District Writing Assessments, 2012 Released sample writing will be reviewed to outline student growth.  Evidence of Conference logs, Data Notebooks, and observations during weekly Writing Camps

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
Implementing						

Small Groups Conferencing and analysis of student work to Differentiate Instruction and Identify Next Steps in Writing.  Use of the Write Score Assessment (3rd and 4th grades)	K-5th grades	Instructional Coach District Literacy Coach	School-wide	Early Release Days Weekly PLC Meetings	Instructional Coaches will model and facilitate professional development on how to unpack writing standards, implement small groups, analysis of student work utilizing Write Score data and use conferencing to differentiate instruction. The principal will monitor implementation through conducting focus walks, monitoring lesson plans and instructional practices.	Principal Instructional Coach (ELA)
Implementing the Writers Workshop Model to include conferencing, rubrics, elements of writer's craft, peer editing, revising and publishing.	K-5th grades	Instructional Coach District Literacy Coach	School-wide	Early Release Days Weekly PLC Meetings	Principal will review lesson plans, writing portfolios, data notebooks and conduct on-going focus walks.  Teachers will consistently use research-based strategies, district writing schedule, State Standards and elements of writer's craft across grade levels.  Teachers will use baseline, district and scrimmage assessments teacher conference notes, and data to guide instruction to meet the needs of diverse learners.	Principal Instructional Coach (ELA)
Providing professional development for teachers on the alignment of the Common Core Standards with an emphasis across all content areas.	K-5th grades	Reading and Instructional Coach District Literacy Coach	School-wide	Early release Days Weekly PLC Meetings	Teachers will be provided with professional development on how to unpack the Common Core Standards and utilize mentor text, anchor papers, and exemplars to increase the level of rigor and instructional support.	Principal Instructional Coach (ELA)

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Understanding how to analyze data from Write Score to identify areas of weakness and next steps for writing instruction.	Write Score	Title I	\$848.33
Response to Literature by integrating the Book of the Month into writing.	Books of the Month	Title I	\$658.64
			Subtotal: \$1,506.97
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: \$1,506.97

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:	During the 2011-2012 school-year, there were a total of 282 students enrolled at Pine Estates Elementary School.  The current attendance rate for Pine Estates is 94.5%. Our goal is to increase the attendance rate by 5%.  There is a need to strengthen home school connection decrease the number of students who are chronically absent and or tardy.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The current attendance rate is 94.5% (266) out of 282 are consistently attending school.	The expected number of excessive absences will decrease by 5% to 99.5% (318 ) students.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
There were 29% (84) students with 10 or more absences.	The expected number of excessive absences will decrease by 5% from 84 to 84 students.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
There were 39% (111) students with excessive tardies.	The number of excessive tardies will decrease by 5% from 111 to 106.

### 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. Maintaining updated student addresses and telephone contacts.	1.1. Utilize School Messenger in order to decrease the number of students with chronic attendance problems.	1.1. Principal Guidance Counselor	1.1. Guidance Counselor and District Social Worker will work to monitor attendance and make home-visits to hard to reach parents to ensure that students are attending school regularly.	1.1. Attendance (AIT) meeting schedule Documentation of visits Attendance reports
2	1.2. Parent participation and follow through with attendance expectations and action plan.	1.2. Conduct (AIT) Attendance meetings for students who are chronically absent and or tardy.	1.2. Principal Guidance Counselor Teachers	1.2. The Guidance Counselor will work with the District Attendance Officer to coordinate attendance meetings.  An attendance action plan will be implemented for	1.2. Evidence of AIT meetings/schedules  Action Plans

				students who miss days within a month and days within a nine week period.	
3	1.3. The calibrating days occur during the cold/flu season.	1.3. Students with perfect attendance during each nine week grading period will be recognized and provided with an award to celebrate their attendance.	1.3. Principal Guidance Counselor Teachers	1.3. Teachers will utilize the On-Course System to input daily attendance in order to document and recognize students with perfect attendance.	1.3. Attendance data from On-Course
4	1.4. Parent participation and follow through with attending conferences.	1.4. Communication through the Parent Portal, Parent Link, and conferences with parents.	1.4. Principal Guidance Counselor Teachers	1.4. The Guidance Counselor, teachers and principal will invite parents to participate in conferences with parents to increase attendance and provide strategies to assist students academically through Progress Monitoring Plans (PMP), and expectations of the Title I School Parent Compact.	1.4. Evidence of Parent Compacts and PMP's Conference Logs Parent Portal

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
Professional Development on the Use of Genesis	Guidance Counselor CRT	District Technology	Guidance Counselor CRT	On-going (June-August)	The Guidance Counselor and CRT will receive professional development as needed to ensure that attendance reports are recorded accurately.	Principal
Professional Development on Implementing AIT Meetings	Guidance Counselor CRT	District Attendance Department/Attendance Officer	Guidance Counselor CRT	On-going (June-August)	The Guidance Counselor, CRT, and District Attendance Officer will coordinate attendance meetings and plans with the parents of students who are chronically absent.	Principal District Attendance Officer
On-Course/Grade Book	Pre-K - 5	School Technology Contact District Technology Department	School-wide	Early Release Day (June-August)	All new and novice teachers will receive professional development on how to accurately input attendance data into On-Course. Teachers will also notify the Guidance Counselor and CRT of students who exhibit chronic absences based upon the Pupil Progression Plan.	Principal CRT

School Messenger	Principal CRT Guidance Counselor	District On-Line Training	Principal CRT Guidance Counselor	September 2012	The Principal, CRT, and Guidance Counselor will receive professional development on the School Messenger System as a way to contact parents in order to increase attendance.	Principal District Support
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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:	The total number of student suspensions during the 2012-2013 school year will decrease by 10% from 130 to 117.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
The total number of In-School Suspensions for 2011-2012 school year was 21.	The expected number of In-School Suspensions for 2012-2013 school year is 19.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
The total number of student's suspended In-School for the 2011-2012 school year was 17.	The expected number of student's suspended In-School for the 2011-2013 school year is 15.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions



The total number of Out-of-School Suspensions for the 2011-2012 school year was 131.	The expected number of Out-of-School Suspensions for the 2012-2013 school year is 117.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The total number of students suspended Out-of-School for the 2011-2012 school year was 74.	The expected number of students suspended Out-of-School for the 2011-2013 school year is 67.

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. Ensuring that Foundations and CHAMPS strategies are implemented with equity and fidelity throughout the school.	1.1. Strategies from CHAMPS will be utilized school-wide to provide a safe and civil school environment.	1.1. Principal , Foundations Team Members	1.1. Foundations/Discipline Team members will meet to analyze data and provide professional development during Early Release sessions.  The Foundations/Discipline Team Members will participate in the Implementation Cycle to review, prioritize, revise, adopt and implement strategies to improve school-wide rituals and routines.  Teachers will receive CHAMPS professional development and implement strategies to assist with classroom management.	1.1. The number of referrals/offenses will be compared with the number from the previous year.  Data from the School Climate and Foundations Surveys and Focus Walks  Evidence of school-wide implementation of Foundations/CHAMPS, Common Area rituals, routines, and strategies.
2	1.2. Finances to provide resources to increase student motivation and recognize positive behaviors.	1.2. Character Education will be implemented school-wide to model expectations for responsible behavior  Student of the Month program will be implemented with students recognized and highlighted on the Student of the Month Character Bulletin Board.  Monthly Student of the Month Celebrations to recognize students who have maintained positive behavior and exemplified good school citizenship will be conducted.	1.2. Principal, Guidance Counselor, Teachers and Foundations Team Members.	1.2 The Guidance Counselor will implement Character Education and utilize the Step Up to Bullying Curriculum bi-weekly.  Teachers will utilize the Second Step Program to promote positive interactions and reduce behavior incidences.  A variety of activities will be used to promote Character Education including: Book of the Month, school-wide assemblies, Red Ribbon Week, ZIP Program JSO presentation, and school-related activities.	1.2 Student of the Month data, awards, documentation of ZIP activities, climate survey data, Focus Walks, Classroom observations
	1.3. The need to implement and maintain school-wide rituals routines to	1.3. The RTI Team will meet bi-weekly to develop strategies and	1.3. Principal, RTI Team, Teachers, Guidance	1.3. The RTI Team will attend district professional	1.3. Documentation of RTI Meetings, agenda, referral data and

3	decrease the number of students in need of targeted intervention and remediation.	provide tiered services to assist students who are in need of additional behavior support and interventions.	Counselor and District Behavior Specialist	development sessions and model support for teacher to develop strategies for working with students in need of interventions.	professional development.
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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
Foundations/ CHAMPS	PreK – Fifth Grades	District Support CADRE (New Teachers	School-wide	Early Release Days – ongoing monthly August through June On-line CHAMPS Training Schultz Center District Training	Teachers will utilize strategies from professional development and provide evidence of implementation of CHAMPS within individual classrooms. The Principal will conduct on-going Focus Walks. Foundations Team members will analyze data and conduct observations of Common Areas.	Principal Foundations Team
Character Education Second Step	PreK – Fifth Grades	Guidance Counselor Teachers	School-wide	Individual Classrooms – Ongoing August through June	The Guidance Counselor will work with teachers to assist with implementing Character Education. Teachers will receive professional development on effective implementation of the Second Step Program and bully prevention.	Principal Guidance Counselor
Response to Intervention (RTI)	Pre-K – Fifth Grades	Principal RTI Team	School-wide	Early Release Days – ongoing monthly August through June	Teachers will implement strategies from RTI to provide additional support and interventions for students who fail to respond to school-wide rituals and routines. The Principal will monitor intervention logs, referral data and implementation of RTI. The RTI Team will meet bi-weekly to assess instructional strategies, analyze data and identify next steps for identified students.	Principal, Guidance Counselor, and RTI Team

Suspension Budget:

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

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

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		During the 2011-2012 school year, the total number of parents who participated in school activities was 103. (duplicated). Our goal is to increase parental involvement by 10% from 103 to 113 .			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
There were a total number of 103 (duplicated) parents who participated in Parental Involvement Activities during the 2011-2012 school year.		The expected number of parents participating in Parental Involvement Activities for 2012-2013 school year is 113 (duplicated).			
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 Parent support and participation in Family Learning Night.	1.1. Facilitate Parent Learning Night activities and programs that will encourage parental support and participation while providing parents with strategies to increase student academic success.	1.1. Principal, Instructional Coach, PTA, Teachers, Committees	1.1. Parents will be provided information to assist with understanding (NGSS and Common Core for grades Kindergarten- 2nd) and provided strategies in the areas of reading, writing, math, and science. The number of parents attending workshops and Parent Night activities will be monitored and analyzed.	1.1. Parent Sign in forms, Agenda, Evaluation/Survey.
2	1.2 Parent knowledge, understanding, and accessibility to academic tools and resources.	1.2. Create a Parent Resource Center that will provide parents with materials and literature on strategies for helping students.	1.2. Principal, Instructional Coach, PTA, Volunteers	1.2. Parents will be provided quarterly scheduled activities, update resources and utilization of the Parent Resource Center. Through the use of	1.2. Parent Resource Calendar, Agendas, Sign-in Sheets, Feedback Forms

				Technology, Literacy, Parent Resource Center Log.	
3	1.3. To obtain the number of parents and community leaders to represent the population of our school	1.3. To increase the opportunities for parents to participate on PTA, SAC, Mid-year Stakeholders Assessment, and the review/development of the Parent Compact and the School Improvement Plan.	1.3. Principal, School Counselor, SAC, PTA, Teachers	1.3. The Principal and School Counselor will work to increase the number of parents and community members who volunteer and attend PTA, SAC and school-related programs.  Event information will be announced regularly via the school's website, the monthly school newsletter, and the as well as on the school marquee and Parent News bulletin board.	1.3 Evidence of PTA/SAC participation including membership data, sign-in sheets. Volunteer data and volunteer logs. Agendas and feedback forms.
4	1.4 To develop a budget to meet the guidelines set forth by Title I along with needs of our parents.	1.4. Title I Parental Involvement Plan and budget will be developed in order to align resources with identified activities to increase parental involvement.	1.4. Principal, Leadership Team	1.4. The Title I Parental Involvement Plan will be utilized to guide outlined activities and programs.  The budget will be utilized to provide parents with resources and materials to extend learning to the home. Childcare and transportation will be allocated to ensure that parents are afforded opportunities to take advantage of parental involvement activities.	1.4 Title I parental Involvement Plan/Budget, Sign-in Sheets, Agendas, Feedback forms.
5	1.5 Parent participation and follow through with attending conferences.	1.5. Communication and conferences with parents.  Information is provided in the language that parents can understand including interpretation.	1.5. Principal, School Counselor, Teachers	1.5. Teachers will communicate and provide parents with an understanding of NGSS Standards (Common Core in Kindergarten-2nd) as well as with strategies to assist students academically through progress reports, the development of Progress Monitoring and RtI plans.	1.5. Parent Contact Logs, Conference Records (including PMP/RtI documentation), and Parent Compacts

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
Effective Parent Communication / Conferencing	K – 5	Principal Leadership Team	School-wide	On-going (August – June)	Teachers will receive professional development on effectively communicating with parents/families and strategies for collaborating to improve student achievement (including the development of Progress Monitoring and RtI Plans).	Principal
Development on the new DCPS District and School Website	School-wide	District Communications Office	School Technology Contact	August 2012	The School Technology Contact will attend a professional development workshop to gain information on how to update the school website as a way to provide important resources and correspondence to parents and stakeholders.	Principal
Title I Parental Involvement Plan Professional Development	Administration	District Title I Office	Principal Guidance Counselor	September 2012	The principal and guidance counselor will participate in the District Title I meeting to receive updates and changes to the development of the Parental Involvement Plan and activities.	Principal, Title I Office

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Facilitate Parent Learning Night activities and programs that will encourage parental support and participation while providing parents with strategies to increase student academic success.	Supplies and materials Brochures, flyers, printing	Title I	\$1,000.00
Create a Parent Resource Center that will provide parents with materials and literature on strategies for helping students.	Take Home Books Fiction and Non Fiction Leap Pads Family Literacy Folders	Title I	\$3,020.24
Subtotal:			\$4,020.24
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:			\$4,020.24

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

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

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

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

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

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

## STEM Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

*End of STEM Goal(s)*

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## Additional Goal(s)

### Safety Goal:

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:		According to School Climate Survey results, 84.5% of staff will feel the school is a safe working environment.			
2012 Current level:		2013 Expected level:			
76.5% (17)		84.5% (19)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ensuring time within the daily schedule is provided to conduct assemblies.	An assembly will be held to review expectations with students.	Principal Guidance Counselor	The number of referrals submitted.	Referral Data
2	Some students are not motivated to exhibit character traits.	Student of the Month Celebrations will include refreshments and certificate.	Principal Guidance Counselor	The number of students attending the celebration.	Student of the Month Bulletin Board Student of the Month Recommendations
3	Ensuring that school-wide rituals and routines and CHAMP'S strategies are implemented with fidelity.	Teachers will implement the school-wide discipline plan and CHAMPS.	Principal Foundations Team	The Foundations Team will collect and analyze data.	Referral Data Evidence of CHAMPS strategies integrated within daily instruction.

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

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

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

Budget:



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

End of Safety Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Florida Continuous Improvement Model: (FCIM)/Analysis of Assessment Data Differentiated Accountability	Florida Ready	Title I	\$1,140.89
Reading	Florida Continuous Improvement Model: (FCIM)/Analysis of Assessment Data Differentiated Accountability	Common Core Clinics in Reading	Title I	\$840.26
Reading	Classroom libraries and leveled books that cater to student interest will be purchased to increase the number of books available to students during Independent Reading time.	Book Bins Book Bags Leveled Classroom Libraries Listening Centers Books to go with Listening Centers	Title I	\$5,389.22
Reading	Utilizing Safety Nets and Response to Intervention in Reading/In conjunction with Morning Tutoring	Soar to Success	Title I	\$1,209.98
Reading	Implementing the Reader's Workshop Model to include key components such as read aloud, shared reading, partner reading, and guided reading, independent reading, conferencing and center activities to aid in student progression.	High Interest Intervention Reading (small group instruction)	Title I	\$356.33
Mathematics	Teachers will utilize Everglades Math to provide students with support in strengthening math skills and concepts in order to sustain growth.	Everglades Math	Title I	\$451.33
Mathematics	Florida Continuous Improvement Model: (FCIM)/Analysis of Assessment Data Differentiated Accountability	Florida Ready	Title I	\$1,140.89
Mathematics	Utilizing and Unpacking the NGSSS, Mathematical Practices from the (CSS) Common Core Standards and Item Specifications to drive instruction in math.	Common Core Clinics in Math	Title I	\$956.18
Science	Integration of reading strategies into science through the use of non-fiction text.	National Geographic Weekly Readers	Title I	\$742.50
Writing	Understanding how to analyze data from Write Score to identify areas of weakness and next steps for writing instruction.	Write Score	Title I	\$848.33
Writing	Response to Literature by integrating the Book of the Month into writing.	Books of the Month	Title I	\$658.64
	Facilitate Parent			

Parent Involvement	Learning Night activities and programs that will encourage parental support and participation while providing parents with strategies to increase student academic success.	Supplies and materials Brochures, flyers, printing	Title I	\$1,000.00
Parent Involvement	Create a Parent Resource Center that will provide parents with materials and literature on strategies for helping students.	Take Home Books Fiction and Non Fiction Leap Pads Family Literacy Folders	Title I	\$3,020.24
				Subtotal: \$17,754.79
<b>Technology</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilizing Safety Nets and Response to Intervention in Reading/In conjunction with Morning Tutoring	Success Maker	Title I	\$7,350.00
				Subtotal: \$7,350.00
<b>Professional Development</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implementing the Reader's Workshop Model to include key components such as read aloud, shared reading, partner reading, and guided reading, independent reading, conferencing and center activities to aid in student progression.	Teach Like a Champion Using Guided Reading to Strengthen Students Reading Skills (Video) Instructional Strategies for Guided Reading (Video)	Title I	\$232.16
Reading	Utilizing and Unpacking the Standards in Reading NCSS and aligning them with Common Core Standards and Item Specifications	The Common Core Lesson Book K-5 Common Core Reading Pathways to Common Core	Title I	\$478.09
Mathematics	Implementing the Math Workshop Model to include key components such as launch, independent work time, and conferencing and center activities to aid in student progression.	Guided Math Using Guided Math to Strengthen Students Math Skills (K-2) Using Guided Math to Strengthen Students Math Skills (3-5)	Title I	\$1,315.65
Mathematics	Utilizing and Unpacking the NGSSS, Mathematical Practices from the (CSS) Common Core Standards and Item to drive instruction in math.	Common Core Mathematics in a PLC At Work (K-2) Common Core Mathematics in a PLC At Work (3-5)	Title I	\$478.09
Mathematics	Utilizing and Unpacking the NGSSS, Mathematical Practices from the (CSS) Common Core Standards and Item to drive instruction in math.	Common Core Mathematics in a PLC At Work (K-2) Common Core Mathematics in a PLC At Work (3-5)	Title I	\$478.09
				Subtotal: \$2,982.08
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$28,086.87

# 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
Saturday School Enrichment (reading, writing, math and science)	\$848.67
Read It Forward Jax! and 25 Book One Million Word Campaign Incentives for Students	\$500.00

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

School Advisory Council (SAC) will meet a minimum of 8 times per year to assist with the preparation and evaluation of the School Improvement Plan, Parent Involvement Plan, and Parent Compact. SAC members will recommend various support services and activities to the Principal. In addition, SAC will be provided student performance data, causes of performance, and next steps to improve student achievement.

# AYP DATA

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 PINE ESTATES ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	57%	67%	63%	25%	212	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	53%	69%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	65% (YES)			112	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					446	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District PINE ESTATES ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	55%	77%	25%	220	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	60%	55%			115	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?	57% (YES)	48% (NO)			105	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					440	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested