FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SUSIE E. TOLBERT ELEMENTARY SCHOOL

District Name: Duval

Principal: Nicole Townsend

SAC Chair: Kimberly Brown

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/23/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Lake Shore Middle School 2005-6 Grade C (349) AYP No Reading Proficiency 47% Math Proficiency 38% Writing Proficiency 83% Gains Reading 58% Gains Math 56% Bottom Quartile Reading 67% 2006-7 Grade D (430) AYP No Reading Proficiency 48% Math Proficiency 39% Writing Proficiency 96% Science Proficiency 22% Gains Reading 53% Gains Math 59% Bottom Quartile Reading 56% Bottom Quartile Math 57% 2007-8 (Aug-Dec.) Grade C (439) AYP No Reading Proficiency 47% Math Proficiency 45%

Principal	Nicole Townsend	Masters of Science- University of Phoenix; Education Leadership (all levels) State of Florida; Level II Principal- State of Florida; Middle Grades Math 5-9 – State of Florida, and English for Speakers of Other Languages (ESOL) Endorsement – State of Florida	1	3	Writing Proficiency 91% Science Proficiency 17% Gains Reading 57% Gains Math 61% Bottom Quartile Reading 62% Bottom Quartile Math 59% Wayman Academy 2007-8 (Jan.-June) Grade F (367) AYP No Reading Proficiency 47% Math Proficiency 40% Writing Proficiency 46% Science Proficiency 0% Gains Reading 53% Gains Math 58% Bottom Quartile Reading 60% Bottom Quartile Math 63% 2008-9 Grade C (457) AYP No Reading Proficiency 31% Math Proficiency 46% Writing Proficiency 83% Science Proficiency 46% Gains Reading 53% Gains Math 61% Bottom Quartile Reading 67% Bottom Quartile Math 70% Susie E. Tolbert Elementary 2010-11 Grade D (430) AYP 82% Reading Proficiency 65% Math Proficiency 58% Writing Proficiency 67% Science Proficiency 43% Gains Reading 58% Gains Math 54% Bottom Quartile Reading 41% Bottom Quartile Math 44% 2009-10 Grade B (499) AYP 87% Reading Proficiency 69% Math Proficiency 67% Writing Proficiency 79% Science Proficiency 60% Gains Reading 61% Gains Math 57% Bottom Quartile Reading 50% Bottom Quartile Math 56% Bank of America Learning Academy 2011-12 Grade A (691) AYP % Reading Proficiency 75% Math Proficiency 77% Writing Proficiency 94% Science Proficiency 79% Gains Reading 95% Gains Math 88% Bottom Quartile Reading 95% Bottom Quartile Math 88%

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)
		Masters Degree in Elementary Education East Carolina University			Fort Caroline Elementary 2005-2006: Grade: A Reading Mastery: 94% Math Mastery: 86%, Fort Caroline Elementary 2006-2007: Grade: A Reading Mastery: 80%, Math Mastery: 85%, Science Mastery:55% Chaffee Trail 2007-2008 Grade A Reading Mastery:88% Math Mastery:84% Science Mastery: 43%

| Reading and Math | Christina Hamlin | Gifted Endorsement ESOL K – 12 Elementary Education Educational Leadership All Levels | 1 | 1 | Chaffee Trail 2008-2009 Grade A Reading Mastery:88% Math Mastery: 89% Science Mastery: 68%

Chaffee Trail 2009-2010 Grade A Reading Mastery:92% Math Mastery: 92% Science Mastery: 67%

Chaffee Trail 2010-2011 Grade A Reading Mastery : 85% Math Mastery: 88% Science Mastery : 66% |

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Ongoing training at both the school level (Early Release, Faculty meeting, and Planning Days training sessions) and district level (content training and leadership development)	Principal Instructional Coach Teacher Leaders	June 2013	
2	2. Having teachers take the role of leading training for staff	Principal	June 2013	
3	3. Establishment of model classrooms for on-site PD for all teachers	Principal	December 2012	
4	4. Ongoing mentorship at the school level by CET trained teachers and Cadres	Ms. Fowler Mrs. Allik-Kimery Ms. Poag	June 2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Joakima Goodwin	Ms. Goodwin is a first year teacher and she will be taking the K-6 Elementary Education test to achieve highly qualified status

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
23	21.7%(5)	47.8%(11)	30.4%(7)	21.7%(5)	43.5%(10)	82.6%(19)	4.3%(1)	8.7%(2)	21.7%(5)

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
Jessica Fowler	Truella James/Jeremy Greene/Tara Lynch	CET Trained/4th grade literacy curriculum experience	Weekly Meetings
Kirsten Allik-Kimery	Yetta Bonsell/Joakima Goodwin	CET Trained/4th grade math curriculum experience/Academy of Math trained	Weekly Meetings

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school-based RtI Leadership Team consists of these positions:
? Principal
? Instructional Coach
? Additional members that support RtI implementation include the following:
? Guidance Counselor: LaKisha Hill
? General Education Teachers: Cheryl Skintges (fourth grade)
? Special Education Teacher: Mary Forrest
? Foundations Team Chair: Carolyn Pender

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 has four primary functions:
1. Regularly attend all district RtI training;
2. Provide presentations to their school faculty and staff on RtI practices;
3. Review school wide student performance data, identifying large scale needs and
problems at particular grade levels; and
4. Monitor the implementation of the three-tiered Response to Intervention model in
their school.

The entire school-based RtI Leadership Team meets at least bi-weekly to engage in school wide problem-solving. The team will engage in the following activities:
? Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation;
? Identify professional development needs and RtI resources;
? 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;
? Monitor RtI activities conducted by the collaborative teacher teams to assure sound problem-solving and fidelity of intervention implementation.

The Tolbert RtI Team will follow the Problem Solving Model (problem identification, problem analysis, intervention design and implementation, and evaluation) to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (Tier 2 or Tier 3). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.

The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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 Tolbert RtI/SIP teams oversees the creation and implementation of the School Improvement Plan. They lead the faculty in reviewing data and work with the Leadership Team, Grade level Teams, Foundations Team, and Shared Decision Making Team in drafting the SIP. The SIP is approved, regularly reviewed and updated by all teams and the School Advisory Council.

The Tolbert SIP is the guiding document for the work of the school. The plan will be regularly reviewed and updated as the school population of students change. This plan includes formal review procedures which demonstrates how Tolbert has used the RtI process to analyze data and make necessary informed changes positively impact student achievement.

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

The school will use data from the following sources: FCAT, FAIR, district benchmark assessments, district writing prompts, district Progress Monitoring Assessments, DRA2, and curriculum- based measures (classroom level) as sources for academic performance data. Data on absenteeism, referrals, and suspensions from Genesis will be utilized for behavior. Pearson Inform is the district's management system that will be used to monitor data at all levels.

Data will be reviewed weekly by the RtI team and this team will lead other groups in analyzing and using data to effective plan instruction. Professional Development is conducted by grade levels/ content areas and data will be reviewed and analyzed to determine appropriate professional development sessions.
Vertical teaming and collaboration also occurs with our sister school, RV Daniels

Describe the plan to train staff on MTSS.

The RtI Leadership Team will utilize training materials provided by the District RtI Team (available on the RtI Blackboard sites) to train staff in their schools. A strategic plan is being developed for delivering this training, including dates, trainers, topics, and materials.
Professional development will be provided to our RtI Team by district staff during the 2012-13 school year.
The school-based RtI Team will provide in-service to the faculty on designated professional development days (i.e. pre-planning, early dismissal, planning days, and faculty meetings). These in-service opportunities will include, but are not limited to, the following:
? Problem Solving Model
? Consensus building
? Positive Behavioral Intervention and Support
? Data-based decision-making to drive instruction
? Progress monitoring
? Selection and availability of research-based interventions
? Tools utilized to identify specific discrepancies in reading.

In addition, RtI learning will be job-embedded and occur during the following:
? Professional Learning Communities
? Classroom Observations
? Collaborative Planning
? Analysis of Student Work
? Book Studies
? IPDP and Quarterly Data Conferences
? Lesson Study (Coaching Cycles)
? Thorough Instructional Support Staff Training
Individual professional development will be provided to classroom teachers through mentoring and modeling, as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

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

Nicole Townsend- Principal

Tara Lynch – 3rd grade teacher
Jessica Fowler – 4th grade teacher
Carolyn Pender – 5th grade teacher
Christina Hamlin – Instructional Coach

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

The district's reading/language arts philosophy is clear in suggesting that a successful reading teacher not only teaches a child how to read, but also incorporates strategies that foster a love of reading and prepares the student to enjoy a lifetime of reading. In support of the district's reading goals and our school based reading goals, we have established a (first week) monthly literacy team data review meeting to assist us in aligning with DCPS Comprehensive K-12 Reading Plan. Team members review current and longitudinal data to ensure the successful implementation of the core reading series and research-based strategies for supporting students in the core curriculum. These meetings will also consist of planning, implementing, and analyzing current school-wide reading and vocabulary initiatives of Read It Forward Jax, such as home/school connection nights, one million word reading campaign, and Principal's Book of the Month Program. Each member of the LLT will communicate with grade level and literacy teachers the expectations and reading initiatives established. This team will collect, disaggregate, analyze, and monitor data from various sources.

We further meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students. In addition to properly model Read-Alouds to establish a collective common ground of the classroom community, and pace the presentation of texts to the ability of our students to process essential information from daily read-alouds. Professional development for teachers will be on explicit vocabulary instruction using the texts, Bringing Words to Life (chapters 2 – 4) and Creating a Robust Vocabulary by Isabelle Beck. The love of reading will be promoted through our One Million Word Campaign, where every child is encouraged to increase their volume of reading. Grade level teams will meet once a week and faculty will meet monthly to analyze student progress.

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

- Develop and monitor the implementation of the SIP reading strategies
- Use Microsoft Excel and the Pearson Data Management System (Inform) to track progress of students in reading
- Analyzing DRA2 data
- Analyzing FAIR data
- Implement the Read It Forward Jax
- Implement the Principal's Book of the Month Program through daily read alouds and teaching comprehension strategies to students
- Oversee the implementation of a Continuous Learning Cycle (lesson study) in Guided Reading
- Ensure that the necessary Professional Development is being provided for teachers in unpacking the reading benchmarks and using data to drive instruction
- Ensure that all students are meeting the One Million Word Campaign Standard
- Plan literacy and FCAT parent nights in order to help parents work successfully with their children at home
- Increase the number of classroom library and media center books.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A Our school only services students in grades 3rd-5th. We partner with our sister school. RV Daniels (K-2nd) for vertical articulation.

*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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Reading Goal #1A: In grades 3rd -5th, 20% (67) of students achieved Level 3 on the 2012 FCAT Reading Assessment. On the 2013 FCAT Reading Assessment 30% (99) of students will score a Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (67)	30% (99)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students struggling with the application of reading strategies with grade level texts	1A.1. Implement the Gradual Release model for the teaching of reading for students to define strategies in their own words and to apply it with confidence from whole-class strategy practice to small-group collaboration, and later to individual practice.	1A.1. Principal Instructional Coach	1A.1. Classroom walk-throughs	1A.1. Classroom walk-through form Instructional Coach Notes FAIR
2	1A.2. Students not operating at the 90% level for retention of learned material	1A.2. Provide training on comprehension strategies and vocabulary development for students needing more models, practice, accountability, and deepen strategy to help students retain reading material.	1A.2. Classroom teachers Principal	1A.2. Conference with these students	1A.2. Anecdotal notes from the classroom teacher
3	1A.3. Reading is seen as a short-term goal	1A.3. Students will establish SMART goals in reading	1A.3. Classroom teachers	1A.3 Review of student data notebooks	1A.3. Student goal sheets
4	Revisit the instructional delivery model used to service students and address the increase in student enrollment.	Implement FAIR testing . Provide professional development on FAIR data reports. Review FAIR data reports and DRA2 data with teachers by grade levels/ teams. Use data from assessments to determine students' needs and differentiate instructional practices.	Standards Coach Leadership & Design Team/ RtI Team/ LLT Principal	Review FAIR data reports with teachers and grade levels Observe and provide feedback on reading. instruction and best practices Review teachers' data notebooks Monitor student growth and progress on winter and spring FAIR assessments as compared to the Fall	FAIR Data Reports FAIR Data Reports FAIR Data Reports, Lesson Plans, Guided Reading Plans, Data Assessment Notebooks Classroom

			Implement guided reading instruction or literature circles. Identify level 2 students (bubble) students for RtI and tutoring sessions.		Assessment Analyze Tier I (Core Instruction) for fidelity Data meetings conducted with the Principal/ Standards Coach	Observation tools / CAST Domains Data Assessment Notebooks and Quarterly Data Meetings with teachers
5	1.2. Lack of time for professional development for reading	1.2. Train teachers on how to administer a DRA2 Administer DRA2 and use data collected for individual and small group reading instruction through guided reading. Administer Word Analysis and implement lessons, if needed (3rd grade only) Implement guided reading instruction Teachers develop a system for collecting, analyzing and using data to differentiate instruction.	1.2. Standards Coach Design & Leadership Team/ RtI Team Principal/ LLT	1.2. Imbed at least one dedicated day per month or professional development in reading based on the following: Training on utilizing Limelight and Inform Review DRA 2 Data Provide professional Development on administering and analyzing DRA 2 data, if needed Determine instructional needs of students and differentiate instruction Planning & implementing guided reading instruction Following professional development sessions: Observe and provide feedback on reading instruction and best practices Monitor student growth and progress through data on DRA2 for the Winter and Spring assessment, as compared to the Fall assessment	DRA2 Data Lesson Plans, Guided Reading Plans, Data Assessment Notebooks Classroom Observation tools / CAST Domains Data Assessment Notebooks and Bi-monthly Data Meetings with teachers
6	1.3. Student scheduling and time constraints with the instructional delivery model.	1.3. Strengthen core reading instruction through the use of reading data, Houghton Mifflin core reading series, and district learning schedules. Implement Reader's Workshop, Quality Learning Centers, and Guided Reading Instruction. Set the standards for students to read one million words and establish the Superintendent's and PBOM program to encourage students to develop a love of reading. Clearly define "core" expectations through development of a "non-negotiables" for literacy	Design & Leadership Team/ RtI Team Standards Coach/ LLT Principal Design Team	Protect instructional time for reading by making sure each student has a 90 minute uninterrupted reading block. Monitor student progress Benchmark Assessment provided by the district Review implementation of learning schedules and core reading series through observations and focus walks by the leadership team Provide feedback to teachers on implementation of the core Select and purchase PBOM selections Review results from	Benchmark Testing Results Classroom Observation tools / CAST Domains PBOM Superintendent's BOM Quarterly and End of the Year Reading Incentives

		Analyze previous FCAT data and determine areas of strength and weakness and AYP groups for reading using the DART model. Analyze strand data for Reading and implement the FCIM.		assessments provided through the Houghton Mifflin Reading Series Monitor use and data on the Florida Achieves Website.	

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:

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Reading Goal #2A: In grades 3rd -5th, 34 % (112) of students achieved at or above Level 4 on the 2012 FCAT Reading Assessment. On the 2013 FCAT Reading Assessment 60% (197) of students will score at or above Level 4.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (112)	60% (197)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Students are not challenged with traditional means of instruction	2A.1. Teachers will be provided with professional development opportunities to broaden pedagogy, increase rigor of learning tasks, and higher order questioning techniques	2A.1. Instructional Coach	2A.1. Classroom Walk-throughs Analyze student work in PLCs	2A.1. Classroom Walk-Through form Student Work FCAT FAIR
	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.

2	Lack of knowledge for implementing best practices in guided reading	Provide professional development to challenge high performing students using Guided Readers and Writers by Fountas and Pinnell	Instructional Coach Literacy Leadership Team	Weekly PLCs/Classroom Walk-Through	Classroom walk-through forms CAST – Domain 3 FCAT FAIR
3	2A.3. 61% of teachers are not gifted endorsed and 30% of teachers are new to teaching	2A.3. The Instructional Coach will model reading comprehension/strategies with an emphasis on aligning the curriculum to the benchmarks and students' specific needs Provide UNF Course Curriculum for Gifted Course Work	2A.3. Principal Literacy Team Schultz Center	2A.3. PLCs every Thursday and common assessments Online course work	2A.3. Interim Benchmark Assessment Selection Themed Assessments Classroom Walk-throughs FCAT FAIR Completion of the course work

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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:

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:	Reading Goal #3A: In grades 3rd -5th, 12% (39) of students made learning gains in reading on the 2012 FCAT Reading Assessment. On the 2013 FCAT Reading Assessment 30% (98) of students made learning gains in reading on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (39)	30% (98).

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. Limited levels of differentiation in reading instruction.	3A.1. Provide RtI training on use of data to make instructional decisions regarding Tier 1, 2, and 3 support.	3A.1. RtI Team Principal Instructional Coach	3A.1. Classroom observations and review of student data by the RtI Team	3A.1. Pearson Inform Data Management System; Interim Benchmark Data
2	3A.2. Time is not structured to ensure opportunities for students to reflect on their use of strategies.	3A.2. Students will write and/or reflect in a Reading Response Journal on a daily basis	3A.2. Classroom teachers	3A.2. Review of reading journals Classroom walk-throughs	3A.2. Teacher anecdotal notes
3	3A.3. Students have limited knowledge of where they stand as readers and their individual goals Reading is seen as a short-term goal	3A.3. Implement Student Growth Portfolios and student-led conferences (teacher functions as "back seat driver"); students will establish SMART goals for themselves as readers Increase the volume of reading school for the Million Word Campaign from 100 pages to 125 pages for third grade and 150 pages for fourth and fifth grade. Create a schedule of snippets of minutes to be used during the school day for Sustained Silent Reading (SSR). Students will establish SMART goals.	3A.3. Classroom teachers Classroom teache	3A..3. Teacher conferences with students around reading data to prepare them for student-led conferences Analyzing and monitoring student assessment data to determine growth	3A.3. Data notebooks and conferencing notes Reading logs Million Word Count Form

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:	On the 2011 FCAT Reading Assessment 55% of the lowest 25% of students will make Learning Gains in Reading.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	50% (18)		55% (18)		

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. Reading is seen as a short-term goal	4A.1 Increase the volume of reading school wide for the Million Word Campaign from 100 pages to 125 pages for third grade and 150 pages for fourth and fifth grade. Create a schedule of snippets of minutes to be used during the school day for Sustained Silent Reading (SSR). Students will establish SMART goals in reading	4A.1. Classroom Teachers	4A.1. Analyzing and monitoring student assessment data to determine growth.	4A.1. Reading logs Million Word Count Form
2	4A.2. Students are not able to effectively connect prior knowledge to new learning	4A.2. Use graphic organizers to assist students with comprehension of reading selections on their level (e.g. compare/contrast, sequence of events, cause and effect, etc.)	4A.2. Classroom teachers	4A.2. Individual reading conferences and guided reading sessions	4A.2. Lesson Plans Monitor
3	4A.3. Limited monitoring of student reading data Books that hold little interest for students	4A.3. Develop Progress Monitoring Plans (PMPs) for struggling readers and schedule data chats Provide books that are relevant to students' interest and are on their independent reading level	4A.3. Principal Instructional Coach Literacy Team Classroom teachers/Principal	4A.3. Ongoing progress monitoring of students using student data Survey and conference with students	4A.3. Interim Benchmark Excel Spreadsheets Selection Theme Reading Data Student survey sheets; teacher anecdotal notes; read-aloud activities for students

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
	Reading Goal #5B:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	WAITING ON 2012-13 SCHOOL ACCOUNTABILITY REPORTS TO BE UPDATED....TO DETERMINE A TRUE GOAL In 2011-12 % of the students in the sub-group African American did not make satisfactory progress in reading. Our goal is to reduce this number by at least 10% to ensure that at least % or more of our Black students are at proficiency for the 2012-13 school year
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black: Hispanic: Asian: American Indian	White: 4% (13) Black: 68% (223) Hispanic: 1% Asian: 24% (80) American Indian:

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: Black: Hispanic: Asian: American Indian: Students are not able to effectively connect prior knowledge to new learning	5B.1. Use graphic organizers and/or organized patterns to assist students with comprehension of reading selections on their level (e.g. compare/contrast, sequence of events, cause and effect, etc.)	5B.1 Classroom teachers	5B.1. Individual reading conferences and guided reading sessions Differentiated lessons Classroom Observations	5B.1. Classroom-Based Assessments FCAT
2	5B.2. Limited monitoring of student reading data	5B.2. Develop Progress Monitoring Plans (PMPs) for struggling readers and schedule data chats	5B.2. Classroom teachers Principal	5B.2. Ongoing progress monitoring of students using student data	5B.2. Interim Benchmark Assessment Inform Anecdotal Notes

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	We will decrease the number of students not making AYP in Reading to 43% (98). Currently there are 218 students enrolled to qualify as economically disadvantaged
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
47% (94/200)	57% (127/260) (*With the current enrollment)

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. Students have limited exposure to service learning projects to build background knowledge to make connections in the classroom.	5E.1. Provide opportunities for students to participate in service learning projects aligned to NGSSS/CCSS.	5E.1. Classroom teachers Principal	5E.1. Reflection writing in student journals Classroom discussions (discourse)	5E.1. Classroom-based assessments
2	5E.2. Lack of knowledge aligning instructional strategies with skills and concepts in each benchmark.	5E.2. Provide professional development of unwrapping the benchmarks and aligning skills and concepts with the appropriate instructional strategy.	5E.2. Principal Instructional Coach	5E.2. Monthly Faculty Meetings Weekly PLCs	5E.2. Classroom Walk-Throughs
3	5E.3. Limited monitoring of student reading data.	5E.3. Develop Progress Monitoring Plans (PMPs) for struggling readers and schedule data chats	5E.3. Principal Instructional Coach Literacy Team	5E.3. Ongoing progress monitoring of students using student data	5E.3. Interim Benchmark Excel Spreadsheets Selection Theme Reading Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
UnWrapping the Benchmarks/Differentiating Instruction	3 – 5	Principal/Coach	School-wide	Early Release/Teacher Planning Day PD	Classroom Walk-throughs	Principal/Coach
Teaching Comprehension All Readers Need	3 – 5	Coach	School-wide	Teacher Planning Day PD	Classroom Walk-throughs & Benchmark Assessments	Coach
Professional Book Study: Bringing Words to Life	3 – 5	Principal/Grade Level Chairs	School-wide	Faculty Meeting/Blackboard	Classroom Walk-Throughs	Principal/Grade Level Chairs
Professional Book Study: The Power of SMART Goals	3 – 5	Principal	Design Team	Bi-Weekly (Monday)	Data Chats	Faculty
Gifted Endorsed Course Work	Identified Teachers		Teachers seeking gifted endorsement	TBD	Course work provided by the Schultz Center	Principal Schultz Center

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	

2012 Current Percent of Students Proficient in listening/speaking:

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring proficient in reading. CELLA Goal #2:	

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide professional development of unwrapping the benchmarks and aligning skills and concepts with the appropriate instructional strategy.	Teaching Comprehension Strategies All Readers Need FCAT Item Specs	Instructional Materials	$197.89
Students struggling with the application of reading strategies with grade level texts Implement the Gradual Release model for the teaching of reading for students to define strategies in their own words and to apply it with confidence from whole-class strategy practice to small-group collaboration, and later to individual practice.	Book: Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility by Fisher and Frey	Instructional Materials	$431.46
			Subtotal: $629.35
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: $629.35

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Mathematics Goal #1A: In grades 3rd -5th, 20% (65) of students achieved Level 3 on the 2012 FCAT Math Assessment. For the 2012-13 school year 30%(98) of the students in 3rd, 4th & 5th grade will score a Level 3 on the FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (177)	60% (197)

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. Level of teacher understanding of NGSSS and newly adopted curriculum resources	1A.1. Provide training on unwrapping the Next Generation Sunshine State Standards and the use of the new curriculum resources Realign the learning schedule to meet student needs using benchmark data (IBA) and classroom assessments.	1A.1. Principal Math Lead Team (MLT)	1A1. Review of lesson plans; classroom observations; data notebook	1A1 Lesson plans, looking at student work (LASW), and data notebook Interim Benchmark Assessments
2	1A.2. Lack of resources and professional development for teaching vocabulary in math content, writing, and reading strategies in mathematics instruction	1A.2. Provide professional development for teaching vocabulary Implement in-depth vocabulary development (ex. Frayer model) Implement reading strategies to increase content-knowledge	1A.2. Instructional Coach Math Lead Team (MLT)	1A.2. Weekly PLCs	1A.2. PLC minutes
3	1A.3. Teachers are not proficient in analyzing Benchmark data posted in Insight and need to become more familiar with manipulating the data in Microsoft Excel to monitor student progress	1A.3. Provide professional development with Pearson Inform and Microsoft Excel.	1A.3. Principal Instructional Coach	1A.3. Monthly data chats and Weekly PLCs	1A.3. Disaggregated data of Interim Benchmark Assessments using Microsoft Excel by benchmark and reporting categories.

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:	Mathematics Goal #2A: In grades 3rd -5th, 21% (70) of students achieved at or above Levels 4 and 5 the 2012 FCAT Math Assessment. For 2013 FCAT Math Assessment, 27% (90) of students will achieve at or above Levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (70)	27% (90)

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. 94% of teachers are not gifted endorsed and 25% of teachers are new to teaching	2A.1. The Instructional Coach will model math strategies with an emphasis on aligning the curriculum to the benchmarks and students' specific needs	2A.1. Instructional Coach	2A.1. Professional Learning Communities	2A.1. Classroom Walk throughs
2	2A.2. Teachers lack of effective feedback given to students during the work period in the math workshop model.	2A.2. Teachers will provide effective feedback to students that must be timely, specific, and ongoing (formative assessment).	2A.2. Classroom teachers	2A.2. Analyzing student work during weekly PLCs	2A.2. PLC minutes/Lesson Plans/Anecdotal Notes
3	2A.3. Teachers lack of higher order questioning	2A.3. Teachers will participate in professional book study of Chapter 9- Asking Questions Reading with Meaning by Debbie Miller	2A.3. Instructional Coach	2A.3. Weekly PLCs Common Planning	2A.3. Lesson Plans CAST Domain 3

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:	Mathematics Goal #3A: In grades 3rd -5th, 62% (203) of students making learning gains on 2012 FCAT Math Assessment. For 2013 FCAT Math Assessment, 71% (233) of students will make learning in on 2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (203)	71% (233)

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. Setting targets and monitoring that lacks curriculum-embedded classroom-based measures that we can examine collaboratively and systematically.	3A.1. Create common assessments that include rubrics and standards which clearly describe quality work.	3A.1. Classroom Teachers Principal	3A.1. Weekly PLCs	3A.1. Student work and rubric
2	3A.2. Teachers not keeping accurate and detailed documentation of progress based on item analyses of informal and formal assessments (both district and classroom)	3A.2. Provide training on Setting Targets to track and monitor student progress	3A.2. Math Lead Team	3A.2. Professional Learning Communities Monthly Data Chats	3A.2. Pearson Inform Microsoft Excel IBA spreadsheets
3	3A.3. Students' ability to be both effective and efficient in their use of strategies conceptually	3A.3. Provide professional development for teachers using Elementary and Middle School Mathematics Teaching Developmentally by John A. Van De Walle and using anchor charts to serve as a scaffold for students to use for new learning	3A.3. Instructional Coach Math Lead Team	3A.3. Classroom Walk throughs	3A.3. Lesson Plans Anchor Charts (co-created)

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Mathematics Goal #4A: In grades 3rd -5th, 53% (173) of students lowest 25% made learning gains in mathematics. For 2013 FCAT Math Assessment, 61% (200) of students lowest 25% will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (173)	61% (200) Safe Harbor

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. Limited levels of differentiation in math instruction.	4A.1. Provide professional development in unwrapping math benchmarks, creating skills and concepts data forms to track and monitor student progress, and teachers will create exit tickets to gather data to determine next steps in student learning	4A.1. Classroom teachers Principal	4A.1. Lesson Planning Review of lesson plans by Principal	4A.1. Lesson Plans
2	4A.2. Lack of progress monitoring on a regular basis	4A.2. Establish Progress Monitoring Plans (PMPS) and progress monitor on a 20 day cycle	4A.2. Classroom Teachers Principal	4A.2. Pearson Inform Parent Conferences	4A.2. Pearson Inform Teacher Data Notebooks
	4A.3. Students at varying	4A.3. Provide training on	4A.3. Classroom	4A.3. Classroom walk-throughs;	4A.3. Classroom walk-

3	levels of understanding fractions, Operations, Problems & Statistics, and Geometry and Measurement	pedagogy and content knowledge of Fractions, Operations and Geometry and Measurement using Elementary School Mathematics: Teaching Developmentally	Teachers Instructional Coach	analyzing student work during common planning	throughs instrument; student data

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

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Mathematics Goal #5B: WAITING ON 2012-13 SCHOOL ACCOUNTABILITY REPORTS TO BE UPDATED....TO DETERMINE A TRUE GOAL
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black: Hispanic: Asian: American Indian:	White: 4% (13) Black: 68% (223) Hispanic: 1% Asian: 24% (80) American Indian:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: Black: Limited skills levels of differentiation in math instruction. Hispanic Asian: American Indian:	5B.1. Provide professional development in unwrapping math benchmark, create skills and concepts data forms to track and monitor student progress, and teachers will create exit tickets to gather data to determine next steps in student learning	5B.1. Classroom teachers Instructional Coach Principal	5B.1. Lesson Planning Review of lesson plans by principal Analyzing student work in weekly PLCs	5B.1. Lesson Plans Benchmark Assessments
2	5B.2. Students' ability to be both effective and efficient in their use of strategies	5B.2. Provide professional development for teachers using a Elementary and Middle School Mathematics Teaching Developmentally by John A. Van De Walle	5B.2. Classroom teachers Instructional Coach Princpal	5B.2. Classroom Walk throughs Weekly PLCs	5B.2. Review of lesson plans Looking at student work (LASW)
3	5B.3. Students' lack of prior knowledge or required skills in fractions and geometry.	5B.3. Build student prior knowledge during Skills Block and daily scheduled RtI Tier I & II support.	5B.3. Classroom teachers Instructional Coach	5B.3. Review of student performance data; early release PLCs	5B.3. Lesson Plans

		Teachers will use manipulatives to model geometry and fraction concepts.			

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:

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<div align="center" colspan="5">No Data Submitted</div>				

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

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

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<div align="center" colspan="5">No Data Submitted</div>				

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 3rd -5th, 53% (173) of students lowest 25% made learning gains in mathematics. For 2013 FCAT Math Assessment, 61% (200) of students lowest 25% will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:

53% (173)	61% (200) Safe Harbor

	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. Level of teacher understanding of NGSSS and newly adopted curriculum resources	5E.1. Provide training on unwrapping the Next Generation Sunshine State Standards and the use of the new curriculum resources	5E.1. Math Lead Team (MLT)	5E.1. Review of lesson plans; classroom observations; data notebook	5E.1. Lesson plans, looking at student work (LASW), and data notebook
2	5E.2. 25% of teachers are new to teaching	5E.2. The Instructional Coach will model math strategies with an emphasis on aligning the curriculum to the benchmarks and students' specific needs	5E.2. Instructional Coach	5E.2. Weekly PLCs/Common Planning	5E.2. Classroom Walk Throughs
3	5E.3. Neglect of goal setting and monitoring that lacks curriculum-embedded classroom-based measures that we can examine collaboratively and systematically.	5E.3. Create common assessments that include rubrics and standards which clearly describe quality work	5E.3. Classroom Teachers Principal	5E.3. Weekly PLCs Data Chats	5E.3. Student work/Data Notebooks

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
Unpacking the NGSSS for mathematics	3-5	Principal Inst. Coach	All teachers	Early Release - throughout the year in grade level meetings	Classroom observations and review of lesson plans/Data Notebook	Principal
Establishing model math classrooms at the primary and intermediate levels	4th Grade	Instr. Coach	Math Teachers	Faculty Meeting	Classroom observations	Principal Inst. Coach
Fractions and Geometry and Measurement	3-5	Principal	Math Teachers	Faculty Meeting	Classroom Observations; looking at student work (LASW)	Instructional Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide professional development			

	for teachers using Elementary and Middle School Mathematics Teaching Developmentally by John A. Van De Walle and using anchor charts to serve as a scaffold for students to use for new learning.	Elementary and Middle School Mathematics Teaching Conceptually & Developmentally by Jon Van De Walle	10000/School Wide Fundraiser	$600.00
	Build student prior knowledge during Skills Block and daily scheduled RtI Tier I & II support. Teachers will use manipulatives to model geometry and fraction concepts.	Math Manipulatives	School Wide Fundraiser	$600.00
			Subtotal: $1,200.00

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: $1,200.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Science Goal #1A: In 2011-12 50% (164) of our students in 5th grade scored a Level 3 on the FCAT Science Assessment. In 2013, 60% (197) of our students in 5th grade will achieve a Level 3 on the FCAT Science Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (164)	65%(180)

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	1.4 Improve teacher accessibility and use of technology in lesson delivery for science instruction	1.4 Provide professional development to teachers on using technology in the classroom, such as Gizmos, Clicker response systems, slates, Mobile MAC lab	1.4 School Technology Coordinators Standards Coach Media Specialist Principal Technology Lead	1.4 Review lesson plans Monitor Instruction Conduct CAST observations	1.4 CAST observations Lesson Plan Review Equipment / Technology check out & log

		etc	teachers		
2	1A.1. Science is not taught with fidelity at every grade level	1A.1. Provide opportunities for teachers to attend district training in the implementation of the 5 E workshop model for teaching of science. Build time into the Master Schedule for the teaching of science.	1A.1. Principal	1A.1. Lesson Plans/Classroom Observations/Professional Learning Communities	1A.1. CAST Domain 3
3	1A.2. Students are weak in science vocabulary	1A.2. Promote and incorporate more reading of non-fiction (science) in other content areas. ELA teachers will provide more exposure to non-fiction texts and integrate science with read-alouds. Use of Own the Word for vocabulary development.	1A.2. Media Specialist Classroom Teachers	1A.2. Classroom Observations/Lesson Plans Vocabulary (Grade Level) Graphic Organizer	1A.2. Lesson Plans Benchmark Data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Science Goal #2A: In 2011-12 10% (33) of our students in 5th grade scored at or above levels 4 and 5 on the FCAT Science Assessment. In 2013, 14% (46) of our students in 5th grade will achieve at or above levels 4 and 5 14% (46) on the FCAT Science Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (33)	14% (46)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Students not reaching the 90% retention level of information/material	2A.1. Use students as peer tutors within grade levels during science instruction	2A.1. Classroom Teachers Science Lead	2A.1. Analyzing student work in weekly PLCs	2A.1. Student Work Teacher Data Notebook
2	2A.2. Students do not reflect on their growth as scientists and how the inquiry method can benefit them	2A.2. Incorporate the use of science journals on a daily basis	2A.2. Classroom Teachers Science Lead	2A.2. Analyzing student jouranls	2A.2. Student journals
3	2A.3. Limited levels of differentiation in science instruction.	2A.3. Provide professional development on how to differentiate by content, process, and products	2A.3. Science Lead Principal	2A.3. Reviewing lesson plans Weekly PLCs	2A.3. Lesson Plans PLC Minutes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Academy of Science	3rd Grade	Martin	All teachers	September through May	Task and Transfer; faculty and grade level presentations	Principal

Differentiated Instruction	5th Grade	TBD	Fifth Grade	On Going	Professional Learning Community	Instructional Coach

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Writing Goal #1A: In 4th grade , 88% (90) of students will achieve a score of a 4 or higher on the 2013 FCAT Writing Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (81)	88% (90)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Lack of knowledge of the new scoring of FCAT Writes! for new teachers and content area teachers.	1A.1. Provide professional development for FCAT Writes 2.0 and how to score using the Anchor Papers	1A.1. Classroom Teacher Instructional Coach	1A.1. Analyzing student writing pieces/Utilize the FCAT Writing Rubric to score writing. Scoring Rubrics for Writing Genres	1A.1. District Writing Prompt Scores FCAT Writes
	1A.2.	1A.2.	1A.2.	1A.2.	1A.2.

2	Focus has not been on conventions,	Teach the conventions of the English Language (punctuation, grammar, capitalization, spelling).	Classroom Teachers Standards Coach Principal	Analyzing student writing pieces in PLCs. Anchor papers	Writing Prompt FCAT Writes
3	1.A3. Students' inability to analyze their own writing and to determine next steps	1A.3. Scoring rubrics will be developed with students and used for student self-assessment; students will highlight elements of the genre in their writing; use FCAT anchor rubric	1.A.3 Classroom teachers	1A.3. Review of student writing and scoring rubrics	1.A.3 District writing prompts FCAT Wites

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
No Data Submitted						

Writing 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 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:	Reduce absences of 10 or more days for 2012-13 by 10% as compared to 2011-12 school year. Reduce tardies of 10 or more days for 2011-12 by 5% as compared to 2010-11 school year
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
80%	75%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
75	65
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
65(17%)	44(12%)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents do not effectively plan or schedule student appointments and vacations (including extended stays in other countries)	1.1. The Attendance Intervention Team will work with and develop strategies for parents whose students have 10 or more absences or excessive tardies	1.1. Classroom teachers Guidance Counselor Attendance Intervention Team	1.1. Monitor student tardy and early checkouts	1.1. OnCourse and Genesis to monitor student attendance.

			Principal		
2	1.2. Parents do not see the correlation between attendance and student achievement	Require parents to conference with the principal, prior to the scheduled trip. 1.2. Provide informational sessions (data) and continuous reminders on the school website, School Messenger, and monthly newsletter of the importance of student instructional time and achievement	1.2. Principal Guidance Counselor CRT Operator	1.2. Monitor student tardy and early checkouts.	1.2. OnCourse and Genesis

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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
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide informational sessions (data) and continuous reminders on the school website, School Messenger, and monthly newsletter of the importance of student instructional time and achievement	Parent Handbook and school newsletter for all parents and agendas for students to inform them of the attendance/tardy policy via paper copy and school website	School Improvement Fund	$1,600.00
		Subtotal: $1,600.00	
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: $1,600.00			

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Reduce the number of suspensions from 83 students in 2011-12 to 30 or less in 2012-13.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
84	65
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
62	50

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Zero tolerance polices result in automatic suspensions, as supported by the Student Code of Conduct and School-wide Discipline plan.	1.1. Preventative measures are taken to reduce the opportunities for students to have conflicts. Teachers build classroom communities and empower students to make positive decisions and avoid conflicts. Parent Communication regarding student behavior occurs daily through the student planner. All teachers are trained on implementing CHAMPs and creating a classroom Management plan. The school-wide	1.1. Principal Classroom Teachers	1.1. Review of Discipline Data Parent, Student, Staff Climate Surveys Teacher Feedback	1.1. Student Discipline Data SESIR data Reports Suspension Reports Climate Surveys

#					
1		discipline plan is in place and clearly defines the procedures and CHAMP's expectations for the hallway, cafeteria, and all common areas. Teachers teach, model and review CHAMP's rituals and routines. Teachers implement the card system daily and a reward system is designed for students with good behavior. A clip board with documentation for student behavior follows all classes to assigned resource classes and other activities. The school Foundations team collects data and revisits procedures as needed. Parents are referred to outside resource and agencies, as needed. A Kid Power counselor is on campus full-time and provides students with appropriate group and one-on- one counseling, as needed.			
2	1.2. Unstructured activities on the playground during the required 30 minutes of physical education class can result in a larger number of discipline referrals.	1.2. Teachers are required to plan structured activities during the required 30 minutes of physical activity daily. Carefully review the school –wide schedule and identify areas on campus for conducting physical education classes. The Foundations Team will carefully review the schedule and make adjustments as needed.	1.2. Principal/ Foundations Team/ Guidance Counselor/ Classroom Teachers	1.2. Discipline log data regarding number of incidents on the playground Teacher lesson plans documenting structured physical education activities Foundations team review of structured physical education activities	1.2. Discipline Data Lesson Plans Foundations data collections with plan revisions, if necessary Student climate survey data
3	1.3. Time constraints make it difficult for teachers to incorporate character education.	1.3. Implementing character education is a school wide initiative through class meetings. Teachers are provided with the appropriate resource and materials as needed. The students planners promote the character education program and provide appropriate activities and resources.	1.3. Principal/ Guidance Counselor / Foundations Team/ Classroom Teachers	1.3. Character Education monthly plans/ Information	1.3. Lesson plans Discipline Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPs	All teachers	TBD	School Wide	Planning Days	Classroom observations	Principal
Classroom Interventions	All teachers	Guidance	School Wide	Ongoing	Lesson Plans	Guidance Counselor

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	My guidance counselor is working on calculating the number of hours for Tolbert of 2011-2012 along with our PTA President (Noeline Clark) to determine a goal for 2012-2013.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

	Not submitted		50% (164)		

	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 Some parents have children at RV Daniels and Tolbert and feel stretched to participate in afterschool activities at both schools.	1.1 Partner with RV Daniels to plan family nights for both schools. The schedule is a follows: September 8, 2011- Open House October 20 , 2011- Literacy Night @ Tolbert November 17, 2011- Math Night @ RV Daniels January 27, 2012- FCAT NIGHT @ Tolbert February 24, 2012- Writing Night/ Chili & Soup March 8, 2012 Science Night @ Tolbert May 17, 2012- Family Fitness Night @ RV Daniels May 31, 2012- Family Arts Night @ Tolbert	1.1 Principal Guidance Counselor Graham Branch Library Financial Agencies Boy/ Girl Scouts Student Activity Groups Comcast	1.1 Parent Survey Data	1.1 Review Parent data on School Climate
2	1.2 Insufficient communication between parents and the school	1.2. Keep parents informed of all events at the school through various media: monthly messages on the SchoolMessenger Communication System, parent newsletters, school website, student planners, and e-mail messages from PTA president.	1.2. Principal and PTA President	1.2. See an increase in both the attendance at school events and an increase in parent volunteers	1.2. School Volunteer Log; attendance sheets for school events
3	1.3 Extend additional opportunities to join and provide various, flexible opportunities for parents to use their time and expertise.	1.3 Principal PTA President SAC Chair	1.3 Review of volunteer sign in sheets and PTA data for volunteers	1.3 Volunteer Sign-in Notebook	1.3 Volunteer Sign-in Notebook

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Increase the number of teachers with gifted endorsement from 4 teachers to 12 or more to support the Susie E. Tolbert Academically Talented/ Gifted Magnet Program.

2011
18%
4 out of 22 certificated employees teaching academic classes are gifted endorsed.

2012
55%
12 out of 20 certificated employees teaching academic classes will
be gifted endorsed.
Goal:

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 Increase the number of teachers with gifted endorsement from 4 teachers to 12 or more to support the Susie E. Tolbert Academically Talented/ Gifted Magnet Program.

2011
18%
4 out of 22 certificated employees teaching academic classes are gifted endorsed.

2012
55%
12 out of 20 certificated employees teaching academic classes will be gifted endorsed.
Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Provide professional development of unwrapping the benchmarks and aligning skills and concepts with the appropriate instructional strategy.	Teaching Comprehension Strategies All Readers Need FCAT Item Specs	Instructional Materials	$197.89
CELLA	Students struggling with the application of reading strategies with grade level texts Implement the Gradual Release model for the teaching of reading for students to define strategies in their own words and to apply it with confidence from whole-class strategy practice to small-group collaboration, and later to individual practice.	Book: Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility by Fisher and Frey	Instructional Materials	$431.46
Mathematics	Provide professional development for teachers using Elementary and Middle School Mathematics Teaching Developmentally by John A. Van De Walle and using anchor charts to serve as a scaffold for students to use for new learning.	Elementary and Middle School Mathematics Teaching Conceptually & Developmentally by Jon Van De Walle	10000/School Wide Fundraiser	$600.00
Mathematics	Build student prior knowledge during Skills Block and daily scheduled RtI Tier I & II support. Teachers will use manipulatives to model geometry and fraction concepts.	Math Manipulatives	School Wide Fundraiser	$600.00
Attendance	Provide informational sessions (data) and continuous reminders on the school website, School Messenger, and monthly newsletter of the importance of student instructional time and achievement	Parent Handbook and school newsletter for all parents and agendas for students to inform them of the attendance/tardy policy via paper copy and school website	School Improvement Fund	$1,600.00
				Subtotal: $3,429.35

Technology

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

Professional Development

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

Other

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

Grand Total: $3,429.35

Differentiated Accountability

School-level Differentiated Accountability Compliance

| Priority | Focus | Prevent | NA |

Are you a reward school: ⦿ Yes ⦿ No

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

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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
Provide professional development for teachers using Elementary and Middle School Mathematics Teaching Developmentally by John A. Van De Walle and using anchor charts to serve as a scaffold for students to use for new learning.	$600.00
Build student prior knowledge during Skills Block and daily scheduled RtI Tier I & II support. Teachers will use manipulatives to model geometry and fraction concepts.	$600.00
Provide professional development of unwrapping the benchmarks and aligning skills and concepts with the appropriate instructional strategy.	$197.89
Students struggling with the application of reading strategies with grade level texts Implement the Gradual Release model for the teaching of reading for students to define strategies in their own words and to apply it with confidence from whole-class strategy practice to small-group collaboration, and later to individual practice.	$431.46
Provide informational sessions (data) and continuous reminders on the school website, School Messenger, and monthly newsletter of the importance of student instructional time and achievement	$1,600.00

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

Review school budget.
Provide input in the creation of the SIP.
Review and monitor SIP.
Review student achievement data as a whole school. (individual data is confidential)
Make recommendations and suggestions for magnet programs recruiting.
Evaluate school programs and make necessary suggestions
Select appropriate items, supplies, or equipment to purchase using School Improvement Funds.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
SUSIE E. TOLBERT ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	58%	67%	43%	233	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	58%	54%			112	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?	41% (NO)	44% (NO)			85	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					430	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Duval School District
SUSIE E. TOLBERT ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	67%	79%	60%	275	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	57%			118	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?	50% (YES)	56% (YES)			106	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					499	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested