FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: WINDY HILL ELEMENTARY SCHOOL

District Name: Duval

Principal: Sharon Sanders

SAC Chair: Steve Newhouse

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/16/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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)
					11-12 Windy Hill – "B" Reading: 64% proficiency, 63% of students making learning gains, 64% of lowest 25 making learning gains; Math: 67% proficiency, 58% of students making learning gains, 66% of lowest 25 making learning gains; Writing: 81% proficiency; Science: 49% proficiency 10-11 Windy Hill – "A", NAYP, 74% of criteria satisfied; Reading: 64% proficiency, 63% of students making learning gains, 64% of lowest 25 making learning gains; Math: 67% proficiency, 69% of students making learning gains, 63% of lowest 25 making learning gains; Writing: 90% proficiency; Science: 49% proficiency 09-10 Windy Hill – "B", NAYP, 72% of criteria satisfied; Reading: 68% proficiency, 66% of students making learning gains, 61% of lowest 25 making learning gains; Math: 67% proficiency,

Position	Name	Degree/Certification			Performance Record
					58% of students making learning gains, 66% of lowest 25 making learning gains; Writing: 81% proficiency; Science: 47% proficiency
Principal	Sharon Sanders	Degree Areas: *BA in Elementary Education *MSED in Educational Leadership Certification Areas: *Educational Leadership *Elementary Education	5	13	08-09 Windy Hill – "B", NAYP, 92% of criteria satisfied; Reading: 74% proficiency, 66% of students making learning gains, 67% of lowest 25 making learning gains; Math: 70% proficiency, 65% of students making learning gains, 59% of lowest 25 making learning gains; Writing: 78% proficiency; Science: 35% proficiency 07-08– Executive Director of Reading and Language Arts -N/A 06-07 – Holiday Hill – "A" – NAYP, 87% of criteria satisfied; Reading: 81% proficiency, 73% of students making learning gains, 61% of lowest 25 making learning gains; Math: 77% proficiency, 72% of students making learning gains, 60% of lowest 25 making learning gains; Writing: 99% proficiency; Science: 53% proficiency 05-06 – Holiday Hill – "A" – Prov AYP; 87% of criteria satisfied; Reading: 86% proficiency, 68% of students making learning gains, 71% of lowest 25 making learning gains; Math: 83% proficiency, 67% of students making learning gains; Writing: 92% proficiency 04-05 – Holiday Hill – "A" – Prov AYP, 83% of criteria satisfied, Reading: 86% proficiency, 76% of students making learning gains, 55% of lowest 25 making learning gains; Math: 72% proficiency, 71% of students making learning gains; Writing: 91% proficiency 03-04 – Holiday Hill – "A" – NAYP, 93% of criteria satisfied, Reading: 80% proficiency, , 53% of lowest 25 making gains, Math: 71% proficiency, 88% students making learning gains, Writing: 97% proficiency
Assis Principal	Jennifer Turner	Degree Areas: *BA in Elementary Education *MSED in Educational Leadership Certification Areas: *Educational Leadership *Elementary Education	4	3	11-12 Windy Hill – "B" NAYP; Reading: 64% proficiency, 63% of students making learning gains, 64% of lowest 25 making learning gains; Math: 67% proficiency, 58% of students making learning gains, 66% of lowest 25 making learning gains; Writing: 81% proficiency; Science: 49% proficiency 10-11 Windy Hill – "A", NAYP, 74% of criteria satisfied; Reading: 64% proficiency, 63% of students making learning gains, 64% of lowest 25 making learning gains; Math: 67% proficiency, 69% of students making learning gains, 63% of lowest 25 making learning gains; Writing: 90% proficiency; Science: 49% proficiency 09-10 Windy Hill – "B", NAYP, 72% of criteria satisfied; Reading: 68% proficiency, 66% of students making learning gains, 61% of lowest 25 making learning gains; Math: 67% proficiency, 58% of students making learning gains, 66% of lowest 25 making learning gains; Writing: 81% proficiency; Science: 47% proficiency 08-09 Long Branch – "D", NAYP, 79% of criteria satisfied; Reading: 44% proficiency, 61% of students making learning gains, 57% of lowest 25 making learning gains; Math: 43% proficiency, 65% of students making learning gains, 67% of lowest 25 making learning gains; Writing: 61% proficiency; Science: 19% proficiency 07-08 Long Branch – "D", NAYP, 82% of criteria satisfied; Reading: 43% proficiency, 57% of students making learning gains, 63% of lowest 25 making learning gains; Math: 42% proficiency, 54% of students making learning gains,

| | | | | | 50% of lowest 25 making learning gains; Writing: 83% proficiency, Science: 12% proficiency |

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)
Math	Ellen Rubens	Degree Areas: *BA in Elementary Education *MSED in Educational Leadership Certification Areas: *Elementary Education *Early Childhood *School Principal	2	2	11-12 Windy Hill – "B" NAYP, Reading: 64% proficiency, 63% of students making learning gains, 64% of lowest 25 making learning gains; Math: 67% proficiency, 58% of students making learning gains, 66% of lowest 25 making learning gains; Writing: 81% proficiency; Science: 49% proficiency 10-11-B Grade, No AYP, 85% AYP criteria were satisfied, proficient in all areas except Math and Reading for Blacks and Economically Disadvantaged. 09-10-A Grade, No AYP, 97% AYP criteria satisfied, proficient in all areas except Math for Blacks. 08-09--C Grade, No AYP, 87% criteria met, not proficient in Math in any subgroups, proficient in Reading in all subgroups but Students With Disabilities & proficient in Writing for all subgroups. 07-08-C Grade , No AYP, 85% criteria met, not proficient in Math or Writing in any subgroups & proficient in Reading in all subgroups but Blacks and Economically Disadvantaged: 06-07-C Grade, No AYP, 85% criteria met, not proficient in Math in any subgroups, proficient in Writing, & proficient in Reading in all subgroups but Blacks and Students With Disabilities: 05-06-C Grade, No AYP, 77% criteria met, not proficient in Math in any subgroups, proficient in Reading for all subgroups except Black, & not proficient in Writing for all subgroups: 04-05-D Grade, No AYP, 73% criteria met, not proficient in Math in any subgroups except White, not proficient in Writing in all subgroups, proficient in Reading for all subgroups except Black and Students With Disabilities: 03-04-C Grade, No AYP, detailed comparative data not available: 02-03-F Grade, No AYP, detailed comparative data not available: 01-02- No Grade (school under prior administration)
					111-12 Windy Hill – "B" NAYP; Reading: 64% proficiency, 63% of students making learning gains, 64% of lowest 25 making learning gains; Math: 67% proficiency, 58% of students making learning gains, 66% of lowest 25 making learning gains; Writing: 81% proficiency; Science: 49% proficiency 10-11 Windy Hill – "A", NAYP, 74% of criteria satisfied; Reading: 64% proficiency, 63% of students making learning gains, 64% of lowest 25 making learning gains; Math: 67% proficiency, 69% of students making learning gains,

All Subjects K-5	Rebecca Nelson	Degree Areas: * BA in Elementary Education Certification Areas: *Elementary Ed 1-6 *Reading K-12	5	12	63% of lowest 25 making learning gains; Writing: 90% proficiency; Science: 49% proficiency 09-10 Windy Hill – "B", NAYP, 72% of criteria satisfied; Reading: 68% proficiency, 66% of students making learning gains, 61% of lowest 25 making learning gains; Math: 67% proficiency, 58% of students making learning gains, 66% of lowest 25 making learning gains; Writing: 81% proficiency; Science: 47% proficiency 08-09 Windy Hill – "B", NAYP, 92% of criteria satisfied; Reading: 74% proficiency, 66% of students making learning gains, 67% of lowest 25 making learning gains; Math: 70% proficiency, 65% of students making learning gains, 59% of lowest 25 making learning gains; Writing: 78% proficiency; Science: 35% proficiency 07-08 District Literacy Specialist – N/A 06-07 – Holiday Hill – "A" – NAYP, 87% of criteria satisfied; Reading: 81% proficiency, 73% of students making learning gains, 61% of lowest 25 making learning gains; Math: 77% proficiency, 72% of students making learning gains, 60% of lowest 25 making learning gains; Writing: 99% proficiency; Science: 53% proficiency 05-06 – Holiday Hill – "A" – Prov AYP; 87% of criteria satisfied; Reading: 86% proficiency, 68% of students making learning gains, 71% of lowest 25 making learning gains; Math: 83% proficiency, 67% of students making learning gains; Writing: 92% proficiency 04-05 – Holiday Hill – "A" – Prov AYP, 83% of criteria satisfied, Reading: 86% proficiency, 76% of students making learning gains, 55% of lowest 25 making learning gains; Math: 72% proficiency, 71% of students making learning gains; Writing: 91% proficiency 03-04 – Holiday Hill – "A" – NAYP, 93% of criteria satisfied, Reading: 80% proficiency, , 53% of lowest 25 making gains, Math: 71% proficiency, 88% students making learning gains, Writing: 97% proficiency

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. Area university interns/recent graduates.	Jennifer Turner, Assistant Principal	Ongoing	
2	2. Partner new teachers with veteran staff	Jennifer Turner, Assistant Principal	Ongoing	
3	3. Cadre assigned to the school meets with new teachers to complete their portfolios	Amba Kone, District CADRE	Ongoing	
4	4. Partnership with UNF professors and future educators	Rebecca Nelson, Reading Coach	Ongoing	

Non-Highly Effective Instructors

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
47	8.5%(4)	34.0%(16)	31.9%(15)	25.5%(12)	29.8%(14)	100.0%(47)	4.3%(2)	10.6%(5)	53.2%(25)

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
Abby Hedgecock	Kathryn Payne	5 years of classroom experience, trained in Reading, instructional partner	Weekly shadowing and observation Weekly data review meetings Joint focus lesson development Demonstrations of new strategies and differentiated instruction for mentee
Ann Nessler	Jamie Casey	5 years of classroom experience, trained in Math, instructional partner	Weekly shadowing and observation Weekly data review meetings Joint focus lesson development Demonstrations of new strategies and differentiated instruction for mentee
Nilda Albino	Nura David	7 years of classroom experience, trained in Reading, instructional partner	Weekly shadowing and observation Weekly data review meetings Joint focus lesson development Demonstrations of new strategies and differentiated instruction for mentee
Christina Main	Stefanie Mackriss	7 years of classroom experience, trained in Reading, instructional partner	Weekly shadowing and observation Weekly data review meetings Joint focus lesson development Demonstrations of new strategies and differentiated instruction for mentee
Nilda Albino	Brooke Frye	7 years of classroom experience, trained in Reading, instructional partner	Weekly shadowing and observation Weekly data review meetings Joint focus lesson development Demonstrations of new strategies and differentiated instruction for mentee

Mattricia Kennedy	Alma Kingston	14 years of classroom experience, trained in Reading, instructional partner	Weekly shadowing and observation Weekly data review meetings Joint focus lesson development Demonstrations of new strategies and differentiated instruction for mentee
Kaye Odom	Arlysse Bagsic	33 years of classroom experience, trained in Reading, instructional partner	Weekly shadowing and observation Weekly data review meetings Joint focus lesson development Demonstrations of new strategies and differentiated instruction for mentee

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 monies fund teachers and paraprofessionals. These services are provided to ensure that students receive targeted instruction in order to close the achievement gap between high- and low-performing children at Windy Hill Elementary. Our goal is to distribute and target resources, improve and strengthen accountability, ensure students have access to effective, scientifically based instructional strategies, and challenging academic content.

Title I, Part C- Migrant

Title I, Part D

Title II

Professional Development funds are used for data analysis and Leadership Team development. The school will also be using Title I funds to purchase technology equipment for our technology magnet program.

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI funds will be added to already existing funds to support remediation of students in grades K-5. Saturday Science Camps and before/after school tutoring groups.

Violence Prevention Programs

Foundations/CHAMPs

Nutrition Programs

Breakfast in the Classroom

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

ARRA Stimulus Monies partially fund media and Physical Education teachers.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Sharon Sanders, Principal
- Rebecca Nelson, Instructional Coach
- Debbie Douthett, RTI Facilitator
- Kasey Williams, Guidance Counselor
o Shannon Beach, 5th ELA Teacher
o Jennifer Turner, Assistant Principal
o Marcia Ottie, Kindergarten Teacher

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 team meets 2 times per month to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

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

MTSS Implementation

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

Baseline data: AIDE, Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments as appropriate, Florida Comprehensive

Assessment Test (FCAT), District Writing Prompts
Midyear: FAIR, DRA-2, District Benchmark Assessments as appropriate, District Writing Prompts
End of year: FAIR, FCAT, District Writing Prompts
Ongoing Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), Pearson Limelight/Inform
Frequency of data review: twice per month

Each teacher keeps an ongoing data notebook for each content area to ensure that each student gets what he/she needs in the classroom. Teachers also keep data on their RtI groups to be sure that the interventions are working. All data notebooks are reviewed monthly with the Principal and school coach during the grade level's W.O.W / data meeting. During this time interventions, small instructional groups, etc. are discussed to ensure that the data is being used in each of the classrooms.

Describe the plan to train staff on MTSS.

The school's Professional Development Plan must support continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded RtI professional learning that is results-driven, standards-based, school-centered, and sustained over time. School Instructional Leadership Teams must establish protocols for on-going assessment and adjusting of the plan to meet school needs.
RtI Professional Development should include more than scheduled workshops. In addition to traditional RtI training during the summer, pre-planning, early dismissal, and faculty meetings, RtI learning should be job-embedded and occur during the following:
• Professional learning communities
• Classroom observations
• Collaborative planning
• Analysis of student work
• Book study
• Lesson study
• Action research

Describe the plan to support MTSS.

The school continuously monitors the implementation of RtI / MTSS through the use of ongoing meetings. Three Thursday's per month, the RtI team meet and discusses the interventions in place, student progression, and data to ensure that each student is progressing and interventions are working. We have an active RtI team comprised of the Guidance Counselor, Speech Pathologist, V.E. Resource Teacher, General Education Teacher, and an Administrator when needed. The team actively seeks input and strategies from all staff members and the entire school community contributes to the team.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

• Sharon Sanders – Principal – facilitates the meetings, collects agenda topics
• Rebecca Nelson – Instructional Coach – supports teachers/training for topics on agenda
• Debra Douthett – RTI Facilitator/ESE Teacher – RtI/ESE accommodation support for topics on agenda
• Kaye Odom – Kindergarten - grade level support person, reports topics back to grade level members
• Nilda Albino – First Grade - grade level support person, reports topics back to grade level members
• Christina Main – Second Grade - grade level support person, reports topics back to grade level members
• Holly Marchan – Third Grade - grade level support person, reports topics back to grade level members
• Michele Tanner – Fourth Grade - grade level support person, reports topics back to grade level members
• Shannon Beach – Fifth Grade – Takes minutes from the meeting and forwards them to all staff members
• Patricia McQueen – Media Specialist – provides insight on how the resource teachers can accommodate needs during their classes to align with General Education instruction

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

The Leadership Team meets bi-weekly for one hour. During this time we discuss the results of the monthly school-wide focus walks conducted by the staff at Windy Hill on Early Dismissal days. As a team we develop next steps for the school to ensure student achievement. The team further discusses implementation of district wide policies and how the school is developing in those areas.

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

The Literacy Leadership Team will focus on implementing our school wide reading campaign. This will focus students and families on reading and how it can positively affect the achievement of the student. The team will head up our Title 1 parent nights and creating a parent resource center for our campus. This center will provide parents with the skills, materials, and resources they need to help their students be successful.

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.

Windy Hill Elementary assesses all Kindergarten students within the first 45 days of school using the following assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide for the screening of each child's readiness for kindergarten and includes the first assessment of the FAIR test. A narrative writing baseline assessment is used to determine what a student understands about stories and how to write. Basic understanding of early mathematical skills is assessed through Calendar Math. The results from these assessments are used to determine academic groups for differentiated instruction in the classroom.

During preplanning, Kindergarten families are invited to an informal "Meet and Greet" orientation session. This provides families and Kindergarten students a non-threatening opportunity to visit the school and develop initial relationships with the teachers.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students scoring Level 3 or higher on the 2013 Reading FCAT will increase from 45%(114) to 54% (137).
2012 Current Level of Performance:	2013 Expected Level of Performance:
*45%(114) of students reading at or above grade level	*54%(137) of all students tested will score a level 3 or higher on the Reading FCAT.

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	Appropriate and timely uses of data in order to ensure students are receiving the instruction needed during small group time.	Reading teachers will receive training on data analysis, item analysis, and establishing strategies for differentiating instruction to impact student achievement. Results are used to group students according to need, strengths and weaknesses.	Principal, Coach, Teachers	Progress Monitoring Assessments will be administered every 3-6 weeks and used to track progress and plan for instruction and intensive immediate remediation.	FCAT data, Inform data, District Benchmark FCAT data, Content Benchmark Tests, DRAs, FLKRS, FCAT Test-maker, FAIR Data
2	Limited use/understanding of the Workshop model to support all student learners. Using limited strategies based on learner needs and learner preferences during the workshop period.	Scaffolded Instruction and Guided Practice strategies, Shared Reading, Book Talks, Read Alouds/Think Alouds, Partner Reading, Independent Reading/Stamina Building will be used in Reader's Workshop.	Principal, Coach, Teachers	Focus walks and informal observations will be conducted by the Leadership Team and faculty. Data will be collected and immediately communicated as feedback for continued collaborative learning.	Classroom monitoring tool developed by Leadership Team.
3	Limited understanding of Common Core State Standards and how they differ from the previous set of standards. Limited understanding of what students will need to build the bridge between the new and old standards.	Instruction and assessments will be aligned with the Common Core State Standards in ELA and supported by the district curriculum units.	Principal, Coach, Teachers	Grade levels K-5 will participate in regular data discussions with the administration.	Grade level meeting minute notes, lesson plans, and small group plans.

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

2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of all students tested scoring Level 4 or 5 on the 2013 Reading FCAT will increase from 26% (66) to 35% (89).
2012 Current Level of Performance:	2013 Expected Level of Performance:
*25%(66) of students achieved a level 4 or 5 on the FCAT Reading.	*35% (89) of students will achieve a level 4 or 5 on the FCAT Reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Lack of understanding of the access points around comparisons and the knowledge that students must now have to be successful in this area.	Improve delivery of mini-lessons focusing on comparisons.	Principal, Coach, Teachers	Analyze FCAT data, diagnostic data, and compare the data of common assessments across each grade level.	2013 FCAT results in the area of comparisons, Diagnostic assessments focusing on the comparisons strand, Common assessments.
2	Ensuring that planning time is used in an effective manner to craft lessons around comparisons that can be used as interventions/enrichments for each level of learner.	A need to increase the number of intervention/enrichment lessons with the focus on comparisons.	Principal, Coach, Teachers	Analyze FCAT data, diagnostic data, and compare the data of common assessments across each grade level.	2013 FCAT results in the area of comparisons, Diagnostic assessments focusing on the comparisons strand, Common assessments.
3	Lack of targeted use of data to define the areas that each student is deficient in within the comparisons access point.	Increase the amount of small group instruction, focusing on comparisons.	Principal, Coach, Teachers	Analyze FCAT data, diagnostic data, and compare the data of common assessments across each grade level.	2013 FCAT results in the area of comparisons, Diagnostic assessments focusing on the comparisons strand, Common assessments.

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

2b. Florida Alternate Assessment:	

Students scoring at or above Achievement Level 7 in 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:	54%(137) of students will make learning gains on the 2013 Reading FCAT to meet annual measurable objectives as defined by the state The percentage of students making gains on the 2013 Reading FCAT to achieve annual measurable objectives as defined by the state will increase from 27% (68) to 54% (137)
2012 Current Level of Performance:	2013 Expected Level of Performance:
*27%(68) of students making a year's worth of progress in reading	*54% (137) of students tested will make gains in reading to achieve annual measurable objectives as defined by the state.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Appropriate and timely use of data in order to ensure students are receiving the instruction needed during small group time.	Differentiated guided reading and ad hoc groups will be formed, monitored, and changed fluidly as determined by Progress Monitoring analysis.	Principal, Coach, Teachers	Focus walks and informal observations will be conducted by the Leadership Team and faculty. Data will be collected and immediately communicated as feedback for continued collaborative learning.	Classroom monitoring tool developed by Leadership Team
2	A need to use planning time in an effective manner to craft lessons that can be used as interventions/enrichments for each level of learner.	Reading Safety Nets will consist of small group lesson plans, assessments and monitoring	Principal, Coach, Teachers	Progress Monitoring Assessments will be administered every 3-6 weeks and used to track progress and plan for instruction and intensive immediate remediation.	FCAT data, Inform data, District Benchmark FCAT data, Content Benchmark Tests, DRAs, FLKRS, FCAT Test-maker, FAIR Data
	A need to develop the fact that "we" know our students, their strengths and weaknesses, their number of retentions,	Develop, implement and monitor Progress Monitoring Plans (PMPs) for all over-aged students, students	Principal, Coach, Teachers	Progress Monitoring Assessments will be administered every 3-6 weeks and used to track progress and plan for	FCAT data, Inform data, District Benchmark FCAT data, Content Benchmark Tests,

| 3 | their ESOL status, their FCAT level, etc. | scoring Level 1, 2, or within the lower quartile on the FCAT, exited ESOL students under active monitoring, ESE consultation and students that teachers have identified as needing remediation. | | instruction and intensive immediate remediation. | DRAs, FLKRS, FCAT Test-maker, FAIR 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:

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:	32% (80) of students within the lowest quartile will make learning gains in reading. The percentage of students within the lowest quartile making learning gains on the 2013 Reading FCAT will increase from 32% (80) to 54% (137).
2012 Current Level of Performance:	2013 Expected Level of Performance:
*32%(80) of struggling students making a year's worth of progress in reading	*54% (137) of students within the lowest quartile will make learning gains 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
1	Appropriate and timely uses of data in order to ensure students are receiving the instruction needed during small group time.	Differentiated guided reading and ad hoc groups will be formed, monitored and changed fluidly as determined by Progress Monitoring analysis.	Principal, Coach, Teachers	Focus walks and informal observations will be conducted by the Leadership Team and faculty. Data will be collected and immediately communicated as feedback for continued collaborative learning.	Classroom Monitoring tool developed by Leadership Team
	Creating time within the instructional day to	Develop an Instructional Focus Calendar for	Principal, Coach, Teachers	Collective data with highlighted areas of	District Formative Assessments and

2	deliver the lessons on the Instructional Focus Calendar.	Reading.		growth . Assessment data of focus areas.	Informal Assessments
3	Limited use of the FAIR test reports by staff members, ensuring that all staff members are trained and know how to effectively select reports within the PMRN screens.	Use FAIR data, collect and profile students through data analysis that show deficiency from weekly selection tests.	Principal, Coach, Teachers	Use data profile sheets to monitor students— Review assessment data to ensure teachers are assessing.	Progress monitoring

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Within five years, 75% (190) of all students tested will achieve annual measurable objectives as defined by the state. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45% (114) of all	54% (137) of all	58% (147) of all	63% (159) of all	67% (169) of all	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	54% (187) of all Black, White, and Hispanic students tested will achieve annual measurable objectives as defined by the state. The percentage of all White, Black and Hispanic students scoring Level 3 or higher on the 2013 Reading FCAT will increase from: White students 39% (26) to 54% (36) Black students 27% (19) to 54% (38) and Hispanic students 41% (21) to 54%(28)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 39% (26) Black: 27% (19) Hispanic: 41% (21) Asian: N/A American Indian: N/A	White:54% (36) Black: 54% (38) Hispanic: 54% (28)

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	Limited understanding of Common Core State Standards and how they differ from the Sunshine State ELA standards.	Unpacking Common Core State Standards in reading with an emphasis on higher level comprehension skills and instruction.	Principal, Coach, Teachers	Monitoring of lesson plans, student response journals, book logs, and assessment data.	Monitoring data sets
2	Limited use of profile sheets for each assessment given, staff members understand the importance of profiling student performance and the use of the profile in creating small group plans.	Utilize profile sheets completed for each assessment given.	Principal, Coach, Teachers	Use data profile sheets to check for lesson plan alignment.	District Formative Assessments and informal assessments
	Lack of Alignment of the FAIR data with the weekly selection test	Use FAIR data, collect and profile students through data analysis	Principal, Coach, Teachers	Use data profile sheets to monitor students— review assessment data	Progress monitoring

3	topics, understanding how to use the two data points together to get a full picture of each student.	that show deficiency from weekly selection tests.		to ensure teachers are assessing	

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:	The percentage of Students with Disabilities (SWD) scoring Level 3 or higher on the 2013 Reading FCAT will increase from 45% (14) to 54% (17).
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (14) of all SWD tested scored a level 3 or higher	54% (17) of all SWD tested will score a level 3 or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ensuring the seamless delivery of supplemental curriculums alongside of the core curriculum.	Supplement core reading curriculum lessons with Soar to Success and Reading Mastery.	Principal, Coach, Teachers	Monitoring of lesson plans and walk-throughs	FAIR, weekly selection tests, and informal assessments to guide instruction.
2	A need to effectively use data to ensure that all students are receiving targeted instruction in their individual areas of need.	Students with disabilities will be monitored as teachers analyze causations for deficits, progress monitor, and set new learning goals.	Principal, Coach, Teachers	Teacher data notebook and quarterly data forms	FAIR, weekly selection tests, and informal assessments to guide instruction.
3	Training mentors in using high interest/medium readability texts and how to effectively use these with their mentees.	Targeting students with disabilities when developing our list of students needing mentors, giving the mentors texts to read	Principal, Coach, Teachers	Input from General Education Teachers	Report card grades. FAIR assessment, DRA2, reading interest inventory.

		with them that have high interest/medium readability.			

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:	The percentage of Students who are economically disadvantaged scoring Level 3 or higher on the 2013 Reading FCAT will increase from 65% (70) to 74% (80).
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (70) of all FRL students tested scored a level 3 or higher	74% (80) of all FRL students tested will score a level 3 or higher

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	Deeper understanding of reader's response journals to help students reflect on their learning, not merely copying into the journal.	Model and monitor use of reader's response journals to demonstrate written understanding of reading strategies.	Principal, Coach, Teachers	Review lesson plans and observe modeled lessons.	Artifacts of lessons modeled and student response journals.
2	Deeper understanding of student conferences as a learning tool and next steps for students.	Provide ongoing student conferences with detailed anecdotal notes and continuous goal setting.	Principal, Coach, Teachers	Administration and Instructional Coaches will assist teachers with the alignment of goals and individual student needs.	Artifacts of lessons modeled and student response journals.
3	Deeper understanding of the SRE Model to support students that struggle with inferring.	Model and utilize SRE Model to support evidenced responses to questions that require inferring.	Principal, Coach, Teachers	Review lesson plans and observe modeled lessons.	Artifacts of lessons modeled and student response journals.

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
Grade Level Data Meetings	All Grades	Sanders, S.	All Teachers PK-5	1 meeting per month in lieu of whole staff faculty meetings	Data is brought to each meeting along with small group lesson plans; RTI and intervention strategies are also discussed.	Sanders, S.
All Grades PK-5	All Grades PK-5	Nelson, R. and Sanders, S.	All Teachers PK-5	First Early Dismissal of the Month Through December	Discussion of each chapter during the First of the month Early Dismissal meeting	Nelson, R., Sanders, S.

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:	The percentage of Students who scored proficient on CELLA will increase from : 52% (10) to 54% (11)
2012 Current Percent of Students Proficient in listening/speaking:	
52% (10) of all students tested scored proficient on CELLA.	

	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	Appropriate and timely uses of ESOL teaching strategies in order to ensure students are receiving the instruction needed during instructional time.	Teachers will receive training on appropriate strategies to be used in teaching ESOL students and will continue their education in ESOL training classes as needed in order to establish strategies for differentiating instruction to impact student achievement.	Principal, Coach, Teachers, ESOL Coordinator	Progress Monitoring Assessments will be administered every 3-6 weeks and used to track progress and plan for instruction and intensive immediate remediation.	CELLA Data, LAS Links Data, FCAT data, AIDE data, District Benchmark FCAT data, Content Benchmark Tests, DRAs, FLKRS, FCAT Test-maker, FAIR Data, Scrimmage data
	Appropriate and timely uses of data in order to ensure students are receiving the	Differentiated guided groups will be formed, monitored and changed fluidly as determined by	Principal, Coach, Teachers, ESOL Coordinator	Focus walks and informal observations will be conducted by the Leadership Team	Classroom Monitoring tool developed by Leadership Team

2	instruction needed during small group time.	Progress Monitoring analysis.		and faculty. Data will be collected and immediately communicated as feedback for continued collaborative learning.	
3	Ensuring time is made for students to go to the ESOL paraprofessional for small groups when needed.	Teachers will work with their grade level team and the ESOL paraprofessional to ensure children participate in small groups with the ESOL paraprofessional.	Principal, Coach, Teachers, ESOL Coordinator	Bi-weekly team planning meetings to discuss placement of students for interventions.	Grade level monitoring tools as developed by leadership or grade level to monitor progress during RTI blocks.

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:	The percentage of Students who scored proficient on CELLA will increase from : 26%(5) to 54% (11)

2012 Current Percent of Students Proficient in reading:

26% (5) of all students tested scored proficient on CELLA

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Appropriate and timely uses of data in order to ensure students are receiving the instruction needed during small group time.</td><td>Reading teachers will receive training on data analysis, item analysis, and establishing strategies for differentiating instruction to impact student achievement. Results are used to group students according to need, strengths and weaknesses.</td><td>Principal, Coach, Teachers, ESOL Coordinator</td><td>Progress monitoring assessments will be used to track progress and plan for instruction and intensive immediate remediation.</td><td>CELLA Data, LAS Links Data, FCAT data, AIDE data, District Benchmark FCAT data, Content Benchmark Tests, DRAs, FLKRS, FCAT Test-maker, FAIR Data, Scrimmage data.</td></tr>
<tr><td>2</td><td>Lack of targeted use of data to define areas of student deficiency.</td><td>Increase the amount of small group instruction focusing on vocabulary, phonics, and other needed areas for ESOL students.</td><td>Principal, Coach, Teachers, ESOL Coordinator</td><td>Analyze diagnostic data. Analyze and compare the data of common assessments across each grade level.</td><td>FAIR, FCAT, Diagnostic assessments focusing on different areas of reading.</td></tr>
<tr><td>3</td><td>Ensuring time is made for students to go to the ESOL paraprofessional for small groups when needed.</td><td>Teachers will work with their grade level team and the ESOL paraprofessional to ensure children participate in small groups with the ESOL paraprofessional.</td><td>Principal, Coach, Teachers, ESOL Coordinator</td><td>Bi-weekly team planning meetings to discuss placement of students for interventions.</td><td>Grade level monitoring tools as developed by Leadership Team or grade level to monitor progress during RTI blocks.</td></tr>
</table>

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

3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of Students who scored proficient on CELLA will increase from : 89% (17) to 93% (18)

2012 Current Percent of Students Proficient in writing:

89% (17) of all students tested scored proficient on CELLA

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	Creating time within common planning time to ensure content area teachers can plan with writing teachers.	Content area teachers will be trained in and implement writing lessons that incorporate writers' craft as well as ESOL strategies throughout the curriculum.	Principal, Coach, Teachers, ESOL Coordinator	Progress Monitoring Assessments will be administered every 3-6 weeks and used to track progress and plan for instruction.	Grade level monitoring tools as developed by Leadership Team or grade level to monitor progress during RTI blocks.
2	Ensuring time is made for students to go to the ESOL paraprofessional for small groups when needed to focus on vocabulary and other deficits.	Teachers will work with their grade level team and the ESOL paraprofessional to ensure children participate in small groups with the ESOL paraprofessional.	Principal, Coach, Teachers, ESOL Coordinator	Progress Monitoring Assessments will be administered every 3-6 weeks and used to track progress and plan for instruction.	Grade level monitoring tools as developed by Leadership Team or grade level to monitor progress during RTI blocks.
3	Developing a schedule for teachers to observe the instructional practice of model classroom teachers.	Teacher Leaders will establish model literacy classrooms (KG,1st, 2nd, 3rd, 4th & 5th) and provide modeling and mentoring for teachers, as well as for increasing student achievement.	Principal, Coach, Teachers, ESOL Coordinator	Focus Walks and informal observations will be conducted by the Leadership Team and faculty. Data will be collected and immediately communicated as feedback for continued collaborative learning.	Grade level monitoring tools as developed by Leadership Team or grade level to monitor progress during RTI blocks.

CELLA Budget:

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

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percentage of students scoring Level 3 or higher on the 2013 Math FCAT will increase from 44% (111) to 54% (137).
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (111) of students tested scored a level 3 or higher	54% (137) of students tested will score a level 3 or higher

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ensuring that data is disaggregated in a timely manner and is used to group students appropriately.	Train math teachers in item analysis and establishing strategies for differentiating instruction to impact student achievement. Results are used to group students according to need, strengths, and weaknesses.	Principal, Coach, Teachers	Teachers will maintain current Data Notebooks to monitor all student progress, plan instruction and intensive immediate remediation.	Classroom Monitoring tool developed by Leadership Team.
2	Using formatives and pre/post assessments in a deeper way to ensure that the data is used to group students in an appropriate manner.	Math teachers Progress Monitor according to a school-wide assessment calendar to determine student growth on mathematical concepts. As well as utilize formatives throughout Investigation units and Pre/Post Module Assessments throughout Envisions to establish and differentiate instructional needs.	Principal, Coach, Teachers	Progress Monitoring Assessments will be administered every 3-6 weeks and used to track progress and plan for instruction and intensive immediate remediation.	FCAT data, Inform data, District Benchmark FCAT data, Content Benchmark Tests, DRAs, FLKRS, FCAT Test-maker, FAIR Data.
3	Ensuring that common planning time is used to discuss the data of students and their instructional needs and compare monitoring forms to ensure consistent instructional practice across the grade level.	Grade level monitoring forms will be created, maintained, collected, and analyzed to track student progress and determine instructional needs of students.	Principal, Coach, Teachers	Teachers will maintain current Data Notebooks to monitor all student progress and plan instruction and intensive, immediate remediation.	Classroom Monitoring tool developed by Leadership Team.

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:	The percentage of students scoring Level 4 or 5 on the 2013 Math FCAT will increase from 15% (36) to 54% (137).
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (36) of students tested scored a level 4 or 5	54% (137) of students tested will score a level 4 or 5

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ensuring that there is time in the daily classroom schedule to complete the interventions/enrichments needed.	Utilize the Florida Continuous Improvement Model to identify students in the core curriculum needing intervention and enrichment.	Principal, Coach, Teachers	Focus walk-throughs, quarterly monitoring forms, and Every Day Counts calendar up to date.	Formatives, walk-through log
2	Teacher training on the use of integrating technology seamlessly into daily instruction.	Increase technology with the use of Smart Boards, GIZMOS, and Destination Success.	Principal, Coach, Teachers	Lesson plans and frequent walk-throughs	Principal, Assistant Principal, and Instructional Coach focus log of walk-throughs, technology usage report
3	Ensuring that student groupings are based on data and that instruction is meeting the individual needs of each student.	Use of concrete manipulatives to target prerequisite skills.	Principal, Coach, Teachers	Review student grouping charts to ensure that groups are targeting student needs.	Summatives, report card grades

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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:	The percentage of students making learning gains on the 2013 Math FCAT will increase from 73% (185) to 83% (210).
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (185) of students tested made learning gains	83% (210) of students tested will make learning gains

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	83% (210) of students tested will make learning gains	Instruction and assessment will be aligned with Common Core Math Standards, New Performance Standards and best practices of math workshop model.	Principal, Coach, Teachers	Progress Monitoring Assessments will be administered every 3-6 weeks and used to track progress and plan for instruction and intensive immediate remediation.	FCAT data, Inform data, District Benchmark FCAT data, Content Benchmark Tests, DRAs, FLKRS, FCAT Test-maker, FAIR Data.
2	Creating time within the instructional day for teachers to see the instructional practice of their peers through the use of common planning and instructional coaches.	Establish model math classrooms (one intermediate and one primary) and provide modeling and mentoring for teachers, as well as for increasing student achievement.	Principal, Coach, Teachers	Focus walks and informal observations will be conducted by the Leadership Team. Data will be collected immediately and communicated as feedback for continued collaborative learning.	Classroom Monitoring tool developed by Leadership Team
3	Ensuring that teachers know and understand the subgroup/FCAT level of each of the students in their class.	Develop, implement, and monitor Progress Monitoring Plans (PMPs) for all retained 3rd grade students, students scoring Level 1, 2, or within the lower quartile on the FCAT have been identified by teachers as needing remediation.	Principal, Coach, Teachers	Progress Monitoring Assessments will be administered every 3-6 weeks and used to track progress, plan for instruction, and immediate remediation.	FCAT data, Inform data, District Benchmark data, Content Benchmark tests

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:	The percentage of students scoring in the Lowest 25% making learning gains on the 2013 Math FCAT will increase from 53% (146) to 63% (160).
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (146) of students tested in the lowest 25% made learning gains	63% (160)of students tested in the lowest 25% will make learning gains

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	Identifying the appropriate students to participate in safety nets and ensuring that the interventions used are going to obtain the best results.	Students identified from data as needing improvement will participate in internal and/or external interventions such as after school tutoring, in-school interventions/ enrichments, etc.	Principal, Coach, Teachers	Teachers will maintain current Data Notebooks to monitor all student progress and plan instruction and immediate remediation.	Classroom Monitoring tools developed by the Leadership Team
2	Ensuring that math journals are used as a learning/thinking tool and not merely a journal to copy in.	Students will incorporate writing through learning logs and math journals that may include a problem of the day, summary of math concepts and/or an example of a concept, and explanation of mathematical thought processes.	Principal, Coach, Teachers	Focus walks and informal observations will be conducted by the Leadership Team. Data will be collected and immediately communicated as feedback for continued collaborative learning.	Classroom Monitoring tool developed by Leadership Team
3	Using guided math groups to ensure student performance increases. Groups based on student data and needs.	Implement guided math lessons to differentiate instruction in all math classrooms.	Principal, Coach, Teachers	Review guided math lesson plans and anecdotal notes in teacher assessment notebooks.	Progress of all students on formative assessments

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

Elementary School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Within five years, 75% (190) of all students tested will achieve annual measurable objectives as defined by the state. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44% (111) of all	54% (137) of all	58% (147) of all	63% (159) of all	67% (169) of all	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percentage of all White, Black, and Hispanic students scoring Level 3 or higher on the 2013 Math FCAT will increase from White students 47% (21) to 54% (25), Hispanic students 39% (14) to 54% (19), Black students 25% (13) to 54% (28)
2012 Current Level of Performance:	2013 Expected Level of Performance:
WWhite: 47% (21) Black: 25% (13) Hispanic: 39% (14) Asian: N/A American Indian: N/A	White: 54% (25) Black: 54% (28) Hispanic: 54% (19) Asian: N/A American Indian N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ensuring that each student is correctly identified by subgroup, tracked through the year and provided with intensive interventions needed to ensure their learning needs are met.	Identify students who were not proficient on the 2012 FCAT in the AYP White subgroup, Black subgroup, and Hispanic subgroup.	Principal & RtI Leadership Team and classroom teachers	Review targeted students data at RtI meetings to determine growth or continued areas of weakness.	Student data, student performance on formal and informal assessments. RtI meeting documentation and student learning plans. Intervention data, pre and post assessment data.
2	Ensuring that each student plan is developed and implemented in a way to meet their individual needs daily in the classroom.	Utilize RtI Leadership Team and classroom teacher to develop a plan of action for AYP White subgroup, Black subgroup and Hispanic subgroup students that are not proficient in math.	Principal & RtI Leadership Team and classroom teachers	Develop appropriate learning plans for students that are not proficient and differentiate instruction based on the student's needs.	Student data, student's performance on formal and informal assessments. RtI meeting documentation and student learning plans. Intervention data, pre and post assessment data.
3	Ensuring that students are receiving their interventions daily for the allotted amount of time along with all other curriculum mandates.	Establish safety nets for student remediation and use appropriate Tier 2 and Tier 3 interventions.	Principal & RtI Leadership Team and classroom teachers	Determine appropriate research based interventions and establish dates and times for these to occur.	Student data, student performance on formal and informal assessments. RtI meeting documentation and student learning plans, intervention data, pre and post assessment data.

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

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of students with Disabilities (SWD) scoring Level 3 or higher on the 2013 Math FCAT will increase from 42% (13) to 54% (17).
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (13) of students with disabilities tested scored a level 3 or higher	54% (17) of students with disabilities tested will score a level 3 or higher

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	Determination of portfolio work that shows student growth and is not merely a collection of activities completed.	Use of student portfolios to show growth over time and record student reflections.	Principal, Coach, Teachers	Review of student portfolios	Portfolio checklist and quarterly conference with principal to monitor student progress.
2	Targeting the appropriate parents to attend the parent math academy and ensuring they are present.	Parent math academy to provide parents with instructional strategies.	Principal, Coach, Teachers	Monitor the use of parent contact log, teachers conducting parent conferences, and monitoring the use of the parent resource center.	Attendance rosters at parent academies and report card grades.
3	Ensuring that students are receiving their interventions daily for the allotted amount of time along with all other curriculum mandates.	Establish safety nets for student remediation and use appropriate Tier 2 and Tier 3 interventions.	Principal & RtI Leadership Team and classroom teachers	Determine appropriate research based interventions and establish dates and times for these to occur.	Student data, student performance on formal and informal assessments. RtI meeting documentation and student learning plans. Intervention data, pre and post assessment data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The percentage of Students with Economic Disadvantages (FRL) scoring Level 3 or higher on the 2013 Math FCAT will increase from 56% (72) to 66% (84).
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (72) of all FRL students tested scored a level 3 or higher	66% (84) of all FRL students tested will score a level 3 or higher

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	Stocking each classroom with the appropriate number and type of manipulatives for student use.	Increase the use of manipulatives and hands-on activities to reinforce mathematical concepts.	Principal, Coach, Teachers	Walk-throughs and lesson plans	Investigation assessments, benchmark assessments, report card grades.
2	Ensuring the seamless delivery of the core and supplemental curriculums.	Use of district core curriculum with supplemental instructional materials.	Principal, Coach, Teachers	Monitor lesson plans	Principal, Assistant Principal, and Instructional Coach log of walk-throughs, technology usage report.
3	Identifying students in each subgroup and ensuring that each student is receiving the individualized instruction needed to be successful	Students who are economically disadvantaged are monitored as teachers analyze causations for deficits and to monitor student progress and set learning goals.	Principal, Coach, Teachers	Evidence of small group differentiated instruction	Monthly data monitoring forms and conferences with principal.

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
Math Content Sessions	PK-5	Nelson, R.	School-Wide PK-5	Twice per month before and after school	Observation in the classroom by the math coach	Rubens, E. Nelson, R Sanders, S.

Mathematics Budget:

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

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

Professional Development

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

Other

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percentage of students scoring Level 3 on the 2013 Science FCAT will increase from 33% (27) to 54% (44).
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (27) of students scored a level 3 on the Science FCAT	54% (44) of students will score a level 3 on the Science FCAT

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	Developing strand specific assessments that are consistent with the level of rigor and questioning on the FCAT Science assessment.	Science teachers will complete item analysis of strand specific assessments to determine causal analysis and establish strategies for differentiating instruction to impact student achievement.	Principal, Coach, Teachers	Progress monitoring data: Science assessments and science strategy focused item analysis will be used to track progress and plan for instruction and intensive immediate remediation.	Focus walks and informal observations will be conducted by the administration, Leadership Team and faculty. Data will be collected and communicated for continued collaborative learning.
2	Ensure that each student is identified correctly and the provided interventions are targeted for their individual needs.	Create, maintain, and monitor individual student safety-net monitoring forms for all students identified as needing improvement using Windy Hill School Achievement data.	Principal, Coach, Teachers	Safety Nets will be established for students in need of improvement.	Focus walks and informal observations will be conducted by the administration, Leadership Team and faculty. Data will be collected and

				communicated for continued collaborative learning.
3	Creating Progress Monitoring Plans that target each individual students needs and learning style to ensure their success.	Develop, implement and monitor Progress Monitoring Plans (PMPs) for retained students, students' scoring Level 1, 2, or within the lower quartile on the FCAT and students whose teachers have identified as needing remediation.	Principal, Coach, Teachers	Teachers will maintain current Data Notebooks to monitor all student progress and plan instruction and intensive immediate remediation.	Focus walks and informal observations will be conducted by the administration, Leadership Team and faculty. Data will be collected and communicated for continued collaborative learning

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:	The percentage of students scoring Level 4 or 5 on the 2013 Science FCAT will increase from 5% (4) to 54% (48).
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (4) of students scored a level 4 or 5 on the FCAT Science	54% (48) of students will score a level 4or 5 on the FCAT Science

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
Creating daily schedules that allow	Teachers will provide instruction in science	Principal, Coach, Teachers	The principal and instructional coach will	Improvement on the science

1	for the appropriate amount of time in science.	for at least 100 minutes a week in K-2 and 300 minutes a week in 3-5.		monitor the science instruction according to the learning schedule through quick peeks and classroom observations.	progress monitoring assessments.
2	Developing a deeper understanding of the science learning schedules and how that translates into higher student achievement in the area of science.	Teachers will follow the district established science learning schedules.	Principal, Coach, Teachers	Grade level teams will discuss where each class is on the learning schedule. Teachers will be within ten days of the established learning schedule.	Data notebooks and Progress Monitoring Assessments provided by the district.
3	Helping students see the connection between their science fair/invention convention project and the science strands/standards.	All teachers will participate in Science Fair and Invention Convention.	Principal, Coach, Teachers	Students will complete a Science Fair or Invention Convention project according to set criteria.	Use of Science Project/Invention Convention Rubric to assess student work.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
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				

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
Focus Walks	PK-5	Nelson, R.	School Wide	Second Early Dismissal Meeting of each month	Collect data from focus walks for Leadership Team to develop next steps	Sanders, S. Nelson, R. Rubens, E.

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:	80% (79) of students tested scored level 3 or higher on the FCAT Writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students scoring Level 3.5 or higher on the 2013 Writing FCAT will increase from 80% (79) to 90% (80).	90% (80) of students tested will score level 3 or higher on the FCAT 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
1	Creating time within common planning time to ensure content area teachers can plan with writing teachers.	Content area teachers will be trained in and implement writing lessons that incorporate writers' craft throughout the curriculum.	Principal, Coach, Teachers	Progress Monitoring Assessments will be administered every 3-6 weeks and used to track progress and plan for instruction.	Focus Walk Form developed by Leadership Team
2	Developing a schedule for teachers to observe the instructional practice of the model classroom teachers.	Teacher Leaders will establish model literacy classrooms (KG, 2nd, 3rd, & 4th) and provide modeling and mentoring for teachers, as well as for increasing student achievement.	Principal, Coach, Teachers	Focus walks and informal observations will be conducted by the Leadership Team and faculty. Data will be collected and immediately communicated as	Focus Walk Form developed by Leadership Team

					feedback for continued collaborative learning.
3	Creating a deeper understanding of causal analysis in narrative writing and seamlessly translating that into daily writing instruction.	Teachers will disaggregate Narrative 2011-2012 FCAT Writes data and analyze causal relationships for instructional purposes.	Principal, Coach, Teachers	Grade level K-5 course specific Monitoring Forms will be maintained by classroom teachers and monitored during collaborative meetings with the administration.	Focus Walk Form developed by Leadership Team

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
Focus Walks	PK-5	Nelson, R.	School Wide	Second Early Dismissal Meeting of each month	Collect data from focus walks for Leadership Team to develop next steps.	Sanders, S. Nelson, R.

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:	The percentage of students without excessive tardies and absences will increase from 54% (227) to 64% (311).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Percentage of students without excessive tardies and absences 81%(493)	Percentage of students without excessive tardies and absences 91%(551)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
Percentage of students without excessive tardies and absences 54%(227)	Percentage of students without excessive tardies and absences 64%(311)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Percentage of students with excessive tardies 36% (175)	Percentage of students with excessive tardies 126%(60)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ensuring that students and parents understand the importance of school attendance and arriving to school on time	Make students and parents aware of the number of tardies/absences their student has through the use of our attendance intervention team and parent notifications.	Principal, CRT Operator, Teachers	Attendance records, monitoring of individual students and their attendance/tardy count based on need.	Attendance records, tardy records, AIT meeting record
	Communicating effectively with parents the number of	Hold parent conferences monthly for students with	Teachers, CRT	Attendance records, monitoring of individual students and their	Attendance records, tardy records, AIT

2	tardies/absences their student has.	excessive tardies/absences in order to keep the lines of communication open with parents.		attendance/tardy count based on need, parent conference log.	meeting record.
3	Students do not attend school because they are reliant upon the parent for transportation.	Reward students in classrooms with outstanding attendance each quarter.	Teachers, CRT	Attendance records, monitoring of individual students and their attendance/tardy count based on need, parent conference log.	Attendance records, tardy records, AIT meeting record.

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
Attendance records, tardy records, AIT meeting record.	PK-5	Nelson, R.	School wide for all parents	Quarterly meetings	Parent questionnaires	Nelson, R.
Attendance records, tardy records, AIT meeting record.	PK-5	Nelson, R.	School wide for all parents	Quarterly meetings	Parent questionnaires	Nelson, R.

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The percentage of students suspended (in and out of school) will remain at 0.5% (3 out of school and 1 in school suspension)
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
0.5% (1) students were suspended in school	0.5% (1) students will be suspended in school
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0.5% (1) students were suspended in school	0.5% (1) students will be suspended in school
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0.5% (1) students were suspended in school	0.5% (1) students will be suspended in school
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0.5% (3) students were suspended out of school	0.5% (3) students will be suspended out of school

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited teacher understanding of consistently following a school-wide discipline plan.	The administration will conduct focus walks and informal observations, collect data and communicate to stakeholders feedback on the implementation of school-wide discipline plan.	Principal, Coach, Teachers	Focus Walk tool developed by the Foundations and Leadership Team.	Focus walks and informal observations will be conducted by administration, Foundations Team and CHAMPS Facilitators.
2	Lack of school-wide implementation of clear, consistent behavioral expectations (School-wide Discipline Plan), routines and rituals.	The administration will conduct focus walks and informal observations, collect data and communicate to stakeholders feedback on the implementation of School-wide Discipline Plan.	Principal, Coach, Teachers	Focus Walk tool developed by the foundations and Leadership Team.	A school-wide handbook outlining a clear, consistent set of behavioral expectations (School-wide Discipline Plan), routines and rituals will be distributed and revised by Foundations team as components are adopted.
	Limited use of classroom behavior systems which are	Guidance counselor will meet with small groups and provide guidance	Principal, Coach, Teachers	Guidance Referrals	Discipline data will be tracked by grade levels to

3	aligned to the School-wide Discipline Plan.	lessons weekly as a part of the Collaborative Learning Communities.			determine implementation of the School-wide Discipline Plan, the data will be discussed at the monthly Leadership Team meetings to ensure our plan is working.

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			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.*	The percentage of parent participation in after-school activities, programs, and face-to-face conferences will increase from 45% (219) to 55% (267).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
45% (219) of parents will participate in after-school activities, programs, and face-to-face conferences	55% (267) of parents will participate in after-school activities, programs, and face-to-face conferences

		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	High percentage of parents who speak little or no English.	Provide parents with an interpreter during conferences, school events, phone calls, and when assistance is needed to complete informational documents.	Principal, Coaches, Teachers	The Leadership Team will discuss data collected by the faculty from conference logs and meeting sign-in sheets throughout the year to analyze whether parent participation increased	Conference Log, Sign-in Sheets
2	Working parents inability to attend conferences, training meetings, and after-school events due to work schedules.	Flexible meeting times for school meetings (conferences, workshops, events). Meetings/workshops/conferences will be held at flexible times: before, during, after school, and evenings.	Principal, Coaches, Teachers	The Leadership Team will discuss data collected by the faculty from conference logs and meeting sign-in sheets throughout the year to analyze whether parent participation increased.	Conference Log, Sign-in Sheets
3	Understanding of the new academic expectations found in Common Core State Standards.	Provide parent workshops to explain the Common Core State Standards in the core subjects, FCAT expectations for 3-5, and quarterly grade-level expectations information for the upcoming nine week grading period.	Principal, Coaches, Teachers	The Leadership Team will review grade-level expectation sheets before given to parents as well as analyze and discuss feedback collected by the coaches from parent surveys and meeting sign-in sheets throughout the year.	Agendas, Nine-week Expectations, Conference Log

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)

Decrease safety concerns in the bus loop during morning arrival and afternoon dismissal by 10% from 10 incidents in 2011-2012 to 9 incidents in 2012-2013 as measured by incident and JSO reports. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Decrease safety concerns in the bus loop during morning arrival and afternoon dismissal by 10% from 10 incidents in 2011-2012 to 9 incidents in 2012-2013 as measured by incident and JSO reports. Goal Decrease safety concerns in the bus loop during morning arrival and afternoon dismissal by 10% from 10 incidents in 2011-2012 to 9 incidents in 2012-2013 as measured by incident and JSO reports. Goal #1:	Decrease safety concerns in the bus loop during morning arrival and afternoon dismissal by 10% from 10 incidents in 2011-2012 to 9 incidents in 2012-2013 as measured by incident and JSO reports.
2012 Current level:	2013 Expected level:
10% (10) reduction of safety concerns in the bus loop	10% (9) reduction of safety concerns in the bus loop

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	Parent understanding of school policies and procedures for morning arrival and afternoon dismissal.	Informational meeting during open houses for parents on arrival/dismissal procedures, informational letters and directional maps sent home to parents describing procedures.	Principal, Teachers, Assistant Principal	Review of incident data and JSO reports from incidents in the bus loop; continue to train parents if needed.	Incident reports and JSO reports
2	Student understanding of school policies and procedures for morning arrival and afternoon dismissal.	Student meetings about arrival and dismissal procedures, CHAMPs lessons on procedures.	Principal, Teachers, Assistant Principal	Review of student discipline data and parent contact data around arrival and dismissal policies.	Incident reports, JSO reports, and student discipline data.
3	Teacher consistency in the area of morning and afternoon duty supervision.	Reinforcement of duty post locations for each staff member. Specific written expectations for each duty area.	Principal, Teachers, Assistant Principal	Review of teacher feedback in the area of duty post locations and expectations.	Incident reports, JSO reports, and student 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
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 Decrease safety concerns in the bus loop during morning arrival and afternoon dismissal by 10% from 10 incidents in 2011-2012 to 9 incidents in 2012-2013 as measured by incident and JSO reports. Goal(s)

FINAL BUDGET

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

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

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: $0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/15/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Supplies to support budget cuts	$1,000.00
1,000.00	$1,900.00

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

The team will meet monthly to discuss the needs of the students during the school year and how to best align our business and community partners for the benefit of the students at Windy Hill.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District WINDY HILL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	67%	90%	49%	270	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	63%	69%			132	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?	64% (YES)	63% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					529	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District WINDY HILL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	67%	81%	47%	263	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	66%	58%			124	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?	61% (YES)	66% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					514	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested