

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

| | |
|---|--|
| School Name: Rufus E. Payne Elementary School | District Name: Duval County |
| Principal: Weisha Day-Killette | Superintendent: Ed Pratt-Daniels |
| SAC Chair: Parthenia Williams | Date of School Board Approval: Pending |

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

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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) | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year) |
|---------------------|---------------------|--|-----------------------------------|-------------------------------------|---|
| Principal | Weisha Day-Killette | M.Ed. Education Leadership B.S. Business Administration | 2 months | 7 | Mayport Middle 2012 Grade B 2011 Grade C High Standards Reading 67% High Standards Math 55% Lowest 25% Gains Reading 58% Lowest 25% Gains Math 50% 2010 Grade C 2009 Grade C 2008 Grade: B |
| Assistant Principal | | | | | |

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 ambitious but achievable annual measurable objective (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) | Number of Years at Current School | Number of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|------------------|----------------------|--|-----------------------------------|---|---|
| Reading/ Writing | Kimberly Cooper York | M.Ed Elementary Ed Reading K-12 English 6-12 Dance K-12 ESOL K-12 State of Florida Professional Teaching Certificate | 2 Months | 2 Months | Mayport Middle 2012 Grade B 2011 Grade C High Standards Reading 67% High Standards Math 55% Lowest 25% Gains Reading 58% Lowest 25% Gains Math 50% 2010 Grade C 2009 Grade C 2008 Grade: B |

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| | | | | | |
| Math | Angela Rochay | Bachelor of Arts in Elementary Education, University of North Florida State of Florida Professional Educators Certification in , Elementary Ed 1-6 | 2 | 5 | 2011-2012 Math Coach Grade C Reading Mastery 40% , Math Mastery 44% Writing Mastery 96% and Science Mastery 30% 2010-2011 Math Coach Grade B Reading Mastery 53%, Math Master 70%, Writing Mastery 94% and Science Mastery 31% Met Math AYP Safe Harbor |
| Magnet Instructional Coach | Carrie Warren | Educational Leadership, Jacksonville University State of Florida Professional Educators Certification in Educational Leadership, Elementary Education 1-6, Gifted Endorsed. | 5 | 3 | 2011 – 2012 Grade C Grade C Reading Mastery 40% , Math Mastery 44% Writing Mastery 96% and Science Mastery 30% 2010-2011 Instructional Coach of Rufus E. Payne Elementary Grade B, Reading Mastery 53%, Math Mastery 70%, Writing Mastery 94%, and Science Mastery 31%. Did not meet AYP 2009-2010 Curriculum Specialist at Rufus E. Payne Elementary Grade C, Reading Mastery 58%, Math Mastery 64%, Writing 89%, and Science Mastery 48%. Did not meet AYP 2008-2009: Gifted Resource/Curriculum Integration Specialist at Rufus E. Payne Elementary; Grade A, Reading Mastery 53%, Math Mastery 73%, and Science Mastery 46% and Writing Mastery 98%. |

Highly Effective Teachers

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

| Description of Strategy | Person Responsible | Projected Completion Date |
|--|--|--|
| 1. Partnering new teachers with veteran staff. | Principal , Professional Development Facilitator, and Assistant Principal | On-going (September 2012 - June 2013) |
| 2. Monthly professional development with Payne's on-site instructional coaches. | Math Coach, Magnet Instructional Coach | June 2013 |
| 3. Instructional coaches model instructional strategies for first year teachers or teachers in need of extra instructional support due to low classroom performance. | Math Coach, Magnet Instructional Coach | June 2013 |
| 4. Review resumes, referrals, and data of teachers with classroom experience and proven classroom performance. | Principal | Ongoing |

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

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

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 1-4 Years of Experience | % of Teachers with 5-15 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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 39 | 5% | 38% | 49% | 8% | 28% | 90% | 5% | 0% | 33% |

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 |
|---------------|-----------------|---|---|
| Carrie Warren | Ms. Alexander | Ms. Alexander is a veteran teacher new to the 3rd grade curriculum. Ms. Warren’s experience as an Instructional Coach will help to ensure Ms. Alexander’s success in delivery of instruction, which will lead to student proficiency. | Quarterly Lesson Planning Data analyzing Curriculum mapping Modeling and instructional delivery assistance |
| Angela Rochay | Ms. Shellman | Ms. Shellman is a veteran teacher new to the 3rd grade curriculum. Ms. Rochay’s experience as an Instructional Coach will | Quarterly Lesson Planning Data analyzing Curriculum mapping |

| | | | |
|---|-------------|---|--|
| | | help to ensure Ms. Shellman's success in delivery of instruction, which will lead to student proficiency. | |
| Angela Rochay Carrie Warren Kimberly York Kristi Simpson STAR Liaison | Ms. Griffin | As a first year teacher, Ms. Griffin will need mentoring and support in all academic and behavioral areas of instruction. This process will encompass various aspects of implementing best practices for becoming an effective teacher. | Quarterly Lesson Planning Data analyzing Curriculum mapping Modeling and instructional delivery assistance Partnering in alike PLC's |

Additional Requirements

Coordination and Integration-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 Varied instructional support is provided to ensure remediation to the low quartile students such as Interventionists, scheduled Response to Intervention time.. These programs offer additional instruction based on data in both reading and math. The Math and Reading Interventionist remediate through small group sessions. Scheduled RTI time is utilized to ensure that each teacher has the allotted time for implementation. |
| Title I, Part C- Migrant District Social Worker provides resources and support to migrant students and parents. |
| Title I, Part D Rufus E. Payne receives funds to support the Educational Alternative Outreach program. These funds are utilized for Payne's 2/3rd & 4/5 th grade STAR program. STAR is a program designed for students who have been retained at least one year in hope to reduce the District Drop-out rate. |
| Title II N/A |
| Title II Throughout the 2011-2012 school year there were no ELL students enrolled in Rufus E. Payne Elementary School. However, services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. |
| Title X- Homeless Rufus E. Payne's full-time guidance counselor will contact the district Homeless Social Worker. If needed, resources such as clothing and school supplies will be provided. Social Service referrals are given to students identified as homeless to eliminate possible barriers. |
| Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I to provide Saturday School for students not meeting proficiency in content areas for grades 3, 4, and 5. Tutoring services will be offered on Saturdays for three hours per session. The Tutoring Instructors will collect data monthly to monitor and determine academic gains. |
| Violence Prevention Programs In support of the Superintendants Goal to establish Safe and Secure schools, the district provides Foundations and Champs training to our schools Foundation team. Through this training, Rufus E. Payne Elementary has established core beliefs and systems that has reduced and eliminated school violence. |
| Nutrition Programs 92% of students receive Free or Reduced breakfast and Lunch through the contracted Chartwell Company. |
| Housing Programs N/A |
| Head Start Payne holds at least four tours per year for the East Springfield Head Start to acclimate their pre-k students to the elementary setting. |
| Adult Education N/A |
| Career and Technical Education N/A |

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| Job Training N/A |
| Other N/A |

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

Identify the school-based MTSS leadership team.

Weisha Day-Killette, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment (quarterly status reports) of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Carrie Warren, Magnet/Instructional Coach: Provides a common vision for the use of data-based decision-making, ensures that the school-based team, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Crystal Conner, RTI Facilitator: Participates on Building Leadership Team; acts as liaison for implementation of RtI at the school level; receives ongoing RtI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support RtI.

Reading Interventionist: Develops, leads, and evaluates school core content standards/ programs interventions; identifies and analyzes math data to build intervention approaches. Identifies systematic patterns of student need while working with School Based RtI team to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Morenike Mincey, Math Interventionist: Develops, leads, and evaluates school core content standards/ programs interventions; identifies and analyzes reading data to build intervention approaches. Identifies systematic patterns of student need while working with School Based RtI team to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Kristi Simpson, Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies to schools and families to support the child’s academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.

Linda Copeland, Varying Exceptionalities (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Guides teachers through the RtI documentation process.

Kristi Simpson/ Linda Copeland, Foundations Leads: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

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 school-based RtI Team will focus meeting around the following academic and behavioral questions:

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1. What do we expect the students to learn?
2. How do we know they have or have not mastered the grade level standards?
3. What will we do when they have or have not met proficiency?
4. What evidence do we have to support our responses to these questions?

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI

Leadership Team. The school-based RtI Team will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the Rita problem-solving process is used in developing and implementing the SIP?

MTSS will meet monthly to analyze student data from targeted Tier 2 and Tier 3 student groups. Meetings will consist of the problem solving process involving implementing efficient interventions. MTSS will utilize the School Improvement Plan to adequately deliver effective interventions through RtI. The School Improvement Plan becomes the guiding document for the work of the school.

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:

Florida Comprehensive Assessment Test (FCAT 2.0)
Curriculum Based Baseline Assessments in Math & Reading
Florida Assessment for Instruction in Reading (FAIR)
Duval County Interim Benchmarks in Reading, Math & Science
Duval County Timed Writing Assessments
Diagnostic Reading Assessment (DRA2)
Office Discipline Referrals
Previous Year Retention DATA
Previous Year Absentee DATA
Write Score (4th Grade Writing)
Common Core Math Assessment (K-2)

Midyear data:

Florida Assessment for Instruction in Reading (FAIR)
Diagnostic Reading Assessment (DRA2)
Duval County Interim Benchmarks in Reading, Math & Science
Duval County Timed Writing Assessments
Duval County Math/Science Formatives/Summatives
Write Score (4th Grade Writing)
Write Score (5th Grade Science)
Common Core Math Assessment (K-2)

End of year data:

Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT 2.0)
FCAT Writes
Diagnostic Reading Assessment (DRA2)

Frequency of required Data Analysis and Action Planning Days:

School Instructional Support Team analyzes classroom student data once a month.

Describe the plan to train staff on MTSS.

The school-based RtI team will provide in-service to the faculty during teachers' weekly professional development time. Additional opportunities will be scheduled on designated professional development days (i.e. pre-planning, early dismissal, planning days, and faculty meetings). In-service opportunities will include, but are not limited to, the following:

Utilization of Interventionists

Problem Solving Model

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Positive Behavioral Intervention and Support
Data-based decision-making to drive instruction
Progress monitoring
Selection and availability of research-based interventions
Tools utilized to identify specific discrepancies in reading, math and/or behavior.

RtI learning will be presented during the following:
Professional Learning Communities
Classroom Observations
Collaborative Planning
Analysis of Student Work
Individual professional development will be provided to classroom teachers, as needed.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). Kimberly Cooper York, Carrie Warren, Crystal Connor, Anora Simon, and Erika Alexander-Slaughter

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Weisha Day-Killette, Kimberly Cooper York: Reading Coach, Carrie Warren – Administrative Asst. and Crystal Connor – Reading Interventionist, Anora Simon – Primary Teacher and Erika Alexander-Slaughter - Intermediate Teacher - We will meet once a week to review assessment scores benchmark, fair, baseline and post assessments. We will focus on weak areas to guide instruction and create baseline and post assessments, which will help teachers to prioritize their curriculum i.e. Learning Schedule. LLT will go into the classrooms to model and introduce reading strategies that can be used across the curriculum. We will assist teachers in prioritizing their curriculum, as well as creating baseline and post assessments by using the Common Core Standards to guide instruction.

What will be the major initiatives of the LLT this year? Prioritizing the instruction to increase assessment scores across the curriculum. Implementing reading strategies across the curriculum. Using the readers workshop to focus on learning targets that will increase comprehension. Most importantly have professional development focusing on the use and implementation of the Common Core Standards.

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the “Upload” page.

****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.

Rufus Payne offers early childhood pre-kindergarten education for 18 four year olds. The objectives for the program are Comprehensive, and provide a solid foundation for entry into basic kindergarten. Students experience hands on literacy activities that build pre-reading, oral expression and phonemic awareness skills. Math skills are enhanced through daily living activities that involve matching, sorting and counting. Within the first 45 days of transitioning into kindergarten, the students are given two assessments; the Florida Kindergarten Readiness Screening (FLKRS), the Florida Assessment for Instruction in Reading (FAIR), and Diagnostic Reading Assessment (DRA2) to obtain a pre-reading benchmark. These results are used to group students for differentiated instruction and provide strategies for Response To Interventions (RTI) student groups. At the end of the 45 days, students are reassessed using Houghton Mifflin Kindergarten Reading Benchmark assessments to determine continual need or exit out of the program.

****Grades 6-12 Only*** Sec. 1003.413 (2) (b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

****High Schools Only***

Note: Required for High School-Sec. 1003.413(2) (g), (2) (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]).

| Reading Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|--|---|--|---|---|---|
| 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: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. | | | 1A.1. Teachers anticipate a decrease in ability to integrate supplemental materials due to time management. | 1A.1. The administration will continue to support the implementation of supplemental materials and an extra 15-20 minutes will be added to the morning routine. | 1A.1. Instructional Coaches and Grade Level Chair will monitor the progress. | 1A.1. Teachers and Grade Level Chairs will review assessment data through Insight. | 1A.1. Lesson plans with the focus on using supplemental materials to aid in instruction to increase student achievement. |
| Reading Goal #1A: <i>To increase the Level 3 Reading proficiency in grades 3-5 from 22% to 27% proficiency on the 2012-2013 FCAT.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 22% 40 Students | 27% 48 Students | | | | | |
| | | | 1A.2. Teachers are not familiar with utilizing the text complexity process of choosing the grade appropriate text for their classroom (i.e. too easy, too hard). | 1A.2 Teachers will engage in Professional Development to demonstrate how to utilize the text complexity process. | 1A.2. Reading Coaches | 1A.2. Teachers to integrate process in lesson plans, listing the complexity of text based on the common core standards. | 1A.2. Text Complexity rubric |
| | | | 1A.3. | 1A.3. | 1A.3. | 1A.3. | 1A.3. |
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. | | | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. |
| Reading Goal #1B: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. |

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|--|---|--|--|
| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. | | | 2A.1. Students are not prepared to answer higher order questions. | 2A.1. Teachers will scaffold questions to help students build their background knowledge in order to effectively answer higher order questions. Teachers will instruct students to create their own questions using the Depth of Knowledge Wheel. | 2A.1. Teachers and Reading Coaches | 2A.1. Instructional focused observations and lesson plans viewed on line. Classroom-walkthroughs will determine if students are in fact facilitating their own questions. | 2A.1. Lesson plans with contain higher order questions. Coaches will have scheduled Focus walks to view student created questions in their journals, chart paper, and artifacts |
| Reading Goal #2A: <i>To increase the number of students achieving above proficiency in reading from 13% to 18% proficiency on the 2012-2013 FCAT.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 13% 24 Students | 18% 32 Students | | | | | |
| | 2A.1. | | 2A.2. Students lack exposure to informational text. | 2A.2. Teachers will revise the reading framework to integrate informational text through cross-curricular instruction. | 2A.2. Teachers and Reading Coaches | 2A.2. Focused classroom observations with an emphasis on lesson plans that will determine the frequency of cross-curricular instruction. | 2A.2. Lesson plans and student artifacts that demonstrate integrated text. |
| | | | 2A.3. | 2A.3. | 2A.3. | 2A.3. | 2A.3. |
| 2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. | | | 2B.1. | 2B.1. | 2B.1. | 2B.1. | 2B.1. |
| Reading Goal #2B: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | 2B.2. | | 2B.2. | 2B.2. | 2B.2. | 2B.2. | 2B.2. |
| | | | 2B.3. | 2B.3. | 2B.3. | 2B.3. | 2B.3. |

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|---|--|--|---|
| 3A. FCAT 2.0: Percentage of students making learning gains in reading. | | | 3A.1. Students are not receiving adequate time for remediation. | 3A.1. Students will receive remediation during designated grade level Response to Intervention time (RtI), after school tutoring and Saturday school.. | 3A.1. RtI Facilitator and School-based RtI Team | 3A.1. Response to Intervention documentation , benchmark data and classroom walk-throughs | 3A.1. Response to Intervention data logs and Interventionist logs FCAT Benchmark FAIR |
| Reading Goal #3A: <i>To increase the percentage of student achieving learning in reading from 61% to 67% .</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 61% 85 Students | 67% 78 Students | | | | | |
| | | | 3A.2. Teachers use and understanding of data to differentiate instruction based on the needs of the students. | 3A.2. Teachers will be trained in the process of categorizing and prioritizing the curriculum based on the students test results. | 3A.2. Reading Coaches and Principal | 3A.2. Categorizing the curriculum using test scores to drive instruction. | 3A.2. Baseline and post assessments data, FCAT, Benchmark and FAIR |
| | | 3A.3. | 3A.3. | 3A.3. | 3A.3. | 3A.3. | 3A.3. |
| 3B. Florida Alternate Assessment: Percentage of students making learning gains in reading. | | | 3B.1. | 3B.1. | 3B.1. | 3B.1. | 3B.1. |
| Reading Goal #3B: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. |
| | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. | |

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|--|--|---|
| 4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. | | | 4A.1. Seven intermediate classroom reading teachers utilizing <i>Inform/Insight</i> as a tool to identify and monitor the <i>Lowest 25% in Reading</i> . | 4A.1. Train teachers on how to utilize <i>Inform/Insight</i> to identify and monitor the <i>Lowest 25%</i> students in their class. | 4A.1. Reading Coaches and Reading Interventionist | 4A.1. Quarterly Status Reports with Principal | 4A.1. Inform/Insight reports |
| Reading Goal #4A: <i>To increase the percentage of student in the Lowest 25% making learning gains from 56% to 61%.</i> | 2012 Current Level of Performance:* 56% 20 Students | 2013 Expected Level of Performance:* 61% 18 Students | | | | | |
| | | | 4A.2. Students' comprehension and application of reading strategies, "What Good Readers Do". | 4A.2. Create a lesson and teach students, from that lesson, what proficient readers do to understand the text. | 4A.2. Teachers and Instructional Coaches will monitor the progress. | 4A.2. Teacher's lesson plans and monitoring students' progress. | 4A.2. Surveys given to students and data collected from Insight. |
| | | | 4A.3. | 4A.3. | 4A.3. | 4A.3. | 4A.3. |
| 4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading. | | | 4B.1. | 4B.1. | 4B.1. | 4B.1. | 4B.1. |
| Reading Goal #4B: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 4B.2. | 4B.2. | 4B.2. | 4B.2. | 4B.2. |
| | | | 4B.3. | 4B.3. | 4B.3. | 4B.3. | 4B.3. |

| | | | | | | | |
|---|--------------------------------|--|--|---|---|---|-----------|
| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| 5A. In six years school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | 37 | 38 | 48 | 53 | 58 | 63 |
| Reading Goal #5A: For 2012-2013 we will reduce achievement gap through RTI, differentiated instruction, Saturday School and Team-Up | | | | | | | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. | | 5B.1. Black: | 5B.1. The administration will continue to support the implementation of supplemental materials and an extra 15-20 minutes will be added to the morning routine. | 5B.1. Instructional Coaches and Grade Level Chair will monitor the progress. | 5B.1. Teachers and Grade Level Chairs will review assessment data through Insight. | 5B.1. Lesson plans with the focus on using supplemental materials to aid in instruction to increase student achievement. | |
| Reading Goal #5B: <i>Enter narrative for the goal in this box.</i> | | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | | | | |
| | | 5B.2: | 5B.2 Teachers will engage in Professional Development to demonstrate how to utilize the text complexity process. | 5B.2 Reading Coaches | 5B.2. Teachers to integrate process in lesson plans, listing the complexity of text based on the common core standards. | 5B.2. Text Complexity rubric | |
| | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | |

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|---|---------------------|----------|---|---|-----------------|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading. | | | 5C.1. | 5C.1. | 5C.1. | 5C.1. | 5C.1. |
| Reading Goal #5C: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. |
| | | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. |
| | | | | | | | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. | | | 5D.1. | 5D.1. | 5D.1. | 5D.1. | 5D.1. |
| Reading Goal #5D: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. |
| | | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. |
| | | | | | | | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. | | | 5E.1. | 5E.1. | 5E.1. | 5E.1. | 5E.1. |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |

Reading Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities | | | | | | |
|---|-----------------------------|---|---|--|--|---|
| 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 |
| Enhancing Reading through Science and Social Studies (Informational Text) | K – 5 th Reading | Carrie Warren, Instructional Coach | K – 5 ELA Teachers | Summer 2012 | Monitoring of Reading Framework | Principal and Instructional Coaches |
| RTI Implementation | K – 5 th Reading | Linda Copeland, ESE Liaison Crystal Conner, RTI Facilitator | K- 5 th ELA Teachers | Pre-Planning 2012 Early Release Trainings | Monitoring and support of RTI Documentation | Principal and Instructional Coaches |
| Data Analyzing | K – 5 th Reading | Carrie Warren Instructional Coach, Kimberly York, Reading Coach | K – 5 th ELA Teachers | Early Release Day Trainings from October to May | Monitoring of Differentiated Instruction in DATA notebooks | Principal and Instructional Coaches |
| PLC Strategies that Work in Reading | ELA Classroom Teachers | Instructional and Reading Coach | K – 5 Teachers | Bi-Weekly Early Release Day Trainings | Classroom Walk through and Teacher Lesson Plans | Principal and Instructional Coaches |
| Insight and Inform DATA retrieval and analysis to correlate the Data to instruction | ELA Classroom Teachers | Instructional and Reading Coach | K – 5 Teachers | Bi-weekly | Student Data Attaché and Teacher Data Notebook | Principal and Instructional Coaches |
| | | | | | | |

Reading Budget (Insert rows as needed)

| | | | |
|--|---|--|--------------------------|
| Include only school funded activities/materials and exclude district funded activities/materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Obtain 79% proficient Adequate Yearly Progress in grades 3-5 and grades K-2 students will obtain an 80% average level of proficiency | Florida Ready Skills Books | School Instructional Supply Fund 10000 | \$2,500.00 |
| Students failing to meet grade level standards on quarterly grade reports | Supplemental Academic Instruction (SAI) | Title One Funding/SAC Funding | \$0.00 |
| K – 5 students lack the desire and motivation to read for information. | Comprehension Tool Kit by Stephanie Harvey and Anne Goudvis | Title One Funding | \$2,390.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| | | | Total: \$4,890.00 |

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

| CELLA Goals | | Problem-Solving Process to Increase Language Acquisition | | | | |
|---|--|--|----------|---|---|-----------------|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring proficient in listening/speaking. | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| CELLA Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Current Percent of Students Proficient in Listening/Speaking: <i>Enter numerical data for current level of performance in this box.</i> | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Students read grade-level text in English in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring proficient in reading. | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| CELLA Goal #2: <i>Enter narrative for the goal in this box.</i> | 2012 Current Percent of Students Proficient in Reading: <i>Enter numerical data for current level of performance in this box.</i> | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |
| Students write in English at grade level in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 3. Students scoring proficient in writing. | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |

CELLA Budget (Insert rows as needed)

| | | | |
|---|--------------------------|----------------|------------------|
| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| | | | Total: |

End of CELLA Goals

Elementary School Mathematics Goals

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

| Elementary Mathematics Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|--|---|--|---|---|---|--|
| 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: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. | | | 1A.1 Students not critically thinking through problems, which would not allow the students to be successful with high complexity level questions. | 1A.1 Teachers will implement instructional practices based on the practices discussed in the PLC titled <i>The Math Practices</i> . | 1A.1 Principal Instructional Coach | 1A.1 Focus walks by administration and coaches will be used to ensure all teachers and students are implementing the math practices that will allow students to critically think through problems. | 1A.1 Administration Focus Walk forms and Coaches Logs. FCAT Benchmarks |
| <u>Mathematics Goal #1A:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| In grades 3-5, students achieving proficiency will increase from 28% to 34% on the 2013 FCAT Mathematics Assessment. | 28% | 34% | | | | | |
| | 51 students | 61 students | | | | | |
| | | | 1A.2 Duval County has two adopted Math curriculums and merging the two curriculums to form fluent lessons may be challenging for the teachers. | 1A.2 Implement a 60 minute Math Workshop in all Mathematics classrooms, using the core Math curriculums (enVisions and Math Investigations). | 1A.2 Principal Math Coach | 1A.2 Focus walks by administration and coaches will be used to ensure all teachers are implementing the Math workshop models using the core Math curriculums. | 1A.2 Administration Focus Walk forms and Coaches Logs FCAT Benchmarks |
| | | | 1A.3 | 1A.3 | 1A.3 | 1A.3 | 1A.3 |
| | | | 1A.4 | 1A.4 | 1A.4 | 1A.4 | 1A.4 |
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. | | | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. |
| <u>Mathematics Goal #1B:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| Enter narrative for the goal in this box. | Enter numerical data for current level of performance in this box. | Enter numerical data for expected level of performance in this box. | | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. |

| 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: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|--|--|--|---|
| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. | | | 2A.1. The lack of focus being placed on our high performing students can have a long term effect on our level 4's & 5's dropping in achievement gains. | 2A.1. Our school math interventionist will disaggregate data and spend an allocated time with the 4 th and 5 th grade high performing students to continue their academic growth. | 2A.1. Principal Math interventionist | 2A.1. Review math interventionist lesson plans for the enrichment opportunity that the students were given. | 2A.1. <i>Inform/Insight</i> Benchmark FCAT |
| Mathematics Goal #2A: In grades 4-5, students achieving above proficiency will increase from 11% to 14% on the 2013 FCAT Mathematics Assessment. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 11% 20 students | 14% 25 students | | | | | |
| | | | 2A.2. High performing students are not aware of their strengths and weaknesses shown by the data. | 2A.2. Teachers will have data dives with students to continue a high performing status. Title I Math Interventionist will provide enhancing interventions weekly. Assignments will include use of math journals and enrichment interventions to maintain high performing student proficiency. | 2A.2. Teacher Math Interventionist Math Coach | 2A.2. Data dives with students to discuss areas of concern. | 2A.2. <i>Inform/Insight</i> Benchmark |
| | | | 2A.3. | 2A.3. | 2A.3. | 2A.3. | 2A.3. |
| | | | 2A.3. | 2A.3. | 2A.3. | 2A.3. | 2A.3. |
| 2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. | | | 2B.1. | 2B.1. | 2B.1. | 2B.1. | 2B.1. |
| Mathematics Goal #2B: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2B.2. | 2B.2. | 2B.2. | 2B.2. | 2B.2. |
| | | | 2B.3. | 2B.3. | 2B.3. | 2B.3. | 2B.3. |

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|---|---|---|
| 3A. FCAT 2.0: Percentage of students making learning gains in mathematics. | | | 3A.1. Students not critically thinking through problems, which would not allow the students to be successful with high complexity level questions. | 3A.1. Create a school wide focus on the Common Core Math Practices. Teacher will teach how to be a mathematician, as well as focus on a specified math practice monthly. | 3A.1. Math Coach Classroom Teachers | 3A.1. Review lesson plans for evidence of teaching how to be a mathematician and the monthly math practice schedule. | 3A.1. Progress of the students when retested on the district K-2 common core assessment and 3-5 math benchmark assessment. |
| <u>Mathematics Goal</u> #3A: | <u>2012 Current Level of Performance:*</u> 51% 71 students | <u>2013 Expected Level of Performance:*</u> 60% 70 students | | | | | |
| In grades 3-5, students making learning gains will increase from 51% to 60% on the 2012 FCAT Mathematics Assessment. | | | 3A.2 Teachers not fully understanding how to release responsibility to their students to create independent learners. | 3A.2 Teachers will implement instructional practices based on the practices discussed in the PLC titled "The Gradual Release." | 3A.2 Principal Instructional Coach | 3A.2 Focus walks by administration and coaches will be used to ensure all teachers are implementing the instructional practices that will allow students to become independent learners. | 3A.2 Administration Focus Walk forms and Coaches Logs FCAT |
| | | | | | | | |
| 3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. | | | 3B.1. | 3B.1. | 3B.1. | 3B.1. | 3B.1. |
| <u>Mathematics Goal</u> #3B: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| <i>Enter narrative for the goal in this box.</i> | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. |
| | | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. |

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|--|--|---|---|
| 4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. | | | 4A.1. Teacher's ability to meet the needs of each differentiated group during the Math Workshop Model. | 4A.1. Support personnel will push in to selected 3-5 grade classrooms to pull data driven small groups within the Math block to ensure student success. | 4A.1. Principal Math interventionist Math Coach | 4A.1. Review schedules, groupings, and math lesson plans for the intervention opportunity that the students were given to the low quartile students. | 4A.1. <i>Insight/Inform FCAT</i> |
| <u>Mathematics Goal</u> #4A: | <u>2012 Current Level of Performance:*</u> 57% 20 students | <u>2013 Expected Level of Performance:*</u> 65% 19 students | | | | | |
| In grades 3-5, students in the lowest quartile making learning gains will increase from 57% to 65% on the 2012 FCAT Mathematics Assessment. | | | 4A.2. Availability of math tutoring programs | 4A.2. Give targeted assignments to the lowest quartile students. Student Participation in Team Up will include 20% of the lowest 25%. | 4A.2. Principal, Team Up Lead Teacher And Instructional Coach | 4A.2. Review instructional content taught to ensure alignment with each grade levels pacing guide. | 4A.2. K-2 common core assessment 3-5 math benchmark assessment. FCAT |
| 4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics. | | | 4B.1. | 4B.1. | 4B.1. | 4B.1. | 4B.1. |
| <u>Mathematics Goal</u> #4B: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| <i>Enter narrative for the goal in this box.</i> | | | <i>Enter numerical data for current level of performance in this box.</i> | | | <i>Enter numerical data for expected level of performance in this box.</i> | |
| | | | 4B.2. | 4B.2. | 4B.2. | 4B.2. | 4B.2. |
| | | | 4B.3. | 4B.3. | 4B.3. | 4B.3. | 4B.3. |

| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|--|---|--|---|---|--|---|-----------|
| 5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: For 2012-2013 we will reduce achievement gap through RTI, differentiated instruction, Saturday School and Team-Up | Baseline data 2010-2011 | | 49 | 41 | 58 | 62 | 66 | 70 |
| | | | | | | | | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: In grades 3-5, students achieving proficiency will increase from 28% to 34% on the 2013 FCAT Mathematics Assessment. | <u>2012 Current Level of Performance:</u> <i>Enter numerical data for current level of performance in this box.</i> Black:94% 167students | <u>2013 Expected Level of Performance:</u> <i>Enter numerical data for expected level of performance in this box.</i> Black:94% 167 students | 5B.1 Students not critically thinking through problems, which would not allow the students to be successful with high complexity level questions. | 5B.1 Teachers will implement instructional practices based on the practices discussed in the PLC titled <i>The Math Practices</i> . | 5B.1 Principal Instructional Coach | 5B.1 Focus walks by administration and coaches will be used to ensure all teachers and students are implementing the math practices that will allow students to critically think though problems. | 5B.1 Administration Focus Walk forms and Coaches Logs. FCAT Benchmarks | |
| | | | 5B.2 Duval County has two adopted Math curriculums and merging the two curriculums to form fluent lessons may be challenging for the teachers. | 5B.2 Implement a 60 minute Math Workshop in all Mathematics classrooms, using the core Math curriculums (enVisions and Math Investigations). | 5B.2 Principal Math Coach | 5B.2 Focus walks by administration and coaches will be used to ensure all teachers are implementing the Math workshop models using the core Math curriculums. | 5B.2 Administration Focus Walk forms and Coaches Logs FCAT Benchmarks | |
| | | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | |

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|---|---------------------|----------|---|---|-----------------|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. | | | 5C.1. | 5C.1. | 5C.1. | 5C.1. | 5C.1. |
| <u>Mathematics Goal #5C:</u> <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> | <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. |
| | | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. |
| | | | | | | | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. | | | 5D.1. | 5D.1. | 5D.1. | 5D.1. | 5D.1. |
| <u>Mathematics Goal #5D:</u> <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> | <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. |
| | | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. |
| | | | | | | | |

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|--|--|---|---|---|---|
| Mathematics Goal #5E: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | 5E.1 Students not critically thinking through problems, which would not allow the students to be successful with high complexity level questions. | 5E.1 Teachers will implement instructional practices based on the practices discussed in the PLC titled <i>The Math Practices</i> . | 5E.1 Principal Instructional Coach | 5E.1 Focus walks by administration and coaches will be used to ensure all teachers and students are implementing the math practices that will allow students to critically think through problems. | 5E.1 Administration Focus Walk forms and Coaches Logs. FCAT Benchmarks |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | 5E.2 Duval County has two adopted Math curriculums and merging the two curriculums to form fluent lessons may be challenging for the teachers. | 5E.2 Implement a 60 minute Math Workshop in all Mathematics classrooms, using the core Math curriculums (enVisions and Math Investigations). | 5E.2 Principal Math Coach | 5E.2 Focus walks by administration and coaches will be used to ensure all teachers are implementing the Math workshop models using the core Math curriculums. | 5E.2 Administration Focus Walk forms and Coaches Logs FCAT Benchmarks |
| | | | 5E.3. | 5E.3. | 5E.3. | 5E.3. | 5E.3. |

End of Elementary School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

| High School Mathematics Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|----------|---|---|-----------------|
| 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: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---------------------|----------|---|---|-----------------|
| 3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. | | | 3.1. | 3.1. | 3.1. | 3.1. | 3.1. |
| Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> | <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 3.2. | 3.2. | 3.2. | 3.2. | 3.2. |
| | | | 3.3. | 3.3. | 3.3. | 3.3. | 3.3. |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics. | | | 4.1. | 4.1. | 4.1. | 4.1. | 4.1. |
| Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> | <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 4.2. | 4.2. | 4.2. | 4.2. | 4.2. |
| | | | 4.3. | 4.3. | 4.3. | 4.3. | 4.3. |

End of Florida Alternate Assessment High School Mathematics Goals

Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

| Algebra 1 EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|--|---|----------|---|---|-----------------|
| 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: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in Algebra 1. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Algebra 1 Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Algebra Goal #2: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

| | | | | | | | | |
|---|---|--|--|-----------|---|---|-----------------|-----------|
| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| 3A. In six years, school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | | | | | | | |
| | Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i> | | | | | | | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. | | | 3B.1. White: Black: Hispanic: Asian: American Indian: | 3B.1. | 3B.1. | 3B.1. | 3B.1. | |
| Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | | |
| | White: Black: Hispanic: Asian: American Indian: | White: Black: Hispanic: Asian: American Indian: | | | | | | |
| | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. | |
| | | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. | | |

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|--|---------------------|----------|---|---|-----------------|
| 3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1. | | | 3C.1. | 3C.1. | 3C.1. | 3C.1. | 3C.1. |
| Algebra 1 Goal #3C: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 3C.2. | 3C.2. | 3C.2. | 3C.2. | 3C.2. |
| | | | 3C.3. | 3C.3. | 3C.3. | 3C.3. | 3C.3. |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1. | | | 3D.1. | 3D.1. | 3D.1. | 3D.1. | 3D.1. |
| Algebra 1 Goal #3D: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 3D.2. | 3D.2. | 3D.2. | 3D.2. | 3D.2. |
| | | | 3D.3. | 3D.3. | 3D.3. | 3D.3. | 3D.3. |

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|--|---------------------|----------|---|---|-----------------|
| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1. | | | 3E.1. | 3E.1. | 3E.1. | 3E.1. | 3E.1. |
| Algebra 1 Goal #3E: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 3E.2. | 3E.2. | 3E.2. | 3E.2. | 3E.2. |
| | | | 3E.3. | 3E.3. | 3E.3. | 3E.3. | 3E.3. |

End of Algebra 1 EOC Goals

Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

| Geometry EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|----------|---|---|-----------------|
| 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: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in Geometry. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Geometry Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Geometry Goal #2: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

| | | | | | | |
|---|--|--|-----------|---|---|-----------------|
| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| 3A. In six years, school will reduce their achievement gap by 50%. | Baseline data 2011-2012 | | | | | |
| <u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i> | | | | | | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. | | 3B.1. White: Black: Hispanic: Asian: American Indian: | 3B.1. | 3B.1. | 3B.1. | 3B.1. |
| <u>Geometry Goal #3B:</u> <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | <u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | | | | |
| | | | 3B.2. | 3B.2. | 3B.2. | 3B.2. |
| | | | 3B.3. | 3B.3. | 3B.3. | 3B.3. |
| | | | | | | |

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|---|---------------------|----------|---|---|-----------------|
| 3C. English Language Learners (ELL) not making satisfactory progress in Geometry. | | | 3C.1. | 3C.1. | 3C.1. | 3C.1. | 3C.1. |
| Geometry Goal #3C: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | 3C.2. | 3C.2. | 3C.2. | 3C.2. | 3C.2. |
| | | | 3C.3. | 3C.3. | 3C.3. | 3C.3. | 3C.3. |
| | | | | | | | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. | | | 3D.1. | 3D.1. | 3D.1. | 3D.1. | 3D.1. |
| Geometry Goal #3D: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | 3D.2. | 3D.2. | 3D.2. | 3D.2. | 3D.2. |
| | | | 3D.3. | 3D.3. | 3D.3. | 3D.3. | 3D.3. |
| | | | | | | | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 3E. Economically Disadvantaged students not making satisfactory progress in Geometry. | | | 3E.1. | 3E.1. | 3E.1. | 3E.1. | 3E.1. |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |

Mathematics Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities | | | | | | |
|---|---------------------|----------------------------------|---|--|--|---|
| 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 |
| Common Core Math Practices | K-5 | MathCoach | School-Wide | Pre planning, Early Release Session, other sessions as needed | Instructional Focus Observations and Teacher Lesson Plans. | Principal and Math Coach |
| Disaggregate Data for RTI purposes | K-5 | Math Coach/RTI coordinator | Grade level | WOW Wednesdays and teacher planning times as needed | RTI documentation will reflect the disaggregated data | Principal and Math Coach |
| Question Writing for Pre/Post test | K-5 | Math Coach | Grade Level | WOW Wednesdays | Teachers create their own pre/post test after professional development | Principal and Math Coach |
| Inputting Data into Insight | K-2 | Math Coach | Grade Level | WOW Wednesday session | Teacher independently input data into Insight | Principal and Math Coach |
| Math Workshop Model/Lesson Planning | K-5 | Math Coach | Grade Level | WOW Wednesday session | Instructional Focus Observations and Teacher Lesson Plans. | Principal and Math Coach |
| The Gradual Release | K-5 | IST Team | School-wide | Early Release Day | Instructional Focus Observations and Teacher Lesson Plans. | IST Team |

Mathematics Budget (Insert rows as needed)

| | | | |
|--|----------------------------|----------------|-------------------------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Professional Development based on "The Gradual Release" to create independent learners. | "The Gradual Release" book | Title I/SAC | \$1500.00 |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| | | | Total: \$1500.00 |

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]).

| Elementary and Middle Science Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|--|---|---|--|--|---|--|
| 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: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. | | | 1A.1. Teacher knowledge, practice, and understanding of the new science curriculum that aligns to the standards, | 1A.1. Instructional coach will provide professional development opportunities on the use of all components of the new Science series. | 1A.1. Instructional Coaches | 1A.1. Principal and Instructional Coach will monitor the rigor in lessons and strategies. | 1A.1. Improvement on the School, District, and State Science Assessments. (Write Score, District Benchmarks, LSA's and FCAT). |
| Science Goal #1A: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| In grade 5, 34%(15) of the students will score a level 3 on the 2013 FCAT Science Assessment. | 29% (15 students) | 37% (19 students) | | | | | |
| | | | | | | | |
| | | | 1A.2. Scheduling of adequate time for Science instruction daily in all grade levels. | 1A.2. Curriculum implementation will be determined per grade based on the pacing guide | 1A.2. Principal, Instructional Coaches | 1A.2. Focus walks by administration and coaches will be used to ensure all teachers are implementing the Science Curriculum daily. | 1A.2. Administration Focus Walk forms and Coaches Logs |
| | | | 1A.3. Student's proficiency in Science. | 1A.3. Use Science Write Score testing and data to guide instruction and create RTI groups. | 1A.3. Principal, Instructional Coach and Classroom teacher. | 1A.3. Review lesson plans as well as RTI documentation and how it correlates directly to the pacing guide | 1A.3. Principal Data Check and RTI Documentation with progress shown on RTI assessments. |
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. | | | 1B.1. | 1B.1. | 1B.1. | 1B.1. | 1B.1. |
| Science Goal #1B: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| Enter narrative for the goal in this box. | Enter numerical data for current level of performance in this box. | Enter numerical data for expected level of performance in this box. | | | | | |
| | | | | | | | |
| | | | 1B.2. | 1B.2. | 1B.2. | 1B.2. | 1B.2. |
| | | | 1B.3. | 1B.3. | 1B.3. | 1B.3. | 1B.3. |

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|--|---|--|---|--|---|
| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science. | | | 2A.1. Teacher knowledge, practice, and understanding of the new science curriculum that aligns to the new standards. | 2A.1. Instructional coach will provide professional development opportunities on the use of all components of the new Science series. | 2A.1. Principal Instructional Coaches | 2A.1. Principal and Instructional Coach will monitor the rigor in lessons and strategies. | 2A.1. Improvement on the District Science Benchmarks, LSA's, and Write Score Assessments |
| Science Goal #2A: In grade 5, 4% (2) of the students will score at a level 4 or 5 on the 2013 FCAT Science Assessment increasing from 2% (1) on the 2012 administration of the Science FCAT. | <u>2012 Current Level of Performance:*</u> 2% (1 student) | <u>2013Expected Level of Performance:*</u> 4% (2 students) | 2A.2. Time Restraints in teachers schedule to implement Science in grades KG-4th grade. | 2A.2. Focus Instruction in grades KG-4 with the PYP Units of Inquiry integrated into daily scheduled reading blocks. | 2A.2. Principal, Instructional Coaches | 2A.2. Focus walks by administration and coaches will be used to ensure all teachers are implementing Science. | 2A.2. Administration Focus Walks forms, LSA's, and unit assessments |
| | | | 2A.3. Teachers implementing units not directly aligned to grade level standards. | 2A.3. Provide professional development to ensure that teachers understand which units should be taught at each grade level. | 2A.3. Science Cluster Coach | 2A.3. Provide a grade level list of units aligned to current standards so principal can monitor lesson plans for adherence. | 2A.3 Lesson plan checks/checklist. |
| | | | 2B.1. | 2B.1. | 2B.1. | 2B.1. | 2B.1. |
| 2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science. | | | | | | | |
| Science Goal #2B: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> | <u>2013Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> | 2B.2. | 2B.2. | 2B.2. | 2B.2. | 2B.2. |
| | | | 2B.3. | 2B.3. | 2B.3. | 2B.3. | 2B.3. |
| | | | | | | | |

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

| High School Science Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|---|---|---|----------|---|---|-----------------|
| 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: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Science Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Science Goal #2: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> | 2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

| Biology 1 EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|--|---|----------|---|---|-----------------|
| 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: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in Biology 1. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Biology 1 Goal #2: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

End of Biology I EOC Goals

Science Professional Development

| 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 |
| How to Enhance Science Through Reading | K – 4th | Instructional Coaches | All Science subject area teachers. | September-June | Instructional Focus Observations and Teacher Lesson Plans. | Administrators, Instructional Coaches and Magnet Instructional Coach |
| How to utilize Science tools and curriculum (FCAT 2.0) | 3 rd – 5 th | Instructional Coaches | 3 rd , 4 th , and 5 th grade teachers | September-June | Instructional Focus Observations and Teacher Lesson Plans | Administrators, Instructional Coaches, and Magnet Instructional Coach |
| | | | | | | |

Science Budget (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
|---|--------------------------|--|-----------------------------|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Aligned assessments to monitor student progress on standards | Write Score | School Instructional Supply Fund 10000 | \$1,276.80 |
| | | | |
| | | | Subtotal: \$1,276.80 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| | | | Total: \$1276.89 |

June 2012
 Rule 6A-1.099811
 Revised April 29, 2011

Writing Goals

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

| Writing Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|--|---|---|--|---|---|---------------------------------------|
| 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: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. | | | Students demonstrate a low proficiency in conventions. | Incorporate use of grammar resource materials in collaboration within the structured Writer's Workshop and student District Writing essays. | Principal, Instructional coaches | Students will peer edit other student works based on the district rubric. Students will keep a writing portfolio to track their writing progress. | District Rubric and Write Score |
| Writing Goal #1A: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| <i>51 out of 53 students scored a 3.0 or higher</i> | 62% | 52% | | | | | |
| | | | Students demonstrate a low proficiency in elaboration and organization. | Use of FCAT Anchor papers from the previous year to view and evaluate the understanding of the writing process. By students understanding the rubric first, they can then read and analyze anchor papers to become more effective writers. | Principal, instructional coaches | Use of FCAT writing anchor papers from previous years. | District Rubric and writing checklist |
| 1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing. | | | | | | | |
| Writing Goal #1B: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | | | | | | | |

Writing Professional Development

| 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 |
| Common Core Writing k-5 | K-5/Writing | Schultz Center | School Wide | Sept 27-28, Dec 6, 2012 | District Writing and Revisions | Reading Coach |
| Writing Workshop | Teachers | Kim York | K-5 Teachers | Sept 26, 2012 | Dissect Rubric and Look at Anchor Papers | Reading Coach |
| | | | | | | |

Writing Budget (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
|---|--------------------------|--|-----------------------------|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Aligned assessments to monitor student progress on standards | Writescore | School Instructional Supply Fund 10000 | \$1,276.80 |
| | | | |
| | | | Subtotal: \$1,276.80 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| | | | Total: \$1276.80 |

June 2012
 Rule 6A-1.099811
 Revised April 29, 2011

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

| Civics EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|--|---|----------|---|---|-----------------|
| 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: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in Civics. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Civics Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Civics. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Civics Goal #2: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

Civics Professional Development

| 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Civics Budget (Insert rows as needed)

| | | | |
|--|--------------------------|----------------|------------------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| | | | Total: |

End of Civics Goals

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

| U.S. History EOC Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|--|---|----------|---|---|-----------------|
| 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: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3 in U.S. History. | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. |

U.S. History Professional Development

| 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

U.S. History Budget (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
|--|--------------------------|----------------|------------------|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| | | | Total: |

End of U.S. History Goals

Attendance Goal(s)

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

| Attendance Goal(s) | | | Problem-solving Process to Increase Attendance | | | | |
|--|---|--|---|--|---|---|----------------------|
| Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Attendance | | | 1.1. School-wide initiative to encourage and motivate students to attend school daily. | 1.1. a. Monthly rewards and recognition for classrooms with perfect attendance. Monthly parties or treats for classrooms with perfect attendance, recognition on morning announcements, on school marquee, on bulletin board with class picture, and paper trophy outside of classrooms. 1.1.b. Quarterly rewards and recognition of individual students with perfect attendance. | 1.1. Student Achievement Team | 1.1. Analysis of monthly attendance report and verification with classroom teachers. | 1.1. Attendance Data |
| Attendance Goal #1: | 2012 Current Attendance Rate:* | 2013 Expected Attendance Rate:* | | | | | |
| <i>The attendance rate will increase from 52.8% (208 students) to 58% (228 students) missing less than 10 days of school.</i> | 52.8% (208) | 58% (228) | | | | | |
| | 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) | | | | | |
| | 47.5% (187) | 42.5% (167) | | | | | |
| | 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) | | | | | |
| | <i>Enter numerical data for current number of students tardy in this box.</i> | <i>Enter numerical data for expected number of students tardy in this box.</i> | | | | | |
| | | | 1.2. Monitoring of student attendance and regular communication with parents of students with excessive absences and tardiness. | 1.2. Attendance Intervention Team will contact and meet with parents of students with excessive absences and tardiness. | 1.2. Attendance Intervention Team and Administrator | 1.2. Analysis of monthly and quarterly attendance reports and verification with classroom teachers. | 1.2. Attendance Data |
| | | | 1.3. Parental cooperation with student attendance. | 1.3. Parental workshop or letter providing information about the importance of attendance, education, and the legal issues for parents of students with excessive absences/tardiness. | 1.3. Principal Guidance Counselor | 1.3. Analysis of monthly and quarterly attendance reports. | 1.3. Attendance Data |

Attendance Professional Development

| 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 Budget (Insert rows as needed)

| | | | |
|--|--------------------------|---|------------------------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount \$500 |
| To increase student attendance | Incentives | School Instructional Supply Fund 10000 | |
| | | | |
| | | | Subtotal:\$500 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| | | | Total: \$500.00 |

End of Attendance Goals

June 2012
Rule 6A-1.099811
Revised April 29, 2011

Suspension Goal(s)

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

| Suspension Goal(s) | | | Problem-solving Process to Decrease Suspension | | | | |
|---|---|---|---|--|---|---|---|
| Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Suspension | | | | | | | |
| Suspension Goal #1: <i>Decrease the total number of suspensions by 23% (3 suspensions)</i> | 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions | 1.1 Lack of school-wide behavior management systems for all areas within the school. 1.2. Discipline is often punitive and does not fully address and correct the problem behavior. 1.3 Parent awareness of expected behavior. 1.4 Students lack of problem solving skills. 1.5.Lack of daily communication with parents regarding student behavior. 1.6.Lack of parent involvement in student behavior. | 1.1.Establishment of rituals and routines and implementation of a school-wide CHAMPS program. 1.2. Increase use of behavior interventions that reduce problem behaviors and reinforce appropriate behaviors. 1.3 Provide information on CHAMPS to parents, provide parents with specific behavioral concern. 1.4 Teach problem solving and IB character traits to students and parents. 1.5. Continue school wide implementation of behavior flip chart system for primary grades, and behavior clip boards for intermediate grades. Citizenship grades will be recorded daily using students’ agenda. 1.6. Classroom teachers contact parents promptly to make aware of behavior patterns; mandatory conference with parent before suspension. | 1.1.Foundations team and Administration 1.2. RtI Leadership Team 1.3Classroom teacher during orientation and conferences. 1.4Foundations team 1.5. Foundations Team, Administration 1.6.Administration | 1.1.Monthly Foundations Team meetings and analysis of suspension and climate survey data 1.2. Classroom teacher will track and document student behavior and discuss with RtI Leadership Team. 1.3 Improvement in students’ behavior . 1.4 Reduction in number of arguments fights. Increase use of problem solving skills. 1.5.Administrator and classroom teachers will monitor classroom management strategies and check for documentation of parent communication. 1.6. Follow up conference with Administration if there is no change in behavior . | 1.1.Surveys and observations 1.2 Tracking sheets 1.3 Daily agenda classroom behavior chart, classroom referral, school referrals 1.4Record observed positive behavior 1.5.Climate surveys and Foundations surveys 1.6. Suspension data |
| | 8 | 7 | | | | | |
| | 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School | | | | | |
| | 4 | 3 | | | | | |
| | 2012 Total Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions | | | | | |
| | 5 | 3 | | | | | |
| | 2012 Total Number of Students Suspended Out- of- School | 2013 Expected Number of Students Suspended Out- of-School | | | | | |
| | 9 | 8 | | | | | |

Suspension Professional Development

| 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 |
| School wide champs training | All Grade Levels | Foundations Team | All teachers | Pre-planning training and Early release training | Monitor teachers for effective use of strategies in classroom all other areas of school | Foundations team and Administration |
| | | | | | | |
| | | | | | | |

Suspension Budget (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
|--|--------------------------|----------------|------------------|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | otal: |

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

| Dropout Prevention Goal(s) | | | Problem-solving Process to Dropout Prevention | | | | |
|--|--|---|---|----------|---|---|-----------------|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Dropout Prevention | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Dropout Prevention Goal #1: <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i> | 2012 Current Dropout Rate:* | 2013 Expected Dropout Rate:* | | | | | |
| | <i>Enter numerical data for dropout rate in this box.</i> | <i>Enter numerical data for expected dropout rate in this box.</i> | | | | | |
| | 2012 Current Graduation Rate:* | 2013 Expected Graduation Rate:* | | | | | |
| | <i>Enter numerical data for graduation rate in this box.</i> | <i>Enter numerical data for expected graduation rate in this box.</i> | | | | | |
| | | | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

Dropout Prevention Professional Development

| 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Dropout Prevention Budget (Insert rows as needed)

| | | | |
|--|--------------------------|----------------|------------------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| | | | Total: |

End of Dropout Prevention Goal(s)

Additional Goal(s)

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

| Additional Goal(s) | | | Problem-Solving Process to Increase Student Achievement | | | | | | | | | |
|--|------------------------------|-------------------------------|---|---|--|---|--|---|--|--|--|-------------------------------------|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | | | | |
| 1. Additional Goal | | | 1.1. Poor student attendance. | 1.1. Monitor student attendance regularly and report to AIT. AIT will contact and meet with parents of students with poor attendance patterns. AIT will notify school principal for follow-up | 1.1. Student Achievement Team | 1.1. Attendance reports will be ran and analyzed regularly. | 1.1. Genesis attendance report of all student absences, excused and unexcused. | | | | | |
| Additional Goal #1: | <u>2012 Current Level</u> :* | <u>2013 Expected Level</u> :* | | | | | | | | | | |
| <i>To increase the promotion rate from 83.3% (348) to 90.1% (355) of the total student population.</i> | 83.3% (348) | 90% (355) | | | | | | | | | | |
| | | | | | | | | 1.2. Parents unaware of tutoring options for their children. | 1.2. Offer opportunities for parents to learn more about Supplemental Educational Services (SES) that are available to them. | 1.2. Student Achievement Team and Administration | 1.2. Survey parents before and after information sessions | 1.2. Surveys |
| | | | | | | | | 1.3. Students not passing fair, not meeting 54% requirement on the last fair assessment (K-3) and FCAT. | 1.3. Ongoing targeted progress monitoring specific to student deficits. | 1.3. Reading and Math coaches | 1.3. Analyze data from benchmark testing, fair testing, scrimmages, pre and post tests | 1.3. Results of various assessments |
| | | | 1.4. Lack of opportunity for students to remediate failing grades in core subjects. | 1.4. Students will be given the opportunity to remediate course work in Compass Odyssey. | 1.4. Compass Odyssey Teacher, classroom teacher, IST | 1.4. IST communicating and meeting with Compass Odyssey teacher to determine student progress level | 1.4. Student grades | | | | | |
| | | | 1.5. Students suspected of needing additional support and services not being readily identified | Begin RtI process immediately upon knowledge of student lack of performance on assessments. | 1.5. Classroom teachers and IST | 1.5. Collaboration among classroom teachers and RtI Leadership Team. | | | | | | |

Additional Goal(s) Budget (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
|--|--------------------------|----------------|------------------|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| | | | Total: |

End of Additional Goal(s)

Final Budget (Insert rows as needed)

| | |
|--|-----------------------------|
| Please provide the total budget from each section. | |
| Reading Budget | Total: \$4890.00 |
| CELLA Budget | Total: |
| Mathematics Budget | Total: \$1500.00 |
| Science Budget | Total: \$1276.89 |
| Writing Budget | Total: \$1276.80 |
| Civics Budget | Total: |
| U.S. History Budget | Total: |
| Attendance Budget | Total: \$500.00 |
| Suspension Budget | Total: |
| Dropout Prevention Budget | Total: |
| Parent Involvement Budget | Total: |
| STEM Budget | Total: |
| CTE Budget | Total: |
| Additional Goals | Total: |
| | Total: |
| | Grand Total: 9442.00 |

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK*, this will place an "x" in the box.)

| School Differentiated Accountability Status | | |
|---|--------------------------------|---|
| <input type="checkbox"/> Priority | <input type="checkbox"/> Focus | <input checked="" type="checkbox"/> Prevent |
| | | |

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

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 members 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 No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.

The School Advisory Council (SAC) has an important function for the success of Rufus E. Payne Elementary. The council meet the third Thursday of each month during the school year. Listed below are some of the functions of the SAC>

- Participating in planning and monitoring of the school improvement plan, building, and grounds
- Initiating activities or programs that generate cooperation between the community and the school
- Recommend different support services for the school
- Performing other functions as requested by the principal

Describe the projected use of SAC funds.

| | Amount |
|--|-----------|
| Provide extra academic support to students who are working below, on, or above the standard. | \$1500.00 |
| Approved supplemental teaching supplies and resources, as needed for teachers | \$1500.00 |
| | |

June 2012

Rule 6A-1.099811

Revised April 29, 2011