

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: NEW BERLIN ELEMENTARY SCHOOL

District Name: Duval

Principal: Wanda Reese

SAC Chair: Susan Tucker

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/21/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Lawanda Polydore	Educational Leadership Elementary, Education, (grades 1 - 6), Gifted, Endorsement	2	2	2012 –School Grade "A" Total Points 604 a 40% increase from 2011 67% proficient in Reading 73% proficient in Math 85% proficient in Writing 4% Increase 71% proficient in Science 8% Increase 73% Reading Gains 1% increase 84% Math Gains 25% increase Bottom Quartile Math 76% Making Learning Gains 20% increase Bottom Quartile Reading 75% Making Learning Gains 17% increase
		Bachelors In Elementary			2012 –School Grade "A" Total Points 604 a 40% increase from 2011 67% proficient in Reading 73% proficient in Math 85% proficient in Writing 4% Increase 71% proficient in Science 8% Increase 73% Reading Gains 1% increase 84% Math Gains 25% increase Bottom Quartile Math 76% Making Learning Gains 20% increase Bottom Quartile Reading 75% Making Learning Gains 17% increase

Principal	Wanda Reese	Education: Minor Early Childhood, Masters Educational Leadership Principalship	3	9	2011 School Grade "A"- Total Points 564 27% Increase 86% proficient in Reading 84% proficient in Math 81% proficient in Writing 26% Increase 63% proficient in Science 14% Increase 72% Reading Gains 66% Math Gains Bottom Quartile Math 56% Making Learning Gains Bottom Quartile Reading 58% Making Learning Gains Economically Disadvantaged did not meet the math goals. All other sub groups met the targets of 79% proficient in reading and 80% proficient in math.
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Principal will regularly meet with new teachers.	Principal	June 2013	
2	2. New teachers will be assigned a buddy/mentor.	Assistant principal and teachers	June 2013	
3	3. Professional Development will be offered to new teachers' to provide support in school wide systems, curriculum, and technology.	District	June 2013	
4	4. All Novice teachers will complete 30 hour district reading course, Foundations, and technology training	District	June 2013	
5	5. Teachers will participate in weekly grade level meetings and monthly Professional Learning Communities to collaborate with teachers, analyze student work, and discuss teaching strategies.	PLC Leaders and grade level chairs	June 2013	
6	6. District Cadre will support the new teachers by modeling lessons, helping with lesson plans, instructional strategies and provide curriculum training.	District Cadre Personnel	June 2013	
7	7. Teachers will participate in professional book studies.	PLC Leaders and grade level chairs	June 2013	
8	8. Teachers will be recognized for outstanding achievements/accomplishments	Principal and Assistant Principal	June 2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly	Provide the strategies that are being implemented to support the staff in becoming highly effective
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effective.	
All teachers are highly qualified at this time. All paraprofessionals are highly effective	

## Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
62	6.5%(4)	43.5%(27)	14.5%(9)	14.5%(9)	30.6%(19)	87.1%(54)	0.0%(0)	1.6%(1)	48.4%(30)

## 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
Kimberly McSwain	Gloria Warren	Miss Warren is a new teacher and worked with Mrs. McSwain as an intern. Mrs. McSwain is CET Trained, has proven FAIR & FCAT Data, years of experience, successful student progress	The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed.
Trishalee Catz	Melissa Argenzio	Miss Argenzio is a new teacher and worked with Mrs. Catz as an intern. Mrs. Catz is CET trained, has proven FCAT Data and years of experience teaching math and science. She has shown successful student growth.	The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed.
Katie Burns	Atlanta Dick	Mrs. Burns is CET trained and is an experienced teacher. She has proven data and has shown successful student growth.	The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed with MINT program.
Marsha Medders	Julie Bott	Ms. Bott is an experienced teacher who is new to New to New Berlin. Mrs. Medders has proven student success and is an experienced teacher.	The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed.

Lindsey Breedlove	Angela Davis	Ms. Davis is an experienced teacher who is new to New Berlin. Mrs. Breedlove has proven student success and is familiar with New Berlin's policies and procedures.	The mentor will meet weekly will model for mentee and observe lessons modeling, lesson plans, reviewing data and planning strategies, role model, review school-wide systems, teach protégé skills. The district cadre person will also provide feedback and give support with curriculum and instruction.
Lacy Harbison	Marisa Negrón	Miss Negrón is an experienced guidance counselor coming to New Berlin from another Florida county. Miss Haribson is an experienced ESE teacher with the extensive background knowledge in district and school ESE policies.	The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies and provide assistance as needed.
Heather O'Reilly	Adam Przymylski	Mr. Przymylski is an experienced teacher who is returning to New Berlin as a classroom teacher. He will need support in math and science. Mrs. O' Reilly has proven FCAT scores and has been teaching math and science for the past 2 years and New Berlin.	The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies.
Frank Nettles	Raney Manning	Ms. Manning is an experienced teacher who is new to New to New Berlin. Mr. Nettles has proven student success.	The mentor and mentee will meet biweekly to review school-wide systems, discuss curriculum, evidence based strategies.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.

The MTSS/RTI Leadership team includes these key positions:

- Wanda Reese Principal
- Lawanda Polydore, Assistant Principal
- Britt Matson – 4th Grade Teacher
- Jill Evans – Kindergarten Teacher /PDF Coordinator) & Foundations Co-Leader
- Marisa Negron - Guidance Counselor
- Lacy Haribison - ESE Teacher RTI Lead Teacher
- Sandra Woodward– ESE Teacher
- Sarah Pabon - Foundations Lead Teacher
- Caroline McConaughy, 5th Grade Teacher

Denise Soles, 2nd Grade  
Debbie Stevens – 3rd Grade

Wanda Reese, Principal / Lawanda Polydore, Assistant Principal: Leads the RTI team and provides vision for the use of data-based decision-making; ensures that the school-based team is implementing RTI; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RTI implementation; and communications with parents regarding school-based RTI plans and activities.

Sarah Pabon & Jill Evans- Foundations Team Co-Chairs: 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.

Marisa Negron-School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students: organizes MRT meetings, works with teachers to provide support for the students' academic, emotional, behavioral and social success; provides consultation services to general and special education teachers, parents, and administrations; provides group and individual student interventions; and conducts direct observation of student behavior.

ESE Teachers - Participates in data collections, integrates core instructional activities, materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

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

The MTSS/RTI Leadership Team will meet every other Wednesday morning to engage in the following activities;

- Review/analyze data
- Analyze school-wide data
- Review MTSS/RTI student Intervention Plans
- Progress monitor students in Tier II and Tier III
- Meet with teachers to discuss individual student progress
- Review CPST grade level minutes
- Share best practices
- Problem solve
- Identify and plan professional development needs
- Work on building consensus and increasing infrastructure
- Evaluate implementation of RTI and Workshop Model

In addition the Leadership Team which includes the principal, assistant principal, school instructional coach meets biweekly to monitor the process of CPST teams, grade level teams, professional learning teams as well as monitor the systems in place and determines next steps.

Collaborative Problem Solving Teams will meet biweekly. The Problem Solving Model will be used 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.

The MTSS/RTI Leadership Team developed a CPST form for all teachers to use that details the Problem Solving Model. The four steps of the Problem Solving Model are:

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

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

The RTI team met during the summer to review and analyze school data and provide input in the development of the School Improvement Plan. The draft SIP will be presented to the SAC (School Advisory Council) for review and recommendations. The

Leadership Team will finalize the plan.

The MTSS/RTI team met during the summer to review and analyze school data and provide input in the development of the School Improvement Plan. The draft SIP will be presented to the SAC (School Advisory Council) for review and recommendations. The Leadership Team will finalize the plan.

The School Improvement Plan will be the guiding document for the work of the school. The MTSS/RTI/Leadership Team will regularly revise and update the plan as needed based on the needs of the students.

#### 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.

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Duval County Benchmarks
- Duval County Timed Writing Assessments
- Duval County Math/Science Formatives/Summatives
- K-3 Literacy Assessment System
- Diagnostic Reading Assessment (DRA2)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Reading Assessment (DRA2)
- Duval County Benchmarks
- Progress Monitoring Assessments
- Duval County Timed Writing Assessments
- Duval County Math/Science Formatives/Summatives
- Progress Monitoring and Reporting Network (PMRN)
- K-3 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- Florida Assessment for Instruction in Reading (FAIR)

Describe the plan to train staff on MTSS.

Professional development will be held on the first early release Wednesday of every month. The MTSS/RTI Team will attend district staff development and redeliver the training to the staff. MTSS/RTI professional development will take place on early release days by RTI Facilitator/district staff. In addition, workshops and district training will be provided after school or during the workday as well as during faculty meetings. The school's professional development plan supports continuous learning for all educators that result in increased student achievement. Each grade level will submit a plan on how they are going to implement MSTT/RTI..

The school professional development teams will embed the following in their meetings:

- Consensus Building
- Analyze student work
- Progress monitoring
- Observe peers/classroom observations
- Book Studies
- Action Research
- Collaborative planning
- Lesson Studies (CLC)
- Discuss alternative teaching techniques and practices addressing the needs of all students

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- Analyze student work

- Progress monitoring
- Observe peers/classroom observations
- Book Studies
- Action Research
- Collaborative planning
- Lesson Studies (CLC)
- Discuss alternative teaching techniques and practices addressing the needs of all students

Describe the plan to support MTSS.

The RTI Leadership Team will meet bimonthly to assess, evaluate, and monitor students who are referred. Focus walks will be utilized to monitor lesson plans, student data, process monitoring of Tier II and Tier III students. Feedback will be given to individual teachers and the leadership team. Materials will be purchased, if necessary to support students in need of interventions. The RTI team will meet with teachers of students who are not successful with the intervention to make sure that appropriate data has been collected in case the child needs ESE services.

In addition, the leadership team will monitor the school RTI plan by attending grade level team meetings to ensure that Problem Solving Model using RIOT/ICEL is being used.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Wanda Reese, Principal  
 Lawanda Polydore, Assistant Principal  
 Pauline Gonzales, Second Grade Teacher (Reading Lead Teacher for Team)  
 Katie Burns – Kindergarten  
 Heather Callejas - Kindergarten  
 Lindsey Breedlove – First Grade  
 Amy Breidenstein – Second Grade  
 Brenda Elliott – Third (Reading Lead)  
 Janice Williams- Third (Reading Lead)  
 Jezmyn Meide – Fourth  
 Lauren Jennings Blanton -Fourth Grade  
 Laura West – Fifth Grade

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

The LLT meets monthly in a vertical team representing kindergarten-fifth grade teacher to:

- Establish a literacy vision for the school.
- Refine a shared language of literacy
- Deepen the team commitment to the achievement of all students
- Refine teaching practices in light of the needs of the students
- Develop professional development opportunities that match the school's literacy vision and needs.
- Support the administration by providing multiple voices that represent the staff.
- Create structures to assess and develop plans for cohesive curriculum across grades.
- Evaluate the curriculum
- Analyze all test data, including disaggregating FAIR Data, monitor subgroups not making AYP
- Discuss curriculum issues and strategies

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

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

The LLT focus this year will be the implementation of Common Core Standards in K-2 grades. The team will participate in school & district workshops and redeliver this information to the staff. The team will take a vital role in helping teachers unpack the CCSS and help to build capacity among the staff.

In addition, the team will monitor the progress of all subgroups and identify critical needs based upon the reading data. To develop a plan to incorporate literacy across all curriculum including technology. Implementation of the Million Word



Campaign, Develop a plan of action to implement the district initiative Read if Forward Jax. Provide targeted staff development in reading and RTI.

Delivery of Based Core Program with

- o Fidelity
- o Intensity
- o Passion
  - Instruction, Curriculum & Assessment
  - Support the facilitation of the examining student work
  - Professional Learning/Collaboration
  - Facilitate professional learning
  - Plan Million Word Reading Campaign and incentives
  - Organize Literacy Week

## Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

### \*High Schools Only

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

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

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

## Postsecondary Transition

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The percent of students scoring Level 3 on FCAT READING will increase from 28% (134) to 31% (160).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (134) Scoring Level 3	31%(160) will be proficient in reading

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Students entering FCAT tested grades reading below grade level. Lacking comprehension needed to analyze literary, informational text, and apply reading application strategies.	1A.1. School wide K-5 Response to Intervention time is built into our daily schedules to provide for differentiation in the reading curriculum 1.	1A.1. Classroom Teachers ESE Teachers	1A.1. Data from benchmark testing and FCIM pre and post tests.	1A.1. Focus Walk to view lesson plans and MTSS/ RTI notebook. Bi-weekly CPST and RTI Leadership team meeting notes.
2	1A.2 Students lack of reading stamina, needing more practice with independent reading and meeting school wide reading campaign goals..	1A.2.Students will participate in daily independent reading activities using appropriate leveled text and will be required to read 20 minutes at home.	1A.3. Classroom teachers/administration.	1A.3. Sign-in sheets and student agendas will be used to acknowledge teacher/ parent communication.	1a.3. Track economically disadvantaged students' to see if they are consistently participating in the free school remediation sessions, and if the results show evidence of improvement.  Administration will use OnCourse to track the number of parents logging on to view grade:
3	1A.3. Lack of parental involvement of economically disadvantaged students in the intermediate grades. Getting parents to utilize communication tools and free tutoring services provided by the school.	1A.3. Teachers communicating with parents via grade level website, monthly/weekly newsletters and providing incentives to students who participate in before or after school remediation. The district messaging system Parent Link will be used to notify parents of school-wide	1A.3. Classroom teachers/administration.	1A.3. Sign-in sheets and student agendas will be used to acknowledge teacher/ parent communication.	1a.3. Track economically disadvantaged students' to see if they are consistently participating in the free school remediation sessions, and if the results show evidence of improvement.

		activities.			Administration will use OnCourse to track the number of parents logging on to view grade:
4	1.2. Students lack of reading stamina.	1.2. Students will participate in daily independent reading activities using appropriate leveled text and will be required to read 20 minutes at home.	1.2. Classroom teachers/students	1.2. Teachers will require students to show evidence of reading strategies during independent reading through readers' response journals, conferencing, and author's chair.	1.2. Readers' Response Journals, Book Logs, and teacher conference
5	1.3. Lack of parental involvement in the intermediate grades. Parents not utilizing communication tools provided by the school.	1.3. Teachers communicating with parents via grade level website, monthly/weekly newsletters and providing incentives to students for parent participation. The district messaging system Parent Link will be used to notify parents of school-wide activities.	1.3. Classroom teachers, and administration	1.3. Sign-in sheets and student agendas will be used to acknowledge teacher/parent communication. Students will earn incentives when parents access a school base website.	1.3. Administration will use OnCourse to track the number of parents logging on to view grade:

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	To increase the number of students scoring a Level 4 from 3% (185) to 41% (213).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(185) scored Level 4/Level 5 on the 2009_2010 FCAT assessment.	41% (213) will score a Level 4/5.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Students need more differentiated and small group instruction by the classroom teacher utilizing a variety of texts.	2A.1. Guided reading and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small groups with a major focus on the 2011-2012 FCAT data (reading application, constructs meaning from literature and informational text, and literary analysis).	2A.1. Teachers and administration	2A.1. Increased DRA, benchmark scores, and 3rd grade FAIR scores.	2A.1. DRA II, benchmark assessments, FAIF and Houghton Mifflin Core Curriculum.
2	2A.2. Students not challenged in levels of complexity based on questioning and Webb's Depth of Knowledge.	2A.2. Teachers will model using higher level questioning and help students to use higher level of cognitive thinking when reading a text.	2A.2. Classroom teachers	2A.2. Students will be able to answer higher level questions that will be reflected on teacher made/core materials assessments and through teacher observations.	2A.2. DRA II , Houghton Mifflin Core Assessments district assessments
3	2A.3 Lack of parental involvement in the intermediate grades. Getting parents to utilize communication tools provided by the school.	2A.3 Teachers communicating with parents via grade level website, monthly/weekly newsletters and providing incentives to students for parent participation. The district messaging system Parent Link will be used to notify parents of school-wide activities.	2A.3 Classroom teachers and administration	2A.3 Sign-in sheets and student agendas will be used to acknowledge teacher/parent communication.	2A.3 Administration will use On Course to track the number of parents logging on to view grades
4	2.1. Students need more differentiated and small group instruction by the classroom teacher.	2.1. Guided reading and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small groups with a major focus on the 2010-2011 FCAT data (literary analysis-fiction and non fiction, informational text/research process, and constructs meaning from informational text).	2.1. Teachers and administration	2.1. Increased DRA scores, moving students through gradient of text	2.1. DRA and Houghton Mifflin Core Curriculum
5	2.2. Students not challenged in levels of complexity based on Webb's Depth of Knowledge	2.2. Teachers will use higher level questioning and help students to use higher level of cognitive thinking when reading a text.	2.2. Classroom teachers	2.2. Students will be able to answer higher level questions that will be reflected on teacher made/core materials assessments and through teacher observations	2.2. DRA II , Houghton Mifflin Core Assessments district assessments
6	2.3. Lack of parental involvement in the intermediate grades. Getting parents to utilize communication tools provided by the school.	2.3. Teachers communicating with parents via grade level website, monthly/weekly newsletters and providing incentives to students for parent participation. The district messaging system Parent Link will be used to notify parents of school-wide activities.	2.3. Classroom teachers, and administration.	2.3. Sign-in sheets and student agendas will be used to acknowledge teacher/parent communication. Students will earn incentives when parents access a school base website.	2.3. Administration will use OnCourse to track the number of parents logging on to view grades

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

of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	In grades 3-5, 76% (396) of the students tested will make learning gains on the 2013 FCAT assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (355)	76% (396)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Students need more differentiated and small group instruction by the classroom teacher utilizing a variety of texts.	3A.1. Guided reading and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small groups with a major focus on the 2011-2012 FCAT data (reading application, constructs meaning from literature and informational text, and literary analysis).	3A.1. Teachers and administration	3A.1..Increased DRA, benchmark scores, and 3rd grade FAIR scores.	3A.1.DRA II, benchmark assessments, FAIF and Houghton Mifflin Core Curriculum.
2	3A2. Teachers new to school, grade level, or profession. 3a.3. Frequent absences, tardiness, or early dismissal hinders student growth.	3A2.Professional Development and mentoring by experienced teachers.	3A.2. Classroom Teachers and administration	3A.3. Increase attendance	3A.3. Attendance records via On course.
	3A.3 Frequent absences, tardiness, or early dismissal hinders student	3A.3. Closely monitor attendance records and ensure that parents are	3A 3.Administrator	3.A.3.Increased attendance.	3A.3.Attendance records via Oncourse.

3	growth.	aware that absences and tardiness can hinder their child's academic progress.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	In grades 3-5, 78% (211) of the lowest 25% will make learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(165)	78( 211)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Students entering FCAT tested grades reading below grade level. Lacking comprehension needed to analyze reading literary and informational text.	4A.1. Develop a Focus Calendar to target specific FCAT benchmarks and FAIR data that help differentiate instruction to target comprehension skills. Continued implementation of MTSS/ Rtl during designated block of time.	4A.1. Classroom Teachers	4A.1. Teacher will administer pre and post tests for each FCIM benchmark and use the data to plan for additional instruction.	4A.1. FCIM pre and post tests, district administered assessments, and FAIR testing.
2	4.2 4a.2 Lack of reading stamina.	4a.2. Students will participate in daily independent reading activities using appropriate leveled text and will be required to	4a.2. Classroom teacher/students	4a.2. Teachers will require students to show evidence of reading strategies during independent reading through readers'	4a.2. Readers' Response Journals Book Logs, and teacher conference notes.

		read 20 minutes at home.		response journals, conferencing, and author's chair.	
3	4a3. Frequent absences, tardiness, or early dismissal hinders student growth.	4a3. Closely monitor attendance records and ensure that parents are aware that absences and tardiness can hinder their child's academic progress.	4a3. Administration	4a 3. School wide attendance incentive program.	4a3. Attendance records via On course.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # To increase the numbers of students proficient in reading from 67% to 69%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67%	73%	78%	81%	83%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The percent of WHITE students scoring Level 3+ on FCAT READING will increase from 76% (238) in 2012 to 78% (263) in 2013.  The percent of BLACK students scoring Level 3+ on FCAT READING will increase from 54% (55) ion 2012 to 56% (62) in 2013.  The percent of HISPANIC students scoring Level 3+ on FCAT READING will increase from 68%(24) to 71% (26)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 45%(84) White: 76% (238) Black: 54% (55) Hispanic: 68%(24) Asian: NA American Indian: NA	Black: 68% White: 78% (263) Black: 56% 62) Hispanic: 71% (26) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. White: Students entering FCAT tested grades reading below grade level. Lacking comprehension needed to analyze reading literary and informational text.  Black: Students entering FCAT tested grades reading below grade level. Lacking comprehension needed to analyze reading literary and informational text.  Hispanic: Students need additional experiences with	5B.1. Develop a Focus Calendar to target specific FCAT benchmarks and FAIR data that help differentiate instruction to target comprehension skills. Continued implementation of MTSS/ RtI during designated block of time  Increase access to text/reading opportunities within the home through school library	5B.1. Classroom teachers	5B.1. Teacher will administer pre and post tests for each FCIM benchmark and use the data to plan for additional instruction.	5B.1. FCIM pre and post tests, district administered assessments, and FAIR testing.

	vocabulary development Asian: NA American Indian: NA	checkout ,classroom library checkout ,book give-away events, etc.			
2	5B.2. Students need additional experiences with vocabulary development.	5B.2. In order for students to receive additional experiences with vocabulary development teachers will utilize Marzano's vocabulary strategies as well as core curriculum vocabulary strategies.	5B.2. Reading Coach Classroom Teachers	5B.2. CTEM observations Lesson plan review PLC review of FAIR data	5B.2. Observation data FCAT Data PMRN Reporting PLC Meeting
3	5C.3. Students need additional independent reading practice.	5C.3. In order for students to independently practice reading teachers will engage students in the Daily Five, Scholastic Reading Counts and the Sunshine State Young Reader Program.	5C.3. Reading Coach Classroom Teachers	5C.3. Observations Lesson plan review Student self monitoring tools	5C.3. iObservation data FCAT data PLC meeting notes SRC Progress Report Reading log

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The percent of SWD students scoring Level 3+ on FCAT READING will increase from 61%% (39) in 2012 to 62% (40) in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (39)	62% (40)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Students need additional targeted reading interventions to achieve grade level reading proficiency.	5C.1. In order for students who need additional targeted reading interventions to achieve grade level reading proficiency; trained specialists will implement Reading Mastery or other explicit protocol.	5C.1. ESE teachers  Speech and Language Pathologist Intervention Support Specialist Reading Coach	5C.1. FAIR data FCAT data	5C.1. Observation PMRN reporting
2	5C. 2 Student Engagement	5C. 2 Differentiated Instruction	5C.2 Administration, Guidance Counselor	5C.2 Tracking number of students engaged	5C.2 Classroom Observations
3	5D.3. Students reading below grade level.	5D.3. Differentiated Instruction , Tier 2 & Tier 3 instruction with ESE teacher	5D.3. ESE teachers  Speech and Language Pathologist Intervention Support Specialist Reading Coach	5D.3. Progress monitoring of data	5D.3. Classroom Observations, FAIR, DRA, FCAT , Formative and Summative Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The percent of ED students scoring Level 3+ on FCAT READING will increase from 55% (83) in 2012 to 57% (81) in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (83)	57 (81)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1.  Students have limited literary and academic vocabulary	5E.1. Explicit instruction of academic and literary vocabulary including the use of interactive word walls Use of concrete materials, relevant experiences, Discovery Ed. and web-based virtual field trips to strengthen background knowledge and deepen connections to new vocabulary Read-alouds, think alouds using non-fiction text Explicit modeling of the use of inference and context clues when encountering new vocabulary.	5E.1. Classroom Teachers Leadership Team	5E.1. Diagnostic analysis of FAIR data (TDI) to determine specific areas of focus. Use of ongoing progress monitoring materials from FAIR. Collaborative planning and data analysis during PLCs Grade level Data Walls to monitor progress.	5E.1.  Rubrics Formative assessments Observations Lesson Plans
	5E. 2.  Students have limited use of reading strategies	5E. 2. FCIM Lessons on specific comprehension strategies	5E.2. Classroom Teachers	5E.2. Diagnostic analysis of FAIR data (TDI) to	5E.2.  Rubrics Formative

2	to support comprehension	Non-fiction responses reflect analysis and abstract reasoning. Teaching with concrete materials/and experiences Use "Accountable Talk" for Learning" to increase engagement and strengthen rigor.	Leadership ESE Leadership Team	determine specific areas of focus. Use of ongoing progress monitoring materials from FAIR. Collaborative discussion during PLCs and data analysis of formative assessments Use of RtI team and implementation procedures to target students needing specific strategies. Grade Level data charts/walls	assessments Observations Lesson Plans ESE PLC Minutes
3	5E. 3. Student Engagement	5E. 3. Differentiated Instruction	5E. 3. Administration, Guidance Counselor,	5E. 3. Tracking number of students engaged	5E. 3. Classroom Observations

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
RTI – Progress Monitoring/Data Collection	K-5	RTI Leadership Team	School-wide	August 13,2012 Early Release Days	RTI Notebooks, Focus Walks	RTI Leadership Team Wanda Reese Lawanda Polydore
Complex Process of Reading	K-5	District Staff	Novice Teachers	District Scheduled	Lesson Plans, Observations	Wanda Reese Lawanda Polydore
Reading Vertical Learning Communities	K-5	Pauline Gonzales Brenda Elliott Janice Williams	School-wide	Early Release Days	Agendas, minutes, Lesson plans	Pauline Gonzal Brenda Elliott Janice Williams Wanda Reese Lawanda Polydore
Common Core Standards	K-5	District Workshop Assistant Principal	School-wide	Early Release Days	Implementation of standards documented through lesson plans	Wanda Reese Lawanda Polydore

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To provide more nonfiction leveled text to use during small group instruction and for independent reading.	To be purchased	School – Boosterthon Fun Run	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$5,000.00</b>

*End of Reading Goals*

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			To increase the number of ELL students proficient in listening/speaking by 2% 52 (9)		
2012 Current Percent of Students Proficient in listening/speaking:					
50% (7)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Non-English-speaking parents who may not be able to get involved in their child's school and unable to help them at home.	1.1. Provide materials in multiple languages	1.1. Administration	1.1. 1 Diagnostic analysis of FAIR data (TDI) to determine specific areas of focus. Use of ongoing progress monitoring materials from FAIR. Collaborative planning and data analysis during PLCs Grade level Data Walls to monitor progress.	1.1. Rubrics Formative Assessments Observations Lesson Plans Grade Level minutes
2	1.2. Not having the resources to provide non-English speaking students materials in their language.	1.2. The teacher must make sure the students clearly understand the meanings of words by providing visuals. Purchase more materials in different languages.	1.2. Classroom Teacher	1.2. Review lesson plans and classroom observations	1.2. Lesson plans/assessments
3	1.3. Difficulty determining if a child is having difficulty in school because of a language barrier or a learning disability.	1.3. To use district resources to help identify students having learning problems. Take students through the RTI process.	1.3. Classroom Teacher Administration	1.3. RTI process, creating intervention plan, progress monitoring, and data.	1.3. Data Charts Progress Monitoring/Intervention Plan

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

2. Students scoring proficient in reading.

CELLA Goal #2:

To increase the number of students in reading by 2% 45%(8)

2012 Current Percent of Students Proficient in reading:

43% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students have limited literary and academic vocabulary	2.1 Explicit instruction of academic and literary vocabulary including the use of interactive word walls Use of concrete materials, relevant experiences, Read-alouds, think alouds using non-fiction text. Explicit modeling of the use of inference and context clues when encountering new vocabulary.	2.1 Classroom Teachers Leadership Team	2.1 Diagnostic analysis of FAIR data (TDI) to determine specific areas of focus. Use of ongoing progress monitoring materials from FAIR. Collaborative planning and data analysis during PLCs Grade level Data Walls to monitor progress.	2.1 Rubrics Formative assessments Observations Lesson Plans Grade level PLC Minutes
2	2.2. Not having the resources to provide non-English speaking students materials in their language	2.2 The teacher must make sure the students clearly understand the meanings of words by providing visuals. Purchase more materials in different languages.	2.2. Classroom Teacher	2.2. Review lesson plans and classroom observations	2.2. Lesson plans/assessments
3	2.3. Difficulty determining if a child is having difficulty in school because of a language barrier or a learning disability	2.3. The teacher must make sure the students clearly understand the meanings of words by providing visuals. Purchase more materials in different languages.	2.3. Classroom Teacher	2.3. Review lesson plans and classroom observations	2.3. Lesson plans/assessments

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

3. Students scoring proficient in writing.

CELLA Goal #3:

To increase the number of students proficient in writing by 2% 38 (7)

2012 Current Percent of Students Proficient in writing:

36% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1 Non-English-speaking parents who may not be able to get involved in their child's school and unable to help them at home.	2.1. Provide materials in multiple languages	2.1. Administration	2.1. 1 Diagnostic analysis of FAIR data (TDI) to determine specific areas of focus. Use of ongoing progress monitoring materials from FAIR. Collaborative planning and data analysis during PLCs Grade level Data Walls to monitor progress.	2.1. Rubrics Formative Assessments Observations Lesson Plans Grade Level mintues
2	2.2 Students have difficulty generating and elaborating on ideas in writing due to limited background knowledge	2.2 The Writing Process will be used, allowing students to continue revising and elaborating upon their ideas. Concrete materials and experiences will be used during instruction to assist students in generating	2.2 Grade level teams and coaches	2.2 Teams will analyze writing prompts through collaborative scoring during biweekly PLC meetings using the Six Traits rubrics.	2.2 Rubrics, District Prompts, 4th Grade FCAT Writes, Collier Writes for grades 2, 3, & 5
3	2.3. Teachers lack a clear understanding of what ELL students can generate in writing by the end of their grade level.	2.3. Use of collaborative scoring during grade level PLC meetings, as well as vertical and horizontal communication Additional professional development will be provided on the Six Traits of Writing and scoring writing using a rubric.	2.3. Grade Level Teams, Leadership	2.3. Teams will analyze writing prompts through collaborative scoring during biweekly PLC meetings using the scoring rubrics Classroom Walkthroughs will be conducted to monitor the effectiveness of writing instruction, and plans will be reviewed weekly by the Team.	2.3. Formative Assessments District Writing Prompts

CELLA Budget:

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



# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal #1a:	The percent of students scoring Level 3 on FCAT MATH will increase from 30% (147) in 2012 to 33% (172 ) in 2013, and thereby narrowing the gap in FCAT Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(147)	33% (172)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Lack of mathematics content knowledge of teachers, especially the high percentage of teachers at our school who have only been teaching 1-5 years. Lack of knowledge in differentiated instruction. Inconsistent MTSS/RTI implementation.	1a.1. Establish model classrooms for math in each grade level. Provide professional development through the following means: sending teachers to Foundations of Math 101, Math Content Workshops and Academy of Math at the district level; providing in-house training sessions on math topics such as: NGSSS CCSS, cognitive complexity, FCAT Test Specifications, and conceptual math. Also provide time to observe in model math classrooms at our school. Cross grade level conversations & meetings to discuss gaps. PLC's working on teaching Math Workshop with differentiated activities.	1a.1. Principal, assistant principal, teachers.	1a.1. Workshop participants will be required to report out at a faculty meeting and share what they learned. There should be evidence in their classroom of their training (use of monitoring forms, changes and/or improvements in lesson plans, use of best practices such as differentiated activities, strategies, etc.). Debrief with teachers who observe in model classrooms and determine next steps for their classroom and practice.	1a.1. Lesson plans with differentiated activities listed as well as groupings, informal observations, benchmarks, and conversations.
2	1a.2. Ensuring students in need of interventions and remediation receive help in a timely manner.	1a.2. MTSS/RTI provided on a daily bases in math for students who are at-risk. FCIM weekly/biweekly data.	1.2 Principal, Teacher Tutor	1a.2. Quick Checks, Exit Slips, teacher questioning/ observation	FCAT. Benchmarks PMA's, Core Assessments.
3	1a.3. Students need additional practice with basic facts to increase speed and accuracy.	1a.3. In order for students to increase speed and accuracy with basic facts, teachers and administrators will implement the FASTT Math program in grades 2-5.	1a.3. Classroom teachers School administrators	1a.3.FASTT Math progress reports,benchmark assessments FCAT data	1a.3 iObservation FASTT Math progress reports Benchmark assessment data FCAT data

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

1b. Florida Alternate Assessment:

Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percent of students scoring Level 4 and 5 on FCAT MATH will increase from 45% (217) in 2012 to 48% (25) 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(217)	48%(250)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Ensuring high performing students receive enrichment and rigorous instruction of high complexity.	2a.1. Increase the questioning to moderate and high level questions; Projects assigned to promote high level critical thinking and differentiated work.	2a.1. Teachers	2a.1. Journals, Active participation activities, project rubric assessments.	2a.1. FCAT, Benchmarks, PMA's, and Core Assessments
2	2a.2. Focus on Benchmarks vs. learning schedules	2a.2. School/District Training, PLC's. Focus Walks, Peer Observation. Reflective teaching, teacher collaboration	2a.2. Classroom Teacher/ Administrator	2a.2. Student Achievement on School/District Assessments.	2a.2. School/District Assessments, teacher observations.
3	2a.3 Acquiring additional Research Based Enrichment Materials	2a.3 Purchase additional materials through various resources..	2.3 Administration	2a.3 Classroom teachers will monitor increased student performance.	2a.3 School/ District Assessments that show high performance.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	NA
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2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	To increase the number of students making learning gains from 84% (408) in 2012 to 85% (442) in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84%(408)	85% (442)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. Ensuring students in need of interventions and remediation receive help in a timely manner.	3a.1. MTSS/RTI provided on a daily bases in math for students who are at-risk.	3a.1. Principal, classroom teachers, before and after school tutors.	3a.1. Quick Checks, Exit Slips, FCIM weekly/biweekly assessments.	3a.1. FCAT. Benchmarks, PMA's, Core Assessments
2	3a.2. Students need additional experience with problem solving strategies.	3a.2. In order for students to receive additional experiences with problem solving strategies, teachers will implement the investigative approach using the district adopted curriculum. Teachers will utilize FCIM model to effectively plan implementation of problem strategies.  Utilize the Investigations Differentiation and Intervention Guide for practice and intervention activities aligned to the District Learning Schedules.	3a.2. Classroom Teacher/Administrator	3a.2. Student Achievement on School/District Assessments	3a.2. Benchmark Data using Inform, diagnostic and LSA's or teacher made assessments.
3	4a.3. Students need additional practice with basic facts to increase speed and accuracy.	4a.3. In order for students to increase speed and accuracy with basic facts, teachers and administrators will implement the FASTT	4a.3. Classroom teachers School administrators	4a.3. FASTT Math progress reports, benchmark assessments, FCAT data	4a.3i Observation FASTT Math progress reports Benchmark assessment data FCAT data

	Math program in grades 2-5.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The percent of students scoring in the lowest quartile achieving a gain score in FCAT MATH will increase from 76% (100) in 2012 to 78% (103) in 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (100)	78% (103)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. Lack of understanding of math concepts/ motivation.	4a.1. Interesting performance based activities using manipulatives., small group/ one-on-one instruction, peer tutoring, incorporating science into math curriculum or vice versa.	4a.1. Classroom teacher, ESE teachers	4a.1. Student improvement on assessments/test scores. Math Journal writing that demonstrates student understanding of concept or skill.	4a.1. Benchmarks, PMA's Core Assessments
2	4a.2. Focus on benchmarks vs. learning schedules.	4a.2. PLC's. Focus Walks, Peer Observation and Reflective teaching.	4a.2. Classroom Teacher/ Administrator	4a.2. Student Achievement on School/District Assessments.	4a.2. Benchmark Data using Inform
	4a.3 Attendance and parent involvement.	4a.3. Courtesy call to parent, e-mail, website, agenda, invitation to	4a.3. Classroom Teacher, Guidance Teacher	4a.3. Improved student attendance, improved parent initiated	4a.3. Oncourse , Goal Sheets

3	volunteer home visits by attendance officer, refer to guidance, parent/teacher/student conferences.	communication
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	69% of the Black students will make Adequate Yearly Progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 46%	Black: 69%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: Lack of differentiated and small group instruction by classroom teacher	Guided math groups and small group instruction will be implemented in each classroom. Teachers will meet with students at least 3 times a week in small group.	Administration Classroom Teachers	Differentiated lesson plans.	District Benchmark data and weekly assessments
2	5A.2. Attendance, parent involvement.	5A.2. Courtesy call to parent, e-mail, website, agenda, invitation to volunteer home visits, refer to guidance, parent/teacher/student conferences.	5A.2. Classroom Teacher	5A.2. Improved student attendance, improved parent initiated communication.	5A.2. Oncourse and attendance data reports
3	5A.3. Learning and implementing the new math standards and math series.	5A.3. School/District Training, PLC's. Focus Walks, Peer Observation, Reflective teaching.	5A.3. Classroom Teachers/ Administrator	5A.3. Student Achievement on School/District Assessments	5A.3. District and core assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	87% of the economically disadvantaged students will make Adequate Yearly Progress in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (134)	FRL: 87% of students will make AYP.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5D.1. Lack of differentiated and small group instruction by	5D.1. Guided math groups and small group instruction will be	5D.1. Classroom teacher, ESE teacher	5D.1. District benchmark data and weekly assessments	5D.1. District benchmark data and weekly

1	classroom teacher	implemented in each classroom. Teachers will meet with students at least 3 times a week in small group.			assessments
2	5D.2 Learning and implementing the new math standards and math series	5D.2.. School/District Training, PLC's. Focus Walks, Peer Observation, Reflective Teaching	Classroom Teachers	5D.2. Student Achievement on School/District Assessments	5D.2. District and Core Assessments
3	5D.3. Attendance, parent involvement.	5D.3. Courtesy call to parent, e-mail, website, agenda, invitation to volunteer home visits, refer to guidance., parent/teacher/student conferences.	5D.3. Classroom Teacher	5D.3. Improved student attendance, improved parent initiated communication	5D.3. Ongoing student attendance data

End of Elementary School Mathematics Goals

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

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

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

Mathematics Budget:

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

End of Mathematics Goals

# Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	67% of students will score at a level 3 or higher on the 2012 for the science portion of the FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (66) students were proficient on the 2011 science FCAT	67 (98) of students will be proficient on the 2012 science FCAT.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students entering the fifth grade lacking knowledge in the scientific method.	1.1. Consistent use of science data books and journals to help students analyze clear up misconceptions.	1.1. Classroom Teacher	1.1. Students are able to accurately read a data table and draw conclusions through performance tasks and progress monitoring assessments.	1.1. Performance Task and Progress Monitoring Assessments
2	1.2. Teachers being new to the grade level and lack of knowledge in the content area and standards.	1.2. Consistently teaching science using the 5E instructional model, through consistent use of hands-on laboratory experiments.	1.2. Classroom Teachers	1.2. Focus Walks, Increase scores on district wide benchmark scores and effective use of science data books and journals.	1.2. District wide benchmark test, Progress Monitoring Assessments
3	1.3. Teachers will unpack the benchmarks. Science VLC will focus on scientific processes and analysis of data.	1.3. Instructional Materials being used effectively and with fidelity throughout the school year. Weekly use of hands on laboratory experiences to help increase scientific concepts	1.3. Classroom Teachers and Science Vertical Learning Community	1.3. Focus Walks, Classroom Observations by Administration, Progress Monitoring of Assessments	Benchmark Scores, PMA's, Core Assessments

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

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

### Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	40% of students will score at a level 4 or higher on the 2013 for the science portion of the FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (49)	38% (60)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Teachers lack of knowledge in the content standards and attitude toward teaching science with fidelity.	2a.1. Consistently use the 5E instruction model, through use of hands-on laboratory experiments. Teachers will collaborate with colleagues to expand their knowledge of content in science teaching.	2.1. Classroom Teacher	2a.1. Focus Walks, Increase scores on district wide benchmark scores and effective use of science data books and journals	2a.1. Lesson Plans, Grade Level Meeting Notes, District wide Benchmark Test, Progress Monitoring Assessments
2	2a.2. Teachers lack of use of science leveled readers within guided reading groups.	2a.2. Teachers will utilize non-fiction science leveled readers.	2.2. Classroom Teachers	2a.2. Use of leveled readers in guided reading and small group instruction.	2a.2. Guided reading lesson plans and Classroom Observations by Administration.
3	2a.3. Lack of parental involvement	2a.3. Teachers will provide at home labs focusing on the scientific process within each strand. Fourth and fifth graders will produce individual science fair projects for the school wide science fair.	2a.3. Parents and Classroom Teachers	2a.3. Students will complete a lab sheet through successful completion of the at home lab. Individual student projects will meet the requirements of the science fair using the scientific method.	2a.3. Interactive Science Curriculum, County Approved Science Fair

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Interactive Science Training (New Science Curriculum)	K-5	District Science Coaches	All Instructional Teachers	August 2, 2012	Classroom observations	Administration
Academy of Science	K-5	District Facilitator	One Primary & One Intermediate Teacher	September – June 2012	Classroom observations	Administration

Science Budget:

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

End of Science Goals

Writing Goals

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



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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	56% of students tested will score a Level 4.0 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (153 ) Scored a Level 3 or higher	86% (164) will score a Level 3 or higher 56% (91) will score a Level 4 or higher

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1 Students need more explicit instruction in writing strategies aligned with tested benchmarks with an increased emphasis on spelling, grammar and conventions.	1A.1 In order for students to receive more explicit instruction in writing strategies, teachers will conference with students. Students will implement the writing process in the workshop model to edit and revise their writing. In addition teacher will utilize a school wide writing format with a common graphic organizer. Teachers will conduct monthly writing prompts which will be scored in alignment with the FCAT rubric.	1A.1 Writing PLC ELL Resource teacher Classroom teachers	1A.1 Analyzing and comparing data in regards to writing prompts given to students. PLC discussion of writing strategies.	1A.1 Quarterly writing prompts PLC meeting notes
2	1A.2. Students need additional experiences with vocabulary development.	1A.2. In order for students to receive additional experiences with vocabulary development, teachers will utilize Marzano's vocabulary strategies as well as core curriculum vocabulary strategies.	1A.2. Writing PLC Classroom Teachers	1A.2. observations Lesson plan review PLC review of FAIR data	1A.2. FCAT Data PMRN Reporting PLC meeting notes
3	1A.3. Students need more explicit instruction in spelling, grammar and conventions.	1A.3. In order for students to receive more explicit instruction in spelling, grammar and conventions, teachers will increase instructional focus time on spelling, grammar and conventions as a part of daily core instruction.	1A.3. Writing PLC, Classroom teachers	1A.3. Source books, writing portfolios, journals, monthly writing prompts.	1A.3. Writing Prompts, lesson plans, PLC meeting notes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training in Writing	K-5	Principal & Assistant Principal District Coaches	Classroom Instructors	September 2012-June 2013	Lesson plans, classroom observations	Administration
Teaching the process of revising and editing	K-5th grade	Classroom Teachers	ELA 3rd-5th grade; All primary teachers	1/13/12	Team evaluates progress monitoring forms	Teachers and Administration

Writing Budget:

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

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:		New Berlin Elementary will reduce the number of students who are absent more than 20 days by 2% and reduce the number of tardies by 5% .			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95.4% (974)		96%. (1035)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
15%(68)		13% (60)			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
15%(149)		10% (107)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Students who are absent due to low parent involvement supporting the attendance policy. Students are not brought to school and allowed to be absent for various reasons.	1.1 Increase involvement of parents in education, increase communication with problem families, referrals to district truant officers and RTI Team	1.1 Guidance, Data Control	1.1 Constant monitoring of attendance records through Oncourse	1.1 Attendance records
2	1.2 Students need to have a better understanding of how their attendance will affect their academic performance.	1.2. In order for students to have a better understanding of how their attendance will affect their academic performance, quarterly recognition will be done for students with favorable attendance as well as improvement in attendance.	1.2. Assistant Principal	1.2. Monthly attendance data will be collected.	1.2. OnCourse and Genesis
3	1.3. Student who arrive late due to parents personal issues.	1.3. To provide parent workshops on attendance regarding the impact absenteeism has on student achievement.	1.3. Administration Guidance Counselor	1.3. Monitor early checkouts, tardies , through Genesis	1.3. Attendance data through Genesis

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Foundations Strategies for Behavior Plans	K-5	Rtl Committee	Grade Level Teams	PLC Staff Meetings	Student Behavior Data	Leadership

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	To maintain the number of referrals for the 2012-2013 school year .0.3% (31)
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
There were a total of 0.03% (31)	The expected number of in school suspension for 0.03 (31)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

There were a total of 7 in school suspensions for 0.005 (5)	The expected number of in school suspension for 0.005 (5)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were a total of 30 out of school suspensions 0.002 (20)	The expected number of out of school suspension for 0.002
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There were a total of 30 out of school suspensions 0.002 (20)	The expected number of out of school suspension for 0.002 (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Staff lacks consistency when monitoring and reinforcing the school wide rules and procedures in common areas.	1.1. Monthly Foundations meetings, in which one member from each grade level team attends, will be held in order to review rules and procedures as well as review data to determine problem areas.  Post rules and procedures in common areas and classroom. Recognize students following NBE rules and procedures by awarding students for good behavior.	1.1 Teachers, Support Staff, Administration	1.1. Monthly Foundation meetings, in which one member from each grade level team attends, will be held in order to review data to determine problem areas and effectiveness of strategies.	1.1. Foundations Data, indicating the number of students in ISSP will be used to determine if the strategy was effective.
2	1.2 Students lack a clear understanding of appropriate social and classroom behaviors.	1.2. Students struggling with specific behaviors will check-in with the guidance counselor or AP for behavioral interventions.	1.2. Classroom Teachers, Related Arts, Leadership Team, Guidance Counselor	1.2. Monthly Foundations meetings, in which one member from each grade level team attends, will be held in order to review data to determine problem areas and effectiveness of strategies.	1.2. Genesis data, indicating the number of students in ISS/OSS, will be used to determine if the strategy was effective. Number of positive referrals will indicate students' use of appropriate behavior.
3	1.3. Students internal motivation to complete assignments, submit homework is inconsistent.	1.3. Students keep data folders, tracking progress in all major content areas as well as learner qualities which identify and foster the student's approach to the learning process. Students participate and lead both goal setting and quarterly data chats with parents and teachers, highlighting strengths and areas for growth.	1.3. Classroom Teachers	1.3. Teachers conduct regularly scheduled data chats with students to review present levels of achievement as well as interim goals set throughout the year.	1.3. Student Data Folders Data Chat conferences documented on Data Warehouse Data Chats with Parents documented on

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Champs Training	K-2	District	New Teachers	September 5, 2012	Observations / CHAMPS Visuals posted in classrooms	Administration
Foundations Training	K-2	District	Foundations Team	Quarterly	Observations	Administration

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>To increase the number of parents who volunteer. Each parent will be asked to volunteer 3 hours during the school year.</p>

2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
490(983) 4,000 hours of volunteer hours		1026 one parent contribute 3 hours of volunteering or more for a total of 4500 hours,			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 New Berlin families need to be provided multiple opportunities to attend school scheduled events to gain a better understanding of the grade-level curriculum. 2012 Expected level of Parent Involvement: *	1.1. In order for NBE families to be provided multiple opportunities to attend school wide events, administrators will hold one community school wide event per semester. In addition administrators and teachers will provide parents the opportunity to attend quarterly curriculum focus evening events.	1.1. School administrators Teachers PTA Board	1.1. An increase in attendance at events	1.1. Attendance rosters
2	1.2 NBE families need to be provided opportunities to learn valuable parenting strategies	1.2. In order for families to be provided valuable parenting strategies, Becoming a Love and Logic Parent Workshops will be held throughout the school year.	1.2 School administrators School Counselor	1.2 An increase in attendance of 10% at events.	1.2 Attendance rosters
3	1.3 NBE families need on-going communication regarding curriculum and important school events	1.3 In order for families to receive on-going communication regarding curriculum and important school events, a monthly newsletter will be distributed to every family.	1.3. Volunteer Coordinator	1.3 Results of parent Satisfaction Survey	1.3 Attendance roster

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
Volunteer Training	K-5	Lawanda Polydore	School-wide	Preplanning	Observations	Administration
District Volunteer Training		Vickie Drake	Volunteer Coordinator	August, 2012	Review volunteer logs.	Administration

Parent Involvement Budget:

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

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

*End of Parent Involvement Goal(s)*

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

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

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

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

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

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

STEM Budget:



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

End of STEM Goal(s)

## Additional Goal(s)

### Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Safety Goal Safety Goal # 1:			Safety goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures.		
2012 Current level:			2013 Expected level:		
208 (9100% of faculty and staff			100% of faculty and staff		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Time constraints	1.1. Develop and practice procedures for school's Crisis Plan	1.1 Foundations Team, Teachers, and school administration	11.1. Observations and Drills Additional Goal #1: Safety goal: All stakeholders are knowledgeable of Emergency and/or Crisis procedures.	1.1. Emergency evacuation and monthly fire drill reports 2012 Current Level : *

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

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

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

Budget:

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

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

*End of Safety Goal(s)*

## FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To provide more nonfiction leveled text to use during small group instruction and for independent reading.	To be purchased	School – Boosterthon Fun Run	\$5,000.00
CELLA				\$0.00
				Subtotal: \$5,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$5,000.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Awards, agendas, and books of the month	\$2,800.00

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

Increase Parent Involvement.

Establish quarterly student recognition programs for students meeting grading period goals.

Promote Learning Community Wide Literacy Development – Open Library, Readers' Theatre evening events for families.

Prioritize School Safety – walk to school volunteers monthly to promote safe routes.

Review data and monitor the progress of the school improvement plan.

Monitor school wide attendance and create programs to encourage students to be on time for school.

Approve the Florida Recognition dollars and School Improvement dollars

## AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Duval School District NEW BERLIN ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	84%	80%	63%	313	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	66%			138	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	55% (YES)	58% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					564	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District NEW BERLIN ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	81%	76%	55%	293	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	66%			130	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	57% (YES)	57% (YES)			114	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					537	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested