

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: RICHARD L. BROWN ELEMENTARY SCHOOL

District Name: Duval

Principal: Todd R. Simpson

SAC Chair: Tomeka Williams

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/19/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Todd Simpson	B.A. in Elementary Education, 1995 and Master in Educational Leadership, 2002	1	11	<p>For the past 5 years, I was the sitting Principal at Reynolds Lane Elementary School. We earned 3 "A's", 1 "B" and 1 "C". Our grade was an "A" this school year, raising it from a "C" two years ago. Although progress was made, no subgroup met the NCLB proficiency goals. Our children made great gains in bottom quartile reading this school year, scoring almost at the 90th percentile.</p> <p>I was transferred to R. L. Brown this year. Last year, we were designated a "C" school by the state. We earned 452 points, scoring between 60 – 70 points in each gains section (overall gains and bottom quartile gains). No NCLB subgroup met the federally mandated proficiency levels. Our proficiency in reading, math and science dropped from the previous year (math 58/41, reading 54/34 and science 47/29). We were expecting a drop in reading and mathematics because of the increased rigor in standards and the testing format</p>

					change, but we were not expecting a drop in science, as it remained the same. We increased in both Bottom Quartile math and reading sections, so we're looking to build upon those successes this year, as well as increase our proficiency in math, reading and science through implementing a rigorous curriculum and an effective RtI (KG-2nd) and FCIM (3rd – 5th). Our goal is set at a benchmark of 50% proficiency at each grade level in math, reading and/or science.
Assis Principal	Tumika Mondy	B. A. in Elementary Education and a Master's in Elementary Education with a Level I Educational Leadership certification	3	3	Assistant Principal at Richard L. Brown Elementary 2010-2011 2010-2011: Math mastery remained the same at 58%, however, learning gains decreased, Reading Mastery 54%, significant gains in Science Mastery 47% (+16), Writing mastery 48%, Blacks and ECD did not make AYP in reading and mathematics Standards Coach at Biscayne Elementary 2007-2008 Biscayne Elementary AYP: 85% 67% in Reading, 51% in Math, 62% in Writing, 23% in Science Did not make AYP in Math Biscayne Elementary AYP: 100% 2006-2007 63% in Reading, 49% in Math, 84% in Writing, 17% in Science All subgroups made AYP Biscayne Elementary AYP: Provisional 2005-2006 Did not make AYP for Economically Disadvantaged 63% in Reading, 36% in Math, 70% in Writing,

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jacquelyn Jenkins	B.A. Psychology M.A. Elementary Education Professional Certification K - 6	4	1.5	Ms. Jenkins has been our Instructional Coach since the latter part of last year. She worked several intensive reading groups during this time. Those students did not move as anticipated (up a level or levels), but they did make minimal gains in their DSS scores. Although the school had about 66% gains in reading, the children she worked with had minimal success, about 32%. The bottom quartile increases were at 50%, 18% lower than the school's percentage. All the students she worked with were in the African American subgroup. Although, we did not get the push we wanted last year, I anticipate a major impact from her work, as she will be offering many professional development classes for teachers (novice and tenured), which will positively impact instructional practices, and she will also operate our SuccessMaker Computer lab for those students that are identified as Bubble or Bottom Quartile students.

## 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. Recruit highly qualified teachers from neighboring schools with student demographics the same as R. L. Brown	Principal, Asst. Principal and HR	As Necessary	

2	2. The Reading Coach conduct monthly meetings with beginning teachers and Novice Teachers (Less than 3 years experience)	Reading Coach	On-Going	
3	3. Mentoring new teachers with veteran staff members	Reading Coach, Professional Development Facilitator (PDF) and Mentoring Teachers	On-Going	
4	4. Have beginning teachers attend workshops, as prescribed by their individual professional development plan	The Principal, Asst. Principal, PDF and District Cadre	On-Going	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
10 (29%)	All staff will be highly qualified upon receiving their permanent certificates. These ten teachers are holding a temporary certificate. Therefore, they will remain not highly qualified until they receive it. Our PDF constantly reviews all files to ensure that all will be highly qualified before the end of the school year.

## 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
34	23.5%(8)	32.4%(11)	23.5%(8)	20.6%(7)	35.3%(12)	70.6%(24)	2.9%(1)	0.0%(0)	41.2%(14)

## 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
Elizabeth Sleeth	Lindsay Anderson	It is a requirement of the M.I.N.T. Program (Beginning Teacher Program) and Mrs. Anderson was Mrs. Sleeth's Intern this past school year. They are working on the same grade level.	They will meet to discuss continuous improvement as a reflective practitioner, and she will observe various classrooms off and on grade level. They will discuss observations and plan for improvements throughout the course of this year. They work on the same grade level, also
		It is a	

Vanessa McKee	Hillary Canavan	requirement of the M.I.N.T. Program (Beginning Teacher Program), and Ms. McKee has taught Pre-K for several years. She has consistently prepared children for KG and life-long learning.	They will meet to discuss continuous improvement as a reflective practitioner, and she will observe various classrooms off and on grade level. They will discuss observations and plan for improvements throughout the course of this year. They work on the same grade level, also.
Tara Lowczys	Allison Caskran	Allison is a beginning teacher, and it is a requirement for her beginner teacher program. Mrs. Lowczys is a wonderful mentor, who has mentored across Duval County, winning several awards for helping teachers develop in their craft.	They will meet to discuss continuous improvement as a reflective practitioner, and she will observe various classrooms off and on grade level. They will discuss observations and plan for improvements throughout the course of this year. They work on the same grade level, also.
Ursulyn Austin	Stefanie Kamin	Stefanie is a part of the Teach for America Program, and it is a requirement of the M.I.N.T. Program to have a mentor. Mrs. Austin is a tenured professional who will help her develop into an effective reflective practitioner through hard work, reflection and implementation of best practices	They will meet to discuss continuous improvement as a reflective practitioner, and she will observe various classrooms off and on grade level. They will discuss observations and plan for improvements throughout the course of this year. They work on the same grade level, also.
Violet Kane	Griffin Lyon	Mrs. Kane is a tenured instructor who has a passion and skill for developing beginning teachers. She is our school's IB Coordinator, and she will also help them develop pedagogy, with an ongoing focus on teacher development and practice.	They will meet to discuss continuous improvement as a reflective practitioner, and she will observe various classrooms off and on grade level. They will discuss observations and plan for improvements throughout the course of this year. They work on the same grade level, also.
		Mrs. Kane is a tenured instructor who has a passion and	They will meet to discuss

Violet Kane	Jennifer Villag	skill for developing beginning teachers. She is our school's IB Coordinator, and she will also help them develop pedagogy, with an ongoing focus on teacher development and practice.	continuous improvement as a reflective practitioner, and she will observe various classrooms off and on grade level. They will discuss observations and plan for improvements throughout the course of this year. They work on the same grade level, also.
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## 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

Services provided with the use of these funds ensure that we have smaller classroom sizes and afterschool programs for lower performing students. They are also used to fund a portion of our school's Instructional coach's salary, which in turn allows us to provide ongoing professional development for our teachers throughout the school year in addition to Early Dismissal Training/Professional Development. We also fund at least two paraprofessional positions that assist teachers in the classroom setting, providing intensive remediation (Tier II interventions) for lower performing and bottom quartile students.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title III funds ensure that English Language Learners (ELL) meet the academic content and English proficiency standards.

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI funds will be used to retain the services of a part time teacher to assist level one and two students in grades 2 and 3. The part time teacher will work with children in pair shares and small groups. This part time teacher will also work with students who have been identified as Tier I and Tier II students through the RtI process. It is our aim this year to help our instructors identify and focus on these individuals in 2nd and 3rd. The other portion of these funds, if there are any, will be used to purchase afterschool materials to be used in intensive remediation groups during TEAM UP and before and after school tutoring. This year, according to how much we receive, the funds will be utilized to operate Saturday School for children that are not meeting grade level standards or objectives in grades 3 – 5. These children will be selected based on Benchmark data and hard and soft data collected in the classroom environment.

Violence Prevention Programs

CHAMPS is implemented in every classroom throughout R. L. Brown Elementary. Teachers attend monthly meetings, in which they learn how to effectively implement all facets of this program with fidelity (FOUNDATIONS). This program is funded through the county. We are also planning to utilize the Second Step Program in grades KG – 3rd as a preventive tool, curbing behavior in many of our students. This school year, we will add additional measures to our overall behavior program by implementing a new county bullying policy to prevent bullying. We now have two investigators (Principal and a non-instructional staff member) and a contact person to effectively handle bullying issues, so it doesn't continue

## Nutrition Programs

Every student at R. L. Brown Elementary has the option of eating breakfast at no cost. We are a part of the Breakfast in the Classroom initiative set forth by the state. Research proves that when children eat a healthy breakfast, they perform better academically and behaviorally throughout the day. At this time, we have about 80% or more of our students eating breakfast in the morning. This year, we have begun eating breakfast at a later time (8:30 – 8:50), in hopes of more students eating breakfast, especially those students that are tardy to school on a consistent basis.

## Housing Programs

## Head Start

We currently have Voluntary Pre-kindergarten education program.

## Adult Education

## Career and Technical Education

## Job Training

## Other

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

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

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.  
Melody Campbell, Kimberly Gray, Jacquelyn Jenkins, Khristinia Olson, Gretchen Mueller, Tara Lowczys, David Schrenlk, Maurissa O'Keefe, Urslyn Austin.

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 RtI Leadership Team will meet at least once monthly to discuss referrals and update student accommodations. The RtI Leadership team consists of a representative from each grade level, school counselor, and VE teachers. Prior to each meeting, an agenda will be sent to all attendees. The school counselor will serve as the coordinator. The school counselor will be responsible for ensuring all grade level representatives have a copy of RTI manual, procedures, and book of accommodations. The RtI team will collaboratively work with the Collaborative Problem Solving Team and various PLC's throughout the school. This collaboration will be done on Wonderful Wednesdays (Professional Development Block during the school day), Vertical Articulation, Focus Walks, and Professional Development trainings and meetings.

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?

Representatives from the RTI team will actively assist in completing the School Improvement Plan. Schoolwide data such as attendance, discipline, and academic is utilized to assist teachers in implementing accommodations and providing baseline goals for RtI. Demographic information from various standardized tests will be used to set goals for accommodations and small group activities.

### 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.

Data will be gathered and maintained on individual students, individual classrooms and grade levels from a variety of sources, including but not limited to the following sources: FLKRS/ECHOS (Kindergarten), Florida Assessment in Reading - FAIR (K-5th), Florida Comprehensive Assessment Test – FCAT Reading and Math (3rd-5th), FCAT – Science (5th), FCAT – Writing (4th) Diagnostic Reading Assessment – DRA-2, On-Demand Prompt Writing, FCIM Mini-Assessments, Pre/Post Test for each module, District Science Module, District Benchmark Test – Reading and Math .

Students requiring additional intervention will have additional data including, but not limited to: Discipline Referral Data, Attendance data, , CPST referrals, MRT Meetings, Behavior Rating Scales, behavior contracts, AIT meetings, Monthly running records, fluency probes, Phonics Inventory Scale, Words Their Way, Word Attack, Number Worlds Assessment, Destination Success, Gizmos, and individually administered diagnostic assessments.

Describe the plan to train staff on MTSS.

Professional development will be provided during faculty meetings to develop skills and knowledge needed to implement the RtI process effectively. Additional training will be given to RtI Leadership grade level representatives to support the collaborative problem solving process.

Describe the plan to support MTSS.

The RtI Leadership grade level representatives will guide discussions around student performance and student data throughout the school year. The RtI will meet at least once monthly to discuss additional professional development needs. Opportunities will occur at monthly RtI meetings, quarterly data chats between teacher and administrators, Wonderful Wednesdays, Vertical Articulation, focus Walks, and Individual Professional Development Plans.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Standards Coach - Jacquelyn Jenkins  
Primary Teacher - Khristina Olson  
Primary Teacher - Tara Lowczys  
Intermediate Teacher - Marissa O'keefe  
Intermediate Teacher - Urslyn Austin  
ESE Liaison - Kimberly Gray

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

The Literacy Leadership Team meets bi-weekly before school to analyze grade level assessments, classroom and individual student data collected from teachers in all content areas. This data is disaggregated and trends are studied. Subgroups and learning gains and losses are tracked, interventions are discussed, put into place and students are monitored as needed. Administration will take an active role in performing Classroom Walk-Throughs, training, and debriefing with all content area teachers to increase learning gains. A. Washington will monitor EBD, fourth grade and Kindergarten. Mr. Dutton will monitor EBD, first and fifth grades and Ms. Gaskins will monitor EBD, second and third grades.

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

For the 2012 - 2013 school year, increasing proficiency while maintaining student learning gains will be the primary focus for student and school improvement. All teachers will be trained and monitored on effective Tier 1 Core Instructional Practices that match the rigor of Common Core and 2.0 content expectations. To support the process, all teachers will attend and actively participate in grade level PLCs, and early release trainings. This year our focus will be for Tier 1 instruction to be consistent, rigorous, and explicit across content areas so that 80% of all students are responding to instruction aligned to the content standards of the school and district reading / language arts values using text complexity, text dependent questions and close reading strategies.

Teachers in grades 3-5 will develop strategies to increase student reading proficiency levels after being exposed to an explicit training to understand FCAT specifications which will be the primary focus in order to align Core Teaching Practices, with exposure to the Common Core State Standards.

A plan will be developed to improve performance for all AMO groups incorporating reading strategies in all of the content area

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/19/2012)

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

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

A series of diagnostic assessments are given to students entering Pre-K and Kindergarten in order to identify strengths and weaknesses. The screenings include, but are not limited to, FLKRS, Echo's, and FAIR. Based on screening data, students receive targeted small group instruction to address their individual learning needs. Parent workshops are provided to assist parents with strategies to help their child develop reading and math skills at home.

### \*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:	In grades 3-5, 42% (115) of students will achieve mastery (level 3) on the 2013 administration of the FCAT reading test
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (105)	42% (115)

#### 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	Students are unable to read grade level appropriate text.	Teacher will implement differentiated guiding reading lessons to individual groups on a daily basis.  Teachers will develop and implement skills groups to target the individual needs of the students.  Teachers will develop and implement RtI plans for students who are not responding to core curriculum.	Classroom Teachers, grade level teams , principal, assistant principal, and leadership team	Teachers will administer frequent running records and DRA's.  Teacher s will regularly use data such as graphs to ensure that RtI interventions are effective	Progress Monitoring Assessments  Running Records
2	Students are unable to maintain stamina and endurance when independently reading grade level appropriate text	Teachers will provide students with opportunities to independently read engaging texts for 20 to 25 minutes daily.  Teacher will develop engaging activities to allow students the opportunity to discuss, respond, and recommend grade level appropriate texts in order to develop their appreciation for reading.	Classroom Teachers, grade level teams , principal, assistant principal, and leadership team.	Student led conferences to review student progress towards meeting their individual reading goal.  Frequent review of reading portfolios, assessment and student work.	Conference Logs and anecdotal notes  Students' work portfolios  Benchmark assessments  F.A.I.R.
3	Students are unable to independently apply appropriate reading strategies to text.	Students will be given multiple opportunities to practice applying reading strategies with different types of texts and in content areas. They will also be given feedback and opportunities to revise work to proficiency.	Classroom Teachers, grade level teams , principal, assistant principal, and leadership team.	Weekly grade level team meetings to collaboratively plan engaging lessons based on Next Generation/Common Core Standards. Frequent administration of running records and DRA's	.A.I.R.  DRA 2  Benchmark  Student work portfolio

	Use Person Inform to disaggregate student data and benchmark scores to differentiate student instruction		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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:	In grades 3-5, 19% (22) of students will achieve mastery (levels 4 and 5) on the 2013 administration of the FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (48)	19% (22)

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	Students are unable to make the adequate academic gains.	Teachers will identify the students' strengths and weaknesses and differentiate instruction to meet the needs of our students	Classroom teachers, principal, assistant principal	Teachers will review previous FCAT data and Benchmark results	Classroom walk-through log District Benchmark Assessment FCIM mini-assessment Student class work and assessments
2	Students are unable to make deep connections to texts.	Teachers will implement literature circles and inquiry circles to provide opportunities to discuss and make meaning from the text.	Classroom teachers, principal, assistant principal, and instructional coach	Teachers will review the class work and documentation from the literature circles	District Benchmark Assessments Common Core Assessments FCIM mini-

					assessments
3	Students are unsuccessful with high and moderate complexity questions that require critical thinking	<p>Embed high order questioning and high/moderate complexity activities within daily instruction.</p> <p>Teachers will expose students to high complexity questions through exit tickets on a regular basis.</p> <p>Teachers will utilize the FCAT 2.0 Item Specifications to plan weekly instruction and utilize these questions from this resource.</p> <p>Use CPALMS to ensure equivalent experience on a daily basis</p>	Classroom teachers, principal, assistant principal, and instructional coach	<p>Teachers will analyze student responses to FCAT 2.0-like exit tickets</p> <p>Lesson plans reflect alignment to FCAT 2.0 Item Specification</p>	<p>Exit Tickets</p> <p>Lesson plan checks</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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, 75% of the students, will make learning gains in reading.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
67% (172)			75% ( 209)		
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent use of assessment data to strategically plan lessons.	Lesson focus will be determined by analyzing assessment data (including DRA 2 Focus for Instruction, running records, FAIR, observation data, formative assessment).  Teachers will differentiate their lessons to meet the needs of all students.	principal, assistant principal, classroom teachers	Student assessment data (running records, DRA2s, benchmarks, weekly reading tests, FAIR, etc.)	District Benchmark Assessments  FAIR  Common Core Assessments  FCIM Assessments  DRA2s
2	Limited time for reading strategy review and re-teaching.	Provide authentic experience with FCAT complexity and difficulty in daily work to include exit tickets, formative assessments and teacher made assessments.	Classroom teacher, Principal, Asst. Principal, and instructional coach and grade level chair.	FCAT Scrimmages, testing behavior data and exit tickets	Current FCAT released test items, DRA2 and exit tickets.
3	Lack of high complexity questions and use of high complexity texts in the classroom	Utilize high complexity texts and FCAT item specifications when planning weekly lessons.	Class room teacher, Principal, Asst. Principal, and instructional coach and grade level chair.	Analyze student data from student work, exit tickets, benchmarks, weekly reading tests, and FAIR.	Anecdotal notes, student work, exit tickets, benchmarks, weekly reading tests, and 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:

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, 62% (141) of students will achieve mastery on the 2011 administration of the FCAT reading test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (141)	62%. (143)

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	Students lack fundamental reading skill.	Utilize data to identify students who are not responding to the core curriculum.  Implement Tier II and Tier III interventions as needed. Monitor their progress and make referrals to the RtI Team when necessary.  Lower quartile students will meet daily with the teacher in guiding reader and/or individual skills groups.	Classroom teacher, grade level team, RtI team, instructional coach, and guidance counselor	The principal will conduct data charts with teachers to review students data and discuss specific strategies for students who are not responding to the core instruction.  The teacher will administer pre and post test to determine if the intervention was successful.	RtI Data FAIR District Benchmark Assessments FCIM Assessment Common Core Assessments
2	Insufficient time to practice reading and skills outside the literacy block	Use data to plan explicit instruction.  Create schedules to provide support for students in the lower quartile	Principal, Assistant Principal, Instructional Coach	The principal and assistant principal will meet to review data, attendance sheet to determine needs.	RtI Data FAIR District Benchmark Assessments FCIM Assessment Common Core Assessments
3	Students are unable to maintain stamina and endurance when independently reading grade level appropriate text	Teachers will provide opportunities students to independently read engaging texts for 20 to 25 minutes daily.  Teacher will develop engaging activities to allow students the opportunity to discuss, respond, and recommend grade level appropriate texts in order to develop their appreciation for reading.	Classroom Teachers, grade level teams , principal, assistant principal, and leadership team.	Student led conferences to review student progress towards meeting their individual reading goal.  Frequent review of reading portfolios, assessment and student work.	Conference Logs and anecdotal notes Students work portfolios Benchmark assessments F.A.I.R.

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 # <div style="border: 1px solid black; height: 40px; width: 100%;"></div> 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	In grades 3-5, 50% (128) of the students in the Black subgroup will make proficiency in reading

Reading Goal #5B:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
38% (97)			50% (128)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited background knowledge	Utilize data to identify students who are not responding to core instruction.  Implement Tier II and Tier III intervention as needed and monitor student progress.  Make referrals, as needed, to the RtI team if adequate gains are not shown.	RtI Team  Classroom Teacher	Grade level teams will analyze data during grade level meetings  The principal will conduct quarterly data chats with the teacher to review student data.  Develop specific strategies for students who are not responding to the core.	RtI Data  FAIR  District Benchmark Assessments  FCIM Assessment  Common Core Assessments
2	Inability to identify a need for intervention in a timely manner.	Monitor progress through common assessments and benchmark assessments.	RtI Team  Classroom Teacher	The principal will conduct quarterly data chats with the teacher to review student data.  Develop specific strategies for students who are responding to the core.	RtI Data  FAIR  District Benchmark Assessments  FCIM Assessment  Common 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 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	
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satisfactory progress in reading. Reading Goal #5D:			In grades 3-5, 50% of the students in the subgroups will make proficiency in reading.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
38% (97)			50% (70)		
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	Students lack fundamental reading skills.	Lower quartile students will meet daily with the teacher in guiding reader and/or individual skills groups.  Monitor their progress and make referrals to the RtI Team when necessary.	Teacher, instructional coach, principal and assistant principal	Grade level teams will analyze data during grade level meetings  The principal will conduct quarterly data chats with the teacher to review student data.  Develop specific strategies for students who are not responding to the core.	RtI Data FAIR District Benchmark Assessments FCIM Assessment Common Core Assessments DRA2

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:			In grades 3-5, 50% of the ED students , will make proficiency in reading.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
75% (104)			50% (129)		
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	Lack of reinforcement of schoolwork at home.	The school will provide monthly parent nights to give parents resources and support to help promote student success.	Classroom teachers, assistant principal, principal, instructional coach, guidance counselor	Monitoring of students' completion of homework and accuracy.  Participation in after school and pull-out programs	FAIR District Benchmark Assessment  Common Core Assessments

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
Text Complexity	K – 5	J. Jenkins	K – 5 Teachers	W.O.W. 10/2012	Classroom Observations	j. Jenkins, Standards Coach
DRA2 Training	K-5	J. Jenkins Standards Coach T. Mondy Assistant Principal	K – 5 Teachers	Optional Training 09/2012	Classroom Observations	J. Jenkins, Standards Coach
Text Dependent Questioning	K – 5	J. Jenkins	K – 5 Teachers	W.O.W. Early Release PLCs 10/2012	Classroom Observations	j. Jenkins, Standards Coach
Analyzing Benchmark Data	3 – 5	J. Jenkins Standards Coach T. Mondy Assistant Principal	3-5 teachers	Early Release W.O.W. 10/2012 1/2012	Classroom Observations	j. Jenkins, Standards Coach and T. Mondy, Assistant Principal
Guided Reading Training	K-5	J. Jenkins Standards Coach	K-5 Teachers	W.O.W. Wednesdays 09/2012	Classroom observations	J. Jenkins, Standards Coach
Workshop Model Training	K-5	J. Jenkins Standards Coach	K-5 Teachers	W.O.W. Wednesdays Early Release PLCs 08/2012	Classroom observations	J. Jenkins, Standards Coach
FAIR Training	K – 5	J. Jenkins Standards Coach	K-5 Teachers	W.O.W. Wednesdays 09/2012	Classroom Observations	j. Jenkins, Standards Coach
Word Walls	K – 5	J. Jenkins	K – 5 Teachers	W.O.W. Wednesdays 09/2012	Classroom Observations	j. Jenkins, Standards Coach and T. Mondy, Assistant Principal
Unpacking the Standards	K – 5	J. Jenkins	K – 5 Teachers	W.O.W. 10/2012 01/2013	Classroom Observations	j. Jenkins, Standards Coach and T. Mondy, Assistant Principal

#### Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Family Learning Night	Teachers will create activities for parents to give them a glimpse at what is expected in reading from their children.	Parental Involvement Funds	\$200.00
FCAT Night	Teachers will explain what to expect on the FCAT. Teachers will show examples of the benchmark standards along with activities for parents to experience.	Parental Involvement Funds	\$200.00
A-Z	Parents are able to retrieve books on students level to help with reading at home.	Parental Involvement Funds	\$100.00
			Subtotal: \$500.00
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: \$500.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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 CELLA Goals

## Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal #1a:	In grades 3-5, 50% of the Students will achieve proficiency in FCAT level 3 math
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(173)	50% (78)

### 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	Students are unable to see mathematics in a conceptual way	Teacher will use math workshop with fidelity to include and explore period where teachers will ask guided /probing questions to foster critical thinking and closing where students see differentiated levels of strategies used by other students to solve the same problem.  Utilize exit tickets and journals to allow students to process and explain understanding or the concept.	Principal, Assistant Principal, Grade Level Mathematics Experts (AOM Participants)	Daily student work, exit tickets, anecdotal notes, mathematics student assessments	Student math journals Assessments Exit Tickets
2	Prior experience/ background knowledge for the current standards being taught.	Grade level teams will work collaboratively to unpack the standards in order to identify prerequisite skills for each standard.  Teachers will strategically select students for ad hoc skills groups as based on student data  Teachers will utilize exit tickets and math journals to informally assess student understanding of concepts	Principal, Assistant Principal, Grade Level Mathematics Experts (AOM Participants)	Daily student work, exit tickets, anecdotal notes, mathematics student assessments	District Benchmark Daily journals , Formative Assessment results comparing post-test scores and answers to pretest scores and answers
3	Students lack engagement and time on task during long work periods.	Teachers will teach accountable math talk and have students work collaboratively to solve problems  Incorporate meaningful real world problems using student names.	Principal, Assistant Principal, Grade Level Mathematics Experts	Teacher and student observations, Grade Level Observations by others.	Formative Assessment Student mathematics journals

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:	In grades 3-5, 50% of the Students will achieve proficiency in FCAT level 3 math
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(173)	50% (78)

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	Students have various learning abilities and learning styles with teachers lacking the knowledge to increase cognitive ability level.	Teachers will differentiate the math lesson and activities to address the varied learning styles and ability levels within the classroom.	Principal, Assistant Principal, Classroom Teacher	Weekly review of lesson plans Grade Level discussions of effective math circles and projects for students showing proficiency of the standard.	District Benchmark Journal prompts, performance tasks, differentiated homework
2	Engagement	Teaching the standard at higher complexity level and real world connections.	Principal, Assistant Principal, Classroom Teacher	Observations, weekly review of lesson plans with differentiations noted	Student journals, teacher anecdotal notes
3	Opportunities for learning extensions	Create opportunities for students who exceed the standard to work collaboratively on projects to apply knowledge.	Grade level Chair Classroom Teachers	Observation, weekly review of lesson plans with differentiations noted.	Student journals Anecdotal notes

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	In 3 – 5 , 25% (61) of students in grades 3 – 5 will score a level of 4 or 5 in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (33)	25% (61)

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	Students have various learning abilities and learning styles with teachers lacking the knowledge to increase cognitive ability level	Teachers will differentiate the math lesson and activities to address the varied learning styles and ability levels within the classroom	Principal, Assistant Principal, Classroom Teacher	Weekly review of lesson plans Grade level discussions of effective math circles and projects for students showing proficiency of the standard	District Benchmark Journal prompts, performance tasks, differentiated homework
2	Engagement	Teaching the standard at higher complexity level and real world connections	Principal, Assistant Principal, Classroom Teachers	Observation, Weekly review of lesson plans with differentiations noted	Student journals Anecdotal notes

3	Opportunities for learning extensions	Create opportunities for students who exceed the standard to work collaboratively on projects to apply knowledge	Grade level Chair Classroom Teachers	Observation, Weekly review of lesson plans with differentiations noted	Student journals, teacher anecdotal note
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.			In 3 – 5, 75% (210) of students will make learning gains in mathematics		
Mathematics Goal #3a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
67% (132)			75% (210)		
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	Students lack the knowledge to translate information presented in the mini-lesson to their independent work	Daily implementation of the mathematics workshop model (Explore, work period, and closing) with fidelity.	Classroom teacher, Grade Level chair, Principal, Asst. Principal	student journals, teacher anecdotal notes, student work	Formative assessment results comparing post-test scores and answers to pre-test scores and answers, analyzing of performance tasks and journal prompts
2	Students need practice to become familiar with the FCAT testing format (FCAT type questions)	Provide equivalent experience with FCAT complexity in daily work to include exit tickets, formative assessments	2 Classroom teacher, Grade Level chair, Principal, Asst. Principal.	Review FCAT scrimmage, testing behavior data, Exit tickets	Use most recent FCAT release tests for practice and exit tickets

		and teacher made assessments.			
3	Students lack equivalent experiences in the classroom	Utilize FCAT Item Specifications when planning weekly lessons	Classroom teacher, Grade Level chair, Principal, Asst. Principal	Daily student work, exit tickets, anecdotal notes, mathematics student work, teacher-student math charts	3A.3. Formative Assessment results comparing post-test scores and answers to pre-test scores and answers, analyzing of performance tasks and journal prompts

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









3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			In grades 3-5, 61% (177) of students made learning gains in mathematics. This year, our goal is set at 70% (180) students making learning goals.		
Mathematics Goal #4:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
61% (177)			70% (180)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic mathematics skills	Provide explicit instruction in daily skills and FCIM block based on formative pre-test data and FCAT strand data. Provide professional	Principal, Assistant Principal, Math Coach, Classroom teachers	Principal, Assistant Principal, Math Coach, Classroom teachers	. Formative assessment results, performance tasks, FCIM assessments

		development for implementation of the FCIM block			
2	Students needing instruction outside of the core curriculum	Provide additional opportunities to work in mathematics after school with a guided program ( ex: Math Navigator)	. Principal, Assistant Principal, Classroom teachers	Classroom teacher observations of those students during the regular math block	Formative assessment results, performance tasks, exit tickets
3	Lowest 25 percentile not making progress in core curriculum	. Identify and closely monitor the progress of the bottom quartile consistently; revise instruction and RtI intervention groups as indicated by student data	. Principal, Assistant Principal, District Math Coach, Classroom teachers	Maintain a record of strategies and interventions utilized with the bottom quartile students	Increased achievement between assessments documented in assessment notebooks

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	In grades 3-5, 12% of the students will make proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 29% (75 Hispanic: N/A Asian: N/A American Indian: N/A	White: Black: 12% (35 Hispanic: Asian: American Indian:

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: Black: Hispanic: Asian: American Indian: Students of subgroups failing to progress in the core curriculum	Identify and closely monitor the progress of the students in subgroups using Benchmark data in addition to progress monitoring assessments; revise instruction and intervention groups as indicated by student progress	Principal, Assistant Principal, Grade Level mathematics expert, Classroom teacher	Use a data tracking system based on the benchmarks being taught to determine student level of proficiency on a daily basis. Record strategies and interventions utilized with the students of this subgroup	An increase in student performance as observed in the data tracking systems used by the teacher for each student
2	Students needing instruction outside of the core curriculum	Provide additional opportunities to work in Tier II and Tier III mathematics interventions after school	Principal,, Assistant Principal, Classroom teachers	Classroom teacher observations of those students during the regular math block	Formative assessment results, performance tasks, exit tickets
	Students lack the	provide explicit	Principal, Assistant	Analyzing formative	Formative

3	knowledge from previously taught grade level expectations in mathematics	instruction in daily skills lessons based on formative pre-test data and FCAT strand data	Principal, District Math Coach, classroom teachers	assessment results and comparing post-test scores and answers to pre-test scores and answers.	assessment results, performance task, journal prompts
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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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.				
Mathematics Goal #5C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:			In grades 3-5, 12% of the ED students, will make proficiency in reading.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
10% (5)			12(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	Students lack the knowledge from previously taught grade level expectations in mathematics	provide explicit instruction in daily skills lessons based on formative pre-test data and FCAT strand data	Principal, Assistant Principal, District Math Coach, classroom teachers	Analyzing formative assessment results and comparing post-test scores and answers to pre-test scores and answers.	Formative assessment results, performance task, journal prompts

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:		In grades 3-5, 12% of the ED students, will make proficiency in reading			



2012 Current Level of Performance:			2013 Expected Level of Performance:		
10% (5)			12(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	Students lack the knowledge from previously taught grade level expectations in mathematics	provide explicit instruction in daily skills lessons based on formative pre-test data and FCAT strand data	Principal, Assistant Principal, District Math Coach, classroom teachers	Analyzing formative assessment results and comparing post-test scores and answers to pre-test scores and answers	Formative assessment results, performance task, journal prompts

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
CCSS Mathematical Standards	K-5	District Math Coach and J. Jenkins	K – 5 Teachers	W.O.W Week B Resource	Observations	Jenkins, Principal and Assistant Principal
Math Workshop Model	K-5	District Math Coach and J. Jenkins	K – 5 Teachers	W.O.W Week B Resource	Observations	J. Jenkins, Principal and Assistant Principal
Analyzing Math Benchmark Data	K-5	District Math Coach and J. Jenkins	K – 5 Teachers	W.O.W Week B Resource	Observations	Jenkins, Principal and Assistant Principal

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

## 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:			In grade 5, 40% of the students will achieve a level three or higher on the 2013administration of the Science FCAT 2.0.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
29%(21)			40%(32)		
Problem-Solving Process to I ncrease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time to implement IB Curriculum	Use IB Units of Inquiry in conjunction with DCPS Science Learning Schedule/ Common Core State Standards	Science Coach / Grade Level Chair/Instructional Coach	Review of lesson plans, Classroom walkthroughs by Principal and Assistant Principal	Benchmark test Formatives Summatives Suggested comprehension checks provided by FOSS and Delta Readers
2	Fundamental reading skills impede students understanding of non fiction texts.	Apply Integrated Common Core Curriculum reading strategies when processing nonfiction text and articles	Science Coach / Grade Level Chair/Instructional Coach	Science journal rubric, Classroom walkthroughs by Principal and Assistant Principal Lesson Plans	Benchmark test Formatives Summatives Suggested comprehension checks provided by FOSS and Delta Readers
3	Adequate science blocks in which science is taught daily	Integrate science in within the ELA Block	Science Coach //Grade Level Chair /Instructional Coach	Science journal rubric, Classroom walkthroughs by Principal and Assistant Principal	Benchmark test Formatives Summatives Suggested comprehension checks provided by FOSS and Delta Readers

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	In grade 5, 32% of the students will achieve a level four or five on the 2013 administration of the Science FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(17)	32% (25)

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	Understanding abstract ideas and inability to visualize science concepts.	Weekly hands on science experiments logged in science journals with clear expectations of learning goals.	Science Coach / Principal/Grade Level Chair	Gizmos log, Classroom walkthroughs by Principal and Assistant Principal	Task checklists Rubrics for activities with explicit expectations formative assessments
2	Opportunities to evaluate and extend hands-on activities	More extension activities to encourage higher level thinking through synthesis and evaluation	Science Coach / Principal/Grade Level Chair	Science journal rubric, Classroom walkthroughs by Principal and Assistant Principal Evidence of 5Es in lesson plans with commenting on success or missteps in lessons	Task checklists Rubrics for activities with explicit expectations formative assessments
3	Experience with scientific process	Use Gizmos (virtual labs) weekly	Science Coach / Principal/Grade Level Chair	Analyzing data from evaluation tools	Task checklists Rubrics for activities with explicit expectations formative assessments

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Academy of Science	1-5	Ms. Kane	Various teachers grades 1-5	WOW Wednesdays	Task and transfer tracking	Ms. Kane/ Schultz Center Science teachers
Science Fair	1-5	Ms. Kane	All teachers grades 1-5	Grade Level Meetings	Classroom Observations	Ms. Kane
Science Notebook	1-5	Ms. Kane	All teachers grades 1-5	Grade Level Meetings	Classroom Observations	Ms. Kane

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

## 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:	In grade 4th grade, 70% (65) students will score a level 4 or above on the FCAT Writing test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (45)	70% (64)

### 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	Evidence of writing process in student writing	Implementation of Writers 'Workshop in all classrooms with fidelity.	Classroom Teacher, Principal, Cluster Instructional Coach	Walkthroughs Focus Walks	Student Portfolios  District prompt Student Work Samples Review Writing Folders Periodically throughout the year
2	Acceptance of student work that is below standard	Consistently provide opportunities for students to edit and revise work to proficient level.	Classroom Teacher, Principal, Cluster Instructional Coach	Walkthroughs, Focus Walks	Student Portfolios, District prompt
3	Changes to scoring on FCAT	Understand changes to FCAT scoring and utilize exemplar pieces to score student writing and demonstrate when good is good enough.	Classroom Teacher, Principal, Cluster Instructional Coach	Walkthroughs, Focus Walks	Student Portfolios  District prompt Student Self 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 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
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No Data Submitted

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Responding to Literature	K-5	Ms. Jenkins/ District Reading Coach	Teachers in grades K-5	WOW Wednesday	Classroom Observations	Ms. Jenkins
Writing Process	3-5	Ms. Jenkins/ District Reading Coach	Teachers in 3-5	WOW Wednesday	Classroom Observations	Ms. Jenkins
Understanding the writing rubric	3-4	Ms. Jenkins/ District Reading Coach	Teachers in grades 3-4	WOW Wednesday	Classroom Observations	Ms. Jenkins
Interactive Writing	K- 2	Ms. Jenkins	Teachers in K – 2	W.O.W. Wednesday	Classrooms Observations	Ms. Jenkins
Narrative Writing	K – 5	Ms. Jenkins/Ms. Mondy	Teachers In K – 5	W.O.W. Wednesday	Classrooms Observations	Ms. Jenkins and Ms. Mondy

## Writing Budget:

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

End of Writing Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal #1:	The goal for the 2012-2013 school year is to increase the Average Daily Attendance Rate 2%. The current average daily attendance is 93.9%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.9%	Attendance Rate is to increase by 95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
160	150
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The unique issues of the homeless, dependent, and transient students impact the attendance rate	1Monthly attendance Intervention Team (AIT) meeting will be held to address issues that are unique to RL Brown Elementary student population.	School Counselor, Truancy Officer, Social Worker, Assistant Principal, Principal	Once parents have signed an attendance contract the student's attendance will be closely monitored and needed referrals will be made to assist the parents in improving their child's attendance.	Monthly attendance report
2	Parents do not attend scheduled Attendance Intervention Team (AIT) meeting.	Parents will be given a second opportunity to attend a missed meeting prior to being referred to the State Attorney's Office	Guidance Counselor, Assistant Principal	Measuring the number of parents who attend AIT meetings after being given multiple opportunities.	The number of students referred to the State Attorney's office due to parental non-attendance of AIT meetings.
3	Students who are ill for long duration of time missing consecutive days of school	Make needed referrals for 504 plans and the Duval County Hospital Homebound Program	Guidance Counselor, School Nurse, and Social Worker	Attend 504 meetings	Students referred for 504 plans and Hospital Homebound due to illnesses that greatly impact their attendance.

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
AIT meetings	K – 5	Dr. Campbell and Mrs. Brown	School wide	Early Release	Attendance on OnCourse	Ms. Bacey, Dr. Campbell and Crystal Brown

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:	In 2012-13, the number of students suspended out of school will not exceed 50 and the number of in school suspension will not exceed 35.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
During the 2011-2012 school year there wasn't an implementation of the in-school suspension	100
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
11	50
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
119	110



2012 Total Number of Students Suspended Out-of-School			2013 Expected Number of Students Suspended Out-of-School		
61			26		
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	Consistency in expectations	Faculty and Staff will consistently teach and enforce common area expectations	Assistant Principal, Guidance Counselor	Behavior Interventions and classroom guidance to help students with monitoring their emotions and choices.	.Referral data and RTI data
2	Intimidation	Teachers will consistently implement the Second Step Program to teach effective strategies for dealing with conflict.	.Foundations Team, Guidance Counselor, and Assistant Principal	Disaggregating referral data to identify types of SESIR and conduct code violations	Discipline data and RTI behavior data
3	Aggression toward peers	Implement RTI interventions for students not responding to core behavior plan.	Foundations Team, Guidance Counselor, and Principal	Disaggregating referral data to identify types of SESIR and conduct code violations.	Discipline data and RTI behavior data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incentive Program	K-5	Leadership team	School Wide	Quarterly	Atta- tickets and referral data	Ms. Mondy
CHAMPs	K-5	Ms. Mondy	School Wide	WOW Wednesday	Self-Assessments and artifacts	Foundations Team and Dr. Campbell
Behavior Assemblies	1-5	Ms. Mondy	School Wide	1st and 3rd nine weeks	Referral data	Ms. Mondy

### Suspension Budget:

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

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

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:			To increase the percentage of parent al involvement through a variety of activities and events.		
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
20%			30%		
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	Lack of time/attendance to be involved in activities or events	Flexible scheduling (am and pm activities) Give advance notice through Tuesday Folders, flyers and the marquee	Volunteer Liaison Volunteer Coordinator Assistant Principal	Event and activity surveys/evaluations	Surveys and sign in sheets
2	Lack of interest	Host a minimum of eight "parent interest" events/activities to improve their students social and academic skills	Volunteer Liaison Leadership Team	Event and activity surveys/evaluations	Surveys and sign in sheets

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	T.Mondy	School Wide	Oct. 2012	Volunteer Hour Logs	Assistant Principal and Volunteer Liaison
Communicating and working parents	K-5	A. Bent C. Hunt	School wide	November 2012	Climate Survey	Principal and Asst. Principal

#### Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

End of STEM Goal(s)

# Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Family Learning Night	Teachers will create activities for parents to give them a glimpse at what is expected in reading from their children.	Parental Involvement Funds	\$200.00
Reading	FCAT Night	Teachers will explain what to expect on the FCAT. Teachers will show examples of the benchmark standards along with activities for parents to experience.	Parental Involvement Funds	\$200.00
Reading	A-Z	Parents are able to retrieve books on students level to help with reading at home.	Parental Involvement Funds	\$100.00
				Subtotal: \$500.00
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: \$500.00

## 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.

[View uploaded file](#) (Uploaded on 10/11/2012)

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☒ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC will help with parental involvement by hosting a Fall Carnival with the PTA. The money will provide incentives for parents and students.

The SAC will also help with the talent show during FCAT review during intermissions.

## 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 RICHARD L. BROWN ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	58%	48%	47%	207	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	58%			116	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?	51% (YES)	53% (YES)			104	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					427	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Duval School District RICHARD L. BROWN ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	58%	76%	31%	225	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	52%	73%			125	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?	30% (NO)	74% (YES)			104	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					454	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested