

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: CARTER G. WOODSON ELEMENTARY SCHOOL

District Name: Duval

Principal: Cheryl Quarles-Gaston

SAC Chair: Monique Tookes

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/31/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		B.A. in			<p>Held several positions which helped in preparation as a Leader. These positions include 9 years as a Classroom Teacher, Curriculum Coordinator, TIS/Standards Coach, and Vice Principal.</p> <p>2003 – 2007: Principal of John Love Elementary: Grades B, C, C, B; Instrumental in providing the leadership, enthusiasm, resources, and guidance which helped previous school (John Love Elem.) to achieve "100%" proficiency in Writing twice in 4 years.</p> <p>2007 – 2008: Principal of Carter G. Woodson Elementary: Grade D+; School earned 62 learning gain points to increase school grade from "F" to "D"; SES and Blacks did not make AYP in Reading and Math.</p> <p>2008 – 2009: Grade C+; School earned 72 learning gain points to increase the school grade from "D" to "C"; Writing proficiency</p>

Principal	Cheryl Quarles-Gaston	Elementary Education - University of North Florida Master's of Education in Curriculum and Instruction and Doctoral Candidate - University of North Florida	6	10	<p>increased from 67% to 96%; Only SES and Blacks did not make AYP in Math; AYP status increased from Corrective Action II to Corrective Action I</p> <p>2009-2010: Grade C; School maintained a letter grade of a "C"; Math Proficiency increased by 3 percentage points, Math Learning Gains increased by 4 percentage points, Lowest 25% Math Gains increased by 16 percentage points, Science Proficiency increased by 14 percentage points; SES, Blacks, and SWD did not make AYP in math and reading</p> <p>2010-2011: Grade C; School maintained a letter grade of a "C", Math Proficiency increased by 2% percentage points and Reading Proficiency increased by 7% percentage points. Learning Gains in Reading increased by 9% percentage points, but the Learning Gains in Math decreased by 3% percentage points. Our Bottom Quartile students in Reading increased by 23%. Blacks did not make AYP in math.</p> <p>2011-2012: Grade A; School had 92 point gain from the 2010-2011 school year. Proficiency increased in reading and math by 13%, 78% in Writing 3 or higher, 34% proficiency in Science, 80% Learning Gains in Reading, 70% Learning Gains in Math, 95% Bottom 25% Learning Gains in Reading, and 78% Bottom 25% Learning gains in Math</p>
Assis Principal	Kathleen Adkins	<p>B.S. – Elementary Education, University of North Florida – Certification Grades K-6</p> <p>M.Ed. – Educational Leadership, University of North Florida – Certification – Educational Leadership (All Levels)</p>	2	2	<p>2007-2008 D Pickett Reading proficiency was 45%, math proficiency 33%, writing proficiency 72%, and Science proficiency 15%. There are less than ten students in the White, Hispanic, ELL, and Indian. Blacks, Whites, and Economically Disadvantage students did not make AYP in reading or math.</p> <p>2008-2009 C Pickett Reading proficiency was 54%, math proficiency 48%, writing proficiency 94%, and Science proficiency 32%. There are less than ten students in the SWD, Hispanic, ELL, and Asian. All other applicable NCLB subgroups made AYP through Safe Harbor</p> <p>2009-2010 B Pickett Reading proficiency was 58%, math proficiency 68%, writing proficiency 97%, and Science proficiency 24%. There are less than ten students in the SWD, Hispanic, ELL, and Indian. Blacks, and Economically Disadvantage students did not make AYP in reading. All other applicable NCLB subgroups made AYP.</p> <p>2010-2011 FCAT Grade: C Reading Proficiency was 53%, Math proficiency 75%, Writing proficiency 84% And Science 44% White, Black and Economically Disadvantaged students Did not make AYP in reading. White and Economically Disadvantaged students did not make AYP in math.</p> <p>2011-2012: Grade A; School had 92 point gain from the 2010-2011 school year. Proficiency increased in reading and math by 13%, 78% in Writing 3 or higher, 34% proficiency in Science, 80% Learning Gains in Reading, 70% Learning Gains in Math, 95% Bottom 25% Learning Gains in Reading, and 78% Bottom 25% Learning gains in Math</p>

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)
School Instructional Coach	LaChandra Palmer	Elementary Education Grades K-6	6	6	<p>2011-2012: Grade A; School had 92 point gain from the 2010-2011 school year. Proficiency increased in reading and math by 13%, 78% in Writing 3 or higher, 34% proficiency in Science, 80% Learning Gains in Reading, 70% Learning Gains in Math, 95% Bottom 25% Learning Gains in Reading, and 78% Bottom 25% Learning gains in Math</p> <p>2010-2011: Grade C; School maintained a letter grade of a "C", Math Proficiency increased by 2% percentage points and Reading Proficiency increased by 7% percentage points. Learning Gains in Reading increased by 9% percentage points, but the Learning Gains in Math decreased by 3% percentage points. Our Bottom Quartile students in Reading increased by 23%. Blacks did not make AYP in math.</p> <p>2009-2010: Grade C; School maintained a letter grade of a "C"; Math Proficiency increased by 3 percentage points, Math Learning Gains increased by 4 percentage points, Lowest 25% Math Gains increased by 16 percentage points, Science Proficiency increased by 14 percentage points; SES, Blacks, and SWD did not make AYP in math and reading</p> <p>2008-2009: Grade C. Reading Mastery: 50%, Learning Gains: 64%, Lowest 25% Gains: 77%. All subgroups met AYP in reading. Math Mastery: 53%, Learning Gains: 63%, Lowest 25% Gains: 71%. Black and Economically Disadvantaged students did not meet AYP. Writing Mastery: 96%. Science Mastery: 13%.</p> <p>2007-2008: Grade D. Reading Mastery: 37%, Learning Gains: 61%, Lowest 25% Gains: 70%. None of the subgroups met AYP in reading. Math Mastery: 54%, Learning Gains: 68%, Lowest 25% Gains: 58%. None of the subgroups met AYP in math. Writing Mastery: 67%. Science Mastery: 0%.</p>
Reading Coach	Leigh Farrington	Elementary Education Grades K-6; Educational Leadership (all levels)	5	5	<p>2011-2012: Grade A; School had 92 point gain from the 2010-2011 school year. Proficiency increased in reading and math by 13%, 78% in Writing 3 or higher, 34% proficiency in Science, 80% Learning Gains in Reading, 70% Learning Gains in Math, 95% Bottom 25% Learning Gains in Reading, and 78% Bottom 25% Learning gains in Math</p> <p>2010-2011: Grade C; School maintained a letter grade of a "C", Reading Proficiency increased by 7% percentage points. Learning Gains in Reading increased by 9% percentage points. Our Bottom Quartile students in Reading increased by 23%. All subgroups made AYP in Reading.</p> <p>2009-2010: Grade C; School maintained a letter grade of a "C"; SES, Blacks, and SWD did not make AYP in reading</p> <p>2008-2009: Grade C. Reading Mastery: 50%, Learning Gains: 64%, Lowest 25% Gains: 77%. All subgroups met AYP in reading.</p>
					<p>2011-2012: Grade A; School had 92 point gain from the 2010-2011 school year. Proficiency increased in reading and math by 13%, 78% in Writing 3 or higher, 34% proficiency in Science, 80% Learning Gains in Reading, 70% Learning Gains in Math, 95% Bottom 25% Learning Gains in Reading, and 78% Bottom 25% Learning gains in Math</p>

Math Coach	Patrick Kennedy	Elementary Education Grades K-6	6	5	<p>2010-2011: Grade C; School maintained a letter grade of a "C"; Math Proficiency increased by 2% percentage points, but the Learning Gains in Math decreased by 3% percentage points. Our Bottom Quartile students in Math decreased by 24% percentage points. Blacks did not make AYP in math.</p> <p>2009-2010: Grade C; School maintained a letter grade of a "C"; Math Proficiency increased by 3 percentage points, Math Learning Gains increased by 4 percentage points, Lowest 25% Math Gains increased by 16 percentage points, Science Proficiency increased by 14 percentage points; SES, Blacks, and SWD did not make AYP in math</p> <p>2008-2009: Grade C. Math Mastery: 53%, Learning Gains: 63%, Lowest 25% Gains: 71%. Black and Economically Disadvantaged students did not meet AYP.</p> <p>2007-2008: Grade D. Math Mastery: 54%, Learning Gains: 68%, Lowest 25% Gains: 58%. None of the subgroups met AYP in math.</p>
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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. Monthly Beginning Teacher Meetings with Principal	Principal	Ongoing	
2	2. Providing Mentors for New Teachers	Principal	Ongoing	
3	5. Recruiting via Teach For America	District Personnel	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
38	10.5%(4)	23.7%(9)	50.0%(19)	15.8%(6)	21.1%(8)	89.5%(34)	5.3%(2)	0.0%(0)	21.1%(8)

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
Sonya Addison	Stephanie Beltran	Ms. Addison is the PDF and a 2nd grade teacher. She has a proven track record of moving low performing students in the FAIR assessment	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.
Ashlen Williams	Aja Oakes	Ms. Williams is a 3rd grade Math teacher and has a proven track record of moving low performing students. She has excellent classroom management and exhibits morale authority.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.
Ashley Nassau	Mary Wright	Ms. Nassau is the Engagement Coach and has a proven track record of moving low performing students in both 1st grade and 4th grade.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.

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 are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs such as STAR.

Title II

Title III

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. We also refer families to the Ribault Family Resource Center.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students. Additional SAI funds can be used to provide after-school tutoring and Saturday school for targeted students.

Violence Prevention Programs

Nutrition Programs

School is participating in the Fresh Fruit and Vegetable Program this year. Fruits and Vegetables will be given to students during the designated time for them to try and sample. We are also implementing Recess Before Lunch Program to see if it helps with behavior in the cafeteria. Through the Magnet Grant, we will also be implementing an Organic Garden and that will be integrated through the Science Lab.

Housing Programs

Head Start

Adult Education

We offer Ready To Learn and Families That Read Succeed Programs for our students and parents. This helps our parents get involved with their child's education.

Career and Technical Education

We will integrate Medical Careers and the education required for each career through the medical units that teachers create for each grade level.

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Principal/Assistant Principal(s)
- Academic Coach(es)
- RtI Facilitator
- Additional positions will be determined by the school as supportive to RtI implementation. Recommendations include the following:
 - o School Counselor
 - o Select General Education Teachers
 - o Select Special Education Teachers
 - o Foundations Team Chair
 - o Select ESOL Teachers
 - o Select personnel with technical expertise

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

The team should meet 4 times per month (weekly meetings recommended) to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the Leadership Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student need
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps

For the most intensive interventions at Tier 3 in the 2012-13 school year, the current SMARTeam structure will be used collaboratively with the building instructional teams (PLC, grade level teams, and/or content area teams) to provide classroom support for students

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?

- Principal/Assistant Principal(s): Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.
- Academic Coach (es): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
- RtI Facilitator: Participates on Building Leadership Team; acts as liaison for implementation of RtI at the school level; receives ongoing RtI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support RtI.
- School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
- Select General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.
- Select Special Education Teachers: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- Foundations Team Chair: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.
- Select ESOL Teachers: Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.
- Select personnel with technical expertise: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

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

The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team

should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RtI to inform instruction and made mid-course adjustments as data are analyzed.

MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments as appropriate, Florida Comprehensive Assessment Test (FCAT)
Midyear: FAIR, DRA-2, District Benchmark Assessments as appropriate
End of year: FAIR, FCAT
Ongoing Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), Inform/LimeLight
Frequency of data review: 2 times per month (recommend twice a month for data analysis through Data Days, Data Study Teams, etc.)

Describe the plan to train staff on MTSS.

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

- Professional learning communities
- Classroom observations
- Collaborative planning
- Analysis of student work
- Book study
- Lesson study
- Action research

Describe the plan to support MTSS.

The Building Leadership Team and Administrators will conduct data chats every nine weeks to discuss the progress of all students, what interventions have been implemented, and discuss next steps. Strategies will be given and probing questions will be asked to allow the teacher to reflect on the interventions used and the progress made of the students. Strategies and interventions will be followed up in Instructional Grade Level Meetings to see if the student is improving or needs additional help. This information will be documented and reported to administrators weekly. Information and data will be submitted to MRT if needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team will include these key positions:

- Principal/Assistant Principal(s)
- Academic Coach(es)
- RtI Facilitator
- Additional positions will be determined by the school as supportive to RtI implementation. Recommendations include the following:
 - o School Counselor
 - o Select General Education Teachers

- o Select Literacy Lead Teachers
- o Select Special Education Teachers
- o Foundations Team Chair
- o Select ESOL Teachers
- o Select personnel with technical expertise

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

The district's reading/language arts philosophy is clear in suggesting that a successful reading teacher not only teaches a child how to read, but also incorporates strategies that foster a love of reading and prepares the student to enjoy a lifetime of reading." In support of the district's reading goals and our school based reading goals, we have established a monthly literacy team data review meeting to assist us in aligning with DCPS Comprehensive K-12 Reading Plan. Team members, review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum.

The Literacy Lead Team will function as a sub-committee within the Instructional Leadership Team. The team will meet weekly (Wednesdays) and discuss the latest research impacting effective reading instruction. TheTeam develops and organizes professional development for all of the Literacy Teachers. In addition, the LLT performs weekly classroom observations to ensure that Best Practices in Reading instruction are being implemented with fidelity on a daily basis.

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

TheTeam's major initiative will develop and organize professional development for all of the Literacy Teachers. In addition, the LLT will perform weekly classroom observations to ensure that Best Practices in Reading instruction are being implemented with fidelity on a daily basis.

We further meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/31/2012)

*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.

Carter G. Woodson Elementary School has implemented a Pre-K Program for the preschool students residing in the school's attendance area. The Pre-K program is funded via Title 1 funds. Therefore, the program has stringent guidelines and procedures to adhere to. Currently, the enrollment for Pre-K is 18 and both parents and students must adhere to Pre-K's policies as well. Students who attend and master the Pre-K objectives (academic and social) should have a successful transition into an elementary program.

Within the first 45 days of enrollment, Kindergarten students are given 2 assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide for the screening of each child's readiness for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for kindergarten (Letter Naming Fluency and Initial Sound Fluency) to gather information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention.

*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:	On the 2012-2013 FCAT, we will increase our students scoring at a Level 3 by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (39)	34% (56)

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	Level of rigor is not at the desired level.	Continue Equity Audits during PD sessions Collaborative Learning Communities Continue Inquiry/ Project Based Learning Activities Highly Effective Leadership Team Closing the Opportunity Gap for all students Infuse the medical magnet standards, expectations outlined in CAST and the Common Core State Standards into instruction.	Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	Classroom Walk-Throughs Student Work Collaborative Team Meetings Professional Development Calendar	CAST Evaluation-Domain 2 and 3 Comprehension Toolkit data Student Work/Projects
2	Many students lack the background knowledge/life experience to comprehend effectively.	Teachers will infuse science and social studies content into Reading and Math instruction.	Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	Classroom Walk-Throughs Student Work Collaborative Team Meetings Professional Development Calendar	CAST Evaluation-Domain 2 and 3 Comprehension Toolkit data Student Work/Projects
3	Many students lack the vocabulary to comprehend effectively.	Teachers will explicitly teach vocabulary using a variety of engaging instructional methods.	Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	Classroom Walk-Throughs Student Work Collaborative Team Meetings Professional Development Calendar	CAST Evaluation-Domain 2 and 3 Comprehension Toolkit data Student Work/Projects
	Many students are reading below grade level.	The school will implement the FAIR assessments to monitor student progress; Teachers will	Principal and the Reading Coach and Instructional Leadership Team	Review FAIR data reports to ensure teachers are assessing students according to the created	Printout of FAIR assessments.

4		participate in an intensive job-embedded professional development opportunity which will focus on teaching guided reading effectively; Teachers will use a variety of high quality authentic literature for reading instruction.		schedule.	
5	1.2. Level of rigor is not present in instruction	Include higher-order questions in lesson plans.	Principal and the Reading Coach and Instructional Leadership Team	Lesson plans will be reviewed during classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
6	FCIM not adequately implemented	Develop an Instructional Focus Calendar for Reading and Language Arts classes Develop Medical Units that are integrated throughout lessons.	Reading Coach, and Instructional Leadership Team	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through FAIR assessments.
7	Many students lack the vocabulary necessary to comprehend effectively	Teachers will explicitly teach vocabulary using a variety of engaging instructional methods.	Principal, Assistant Principal, Reading Coach, School Instructional Coach	Review FAIR data reports regarding vocabulary to ensure teachers are effectively teaching vocabulary.	Administrators will review lesson plans, word walls and instruction during walkthroughs.

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:	On the 2012-2013 FAA, we will increase our students scoring at Levels 4,5,and 6 by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (13)	64% (15)

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 English Proficiency	Cues and Prompting Reinforcement and Encouragement Scaffolding Verbal Refocusing	Teachers Principal/Assistant Principal Varying Exceptionalities Teacher District/State Personnel	Teacher Reflection of Lesson Student Feedback/Work	Informal Assessments Formal Assessments
2	Behaviors	Repetition Visual Models	Teachers Principal/Assistant Principal Varying Exceptionalities	Computer Data Spreadsheets	Unique Learning Systems

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:

On the 2012-2013 FCAT, we will increase our students scoring at a Level 4 or better by 10%

2012 Current Level of Performance:

2013 Expected Level of Performance:

16% (27)

26% (43)

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	Level of rigor is not at the desired level.	<p>Infuse the medical magnet standards, expectations outlined in CAST and the Common Core State Standards into instruction.</p> <p>Continue Equity Audits during PD sessions</p> <p>Collaborative Learning Communities</p> <p>Continue Inquiry/Project Based Learning Activities</p> <p>Highly Effective Leadership Team</p> <p>Closing the Opportunity Gap for all students</p>	Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	Classroom Walk-Throughs Student Work Collaborative Team Meetings Professional Development Calendar	CAST Evaluation-Domain 2 and 3 Comprehension Toolkit data Student Work/Projects
2	Many students lack the life experience to comprehend effectively.	<p>Teachers will include video streaming, field trips, virtual field trips and guest speakers to supplement their instruction.</p> <p>Continue Equity Audits during PD sessions</p> <p>Collaborative Learning Communities</p> <p>Continue Inquiry/Project Based Learning Activities</p> <p>Highly Effective Leadership Team</p> <p>Closing the Opportunity Gap for all students</p>	Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	Classroom Walk-Throughs Student Work Collaborative Team Meetings Professional Development Calendar	CAST Evaluation-Domain 2 and 3 Comprehension Toolkit data Student Work/Projects
3	Students are given few opportunities to extend their learning.	<p>Teachers will increase project based learning opportunities to connect real world application</p>	Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and	Classroom Walk-Throughs Student Work Collaborative Team Meetings Professional Development Calendar	CAST Evaluation-Domain 2 and 3 Comprehension Toolkit data Student Work/Projects

			Instructional Leadership Team.		
4	Inadequate level of rigor	Include higher-order questions in lesson plans Infuse medical standards through all content areas.	Principal and the Reading Coach and Instructional Leadership Team	Lesson plans will be reviewed during classroom walkthroughs	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
5	FCIM not adequately implemented	Develop an Instructional Focus Calendar for Reading and Language Arts classes. Develop Medical Units that are integrated throughout lessons.	Reading Coach, and Instructional Leadership Team	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	Effectiveness will be determined through FAIR assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	On the 2012-2013 FAA, we will increase our students scoring at a Level 7 or better by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (6)	32% (8)

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	Inability to retrieve information Difficulty sequencing Unable to concentrate	Using additional resources to reinforce information Study Groups Encouragement Scaffolding	Teachers Principal/Assistant Principal Varying Exceptionality Teacher District/State Personnel	Teachers Self-reflection of the lesson Student Feedback/ Student Work	IEP Goals and Objectives Pre/Post Test
2	Poor Time Management	Verbal cues and prompting Review Topics	Teachers Principal/Assistant Principal Varying Exceptionality Teacher District/State Personne	Teachers Self-reflection of the lesson Student Feedback/ Student Work	PCI Reading Program
3	Anxiousness Frustration Level Slow Reading	Survey Questions Read, Recite, and Review (SQ3R)	Teachers Principal/Assistant Principal Varying Exceptionality Teacher	Teachers Self-reflection of the lesson Student Feedback/ Student Work	Unique Learning Systems

		District/State Personnel	
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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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	On the 2012-2013 FCAT, we will increase our students making learning gains by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (88.4)	90% (99)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level of rigor is not at the desired level.	Infuse the medical magnet standards, expectations outlined in CAST and the Common Core State Standards into instruction. Continue Equity Audits during PD sessions Collaborative Learning Communities Continue Inquiry/Project Based Learning Opportunities Highly Effective Leadership Team Closing the Opportunity Gap for all students	Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	Classroom Walk-Throughs Student Work Collaborative Team Meetings Professional Development Calendar	CAST Evaluation-Domain 2 and 3 Comprehension Toolkit data Student Work/Projects
2	Many students are unaware of their current level of achievement.	Student Achievement Chats will be conducted with all students following FAIR and Benchmark assessments.	Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	. Administrators will review log for Student Achievement Chats during walkthroughs	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
3	Many students are unaware of their current level of achievement.	Student Achievement Chats will be conducted with all students following FAIR assessments.	Principal, Reading Coach, and Instructional Leadership Team	Administrators will review log for Student Achievement Chats during walkthroughs.	Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.
4	3.2 Many students are reading below grade level.	The school will implement the FAIR assessments to monitor student progress; Teachers will participate in an intensive job-embedded professional development opportunity which will	Principal and the Reading Coach and Instructional Leadership Team	Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	Printout of FAIR assessments

		focus on teaching guided reading effectively; Teachers will use a variety of high quality authentic literature for reading instruction.			
5	Many students lack the vocabulary necessary to comprehend effectively	Teachers will explicitly teach vocabulary using a variety of engaging instructional methods and integrating our medical units throughout all content areas.	Principal, Assistant Principal, Reading Coach, School Instructional Coach	Review lesson plans for vocabulary instruction and also Guided Reading lessons for vocabulary development.	Administrators will review lessons plans, word walls and instruction during walkthroughs.

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:	On the 2012-2013 FAA, we will increase our students making learning gains by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (6)	91% (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	Cognitive, Psychological, and Emotional Disabilities	Students are allowed to progress based on a tiered process and work to their potential Providing students with rigorous activities that would extend their learning opportunities	Teachers Principal/Assistant Principal Varying Exceptionalities Teacher	Differentiation ULS PCI Reading Program	3B.1. Student Work/ Discussions Data Sets CAST Evaluation System (Domain 2 and 3)

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	On the 2012-2013 FCAT, we will maintain our students making learning gains in our Bottom 25%
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (29)	95% (29)

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
	Level of rigor is not at the desired level.	Infuse the medical magnet standards, expectations outlined in	Principal, Assistant Principal, Reading Coach,	Classroom Walk-Throughs Student Work Collaborative Team	CAST Evaluation-Domain 2 and 3 Comprehension

1		<p>CAST and the Common Core State Standards into instruction.</p> <p>Continue Equity Audits during PD sessions</p> <p>Collaborative Learning Communities</p> <p>Continue Inquiry/Project Based Learning Activities</p> <p>Highly Effective Leadership Team</p> <p>Closing the Opportunity Gap for all students</p>	<p>Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.</p>	<p>Meetings</p> <p>Professional Development Calendar</p>	<p>Toolkit data</p> <p>Student Work/Projects</p>
2	Many students are unaware of their current level of achievement	<p>Student Achievement Chats will be conducted with all students following FAIR and Benchmark assessments.</p>	<p>Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.</p>	<p>Administrators will review log for Student Achievement Chats during walkthroughs</p>	<p>Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.</p>
3	Many students are reading below grade level.	<p>The school will implement the FAIR assessments to monitor student progress; Teachers will participate in an intensive job-embedded professional development opportunity which will focus on teaching guided reading effectively; Teachers will use a variety of high quality authentic literature for reading instruction.</p>	<p>Principal and the Reading Coach and Instructional Leadership Team</p>	<p>Review FAIR data reports to ensure teachers are assessing students according to the created schedule.</p>	<p>Printout of FAIR assessments.</p>
4	Level of rigor is not present in instruction	<p>Include higher-order questions in lesson plans</p> <p>Infuse medical standards through all content areas.</p>	<p>Principal and the Reading Coach and Instructional Leadership Team</p>	<p>Lesson plans will be reviewed during classroom walkthroughs.</p>	<p>Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions</p>
5	FCIM not adequately implemented	<p>Develop an Instructional Focus Calendar for Reading and Language Arts classes.</p> <p>Develop Medical Units that are integrated throughout lessons.</p>	<p>Reading Coach, and Instructional Leadership Team</p>	<p>Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.</p>	<p>Effectiveness will be determined through FAIR assessments.</p>
6	Many students lack the vocabulary necessary to comprehend effectively	<p>Teachers will explicitly teach vocabulary using a variety of engaging instructional methods and integrate Medical Units throughout all content areas.</p>	<p>Principal, Assistant Principal, Reading Coach, School Instructional Coach</p>	<p>Review FAIR data reports regarding vocabulary to ensure teachers are effectively teaching vocabulary.</p>	<p>Administrators will review lesson plans, word walls and instruction during walkthroughs</p>

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 #

We will increase our Proficiency by 5% every year through the 2016-2017 school year

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44%	49%	54%	59%	64%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	On the 2012-2013 FCAT, we will increase our African American students scoring at a Level 3 by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 24%(39)	Black: 34%(56)

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	: Learning Environment	Provide more opportunities to extend learning through shared inquiry, individual student inquiry, and student discussions- more authentic cognitive engagement (ACE) Monitor individual students progress and develop individual learning plans Allow students to set goals for learning	Classroom Teachers, Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	Student data Student Work/Projects Reflections on Lessons Taught	CAST Evaluation-Domain 2 and 3 Comprehension Toolkit data Student Work/Projects Classroom Walkthroughs Student Data
2	Many students are reading below grade level	The school will implement the FAIR assessments to monitor student progress; Teachers will participate in an intensive job-embedded professional development opportunity which will focus on teaching guided reading effectively; Teachers will use a variety of high quality authentic literature for reading instruction.	Principal and the Reading Coach and Instructional Leadership Team	Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	Printout of FAIR assessments
3	Level of rigor is not present in instruction	Include higher-order questions in lesson plans Infuse medical standards throughout all content areas.	Principal and the Reading Coach and Instructional Leadership Team	Lesson plans will be reviewed during classroom walkthroughs.	Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
4	Many students lack the vocabulary necessary to comprehend effectively	Teachers will explicitly teach vocabulary using a variety of engaging instructional methods.	Principal, Assistant Principal, Reading Coach, School Instructional Coach	Review FAIR data reports regarding vocabulary to ensure teachers are effectively teaching vocabulary.	Administrators will review lesson plans, word walls and instruction during walkthroughs.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	All students with disabilities lacking proficiency in Reading will score a Level 3 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3)	100% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigorous Cut Scores	RtI implemented with fidelity Soar to Success Leveled Literacy Providing students with same education and expectations as their peers	Classroom Teachers Varying Exceptionality Teachers Administration	Analysis of: Benchmark scores DRA levels PMA scores	DRA Benchmark PMA CAST Evaluations

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:	On the 2012-2013 FCAT, we will increase our Economically Disadvantaged students scoring at a Level 3 by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:

24% (39)			34% (56)		
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	Student Mobility	Prompt and tight monitoring of the Bottom 25%, making sure students do not slip through the cracks or get lost in the shuffle	Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	Records of Interventions used on the Bottom 25%	Assessment Monitoring of all students

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
Equity Training	PreK-5th	Principal/Assistant Principal	All content area teachers in PreK-5th grade	All Faculty Meetings, the first Wednesday of each month	Classroom Walkthroughs/ CAST Domains 2 and 3/ Student Data	Administration
Common Core Training	PreK-5th	Coaches	All content area teachers in PreK-5th grade	One Early Dismissal Training each month	Classroom Inquiry Implementation/ Student Inquiry Showcase/ Student Work/ Lesson Plans	Administration/ Coaches
Inquiry Training	PreK-5th	Jackson/Nassau	All content area teachers in PreK-5th grade	One Early Dismissal Training each month; beginning of each Faculty Meeting	Common Core Implementation in lessons and lesson plans. Classroom Walkthroughs	Administration/ Coaches

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Comprehension Toolkit	Increases Inquiry based learning through the Reading Strategies	Turn Around Funds	\$3,000.00
Great Books	Increases Shared Inquiry through authentic literature	Turn Around Funds	\$3,800.00
			Subtotal: \$6,800.00
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
Common Core (Dana Group)	Training on Common Core	Title 1	\$5,300.00
			Subtotal: \$5,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$12,100.00

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:	On the 2012-2013 FCAT, we will increase our students scoring at a Level 3 by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (43)	36% (59)

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	Rigorous Instruction Understanding of Common Core Standards	Continuous school-wide professional development for the implementation of Common Core State Standards. Teachers will be gradually integrating the CCSS into their instruction. Continue Equity Audits during PD sessions Collaborative Learning Communities Highly Effective Leadership Team Closing the Opportunity Gap for all students	School Leadership Team will make arrangement for professional development. Teachers will be responsible for implementation in their classrooms. Principal, Assistant Principal, Math Coach, Curriculum Integration Specialist will monitor implementation.	Students use of accountable talk in the classroom Journals of student work	CAST evaluations Classroom Walk Through Rubrics
2	Student Engagement Lack of Accountable Talk in Classroom Discussions	Teachers facilitate Inquiry Projects that utilize real world learning. Empowering students the opportunity to discuss and explain through higher-order questioning	Math Coach Administration	Math teachers in grades 3-5 will meet weekly with the Math Coach to discuss the progress of the Inquiry Projects. Math Coach makes weekly visits to the classrooms to discuss the projects with the students	Timeline for student work and a detailed rubric for learning. Classroom Walk Throughs
3	Accurate Data Monitoring	Accuracy and relevance achieved using item analysis and RtI progress	Principal, Assistant Principal, Math Coach, Curriculum Integration Specialist and Instructional Leadership Team.	Reviewing Assessment Data with Teachers to determine next targets and appropriate focus	Student Assessment Data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	On the 2012-2013 FAA, we will increase our students scoring at a Level 4,5,and 6 by 5%
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
59% (13)			64% (15)		
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	Confusion about the operations	Prompting, Modeling, and Repetition are used to get students thinking and to help retain information Several teacher created materials to reinforce lessons/skills taught	Classroom Teachers	Student Feedback	Informal and Formal Assessments ULS Pre and Post Tests (monthly) PCI Pre and Post Tests
	Knowing their numbers in isolation		Principal/Assistant Principal	Student Work Samples	
	Cognitive Disabilities		Varying Exceptionalities Teacher	Student Data	

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:		On the 2012-2013 FCAT, we will increase our students scoring at a Level 4 and 5 by 10%
2012 Current Level of Performance:		2013 Expected Level of Performance:
18% (31)		28% (46)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.3 Monitoring of Data	2.3 Provide a more prompt and fluid system for monitoring all assessment data	2.3 Principal, Assistant Principal, Mathematics Coach	2.3 Review Pre/Post Test data to see which areas need to be targeted for reteach or small group instruction	2.3 Progress of all students on assessments
2	2.1. Clear understanding of NGSSS/Common Core Standards	2.1. Common board configuration including objectives, essential questions, date, agenda, and homework assignment. Higher Order Questioning and follow-thru with math terminology throughout all grade levels.	2.1. Principal, Assistant Principal, Mathematics Coach	2.1. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations. Check lesson plans for Higher Order Questions and math Vocabulary Classroom observations to see higher order questions and math vocabulary being implemented	2.1. Reports generated from walk throughs.
	2.2 FCIM not adequately implemented.	2.2 Utilize the FCIM to identify students in the core curriculum needing intervention and	Principal, Assistant Principal, Mathematics Coach	2.2 Review student grouping charts frequently and ensure groups are redesigned to	Progress of all students on assessment.

3		enrichment Develop detailed lesson plans that have higher order questions and medical content.		target the need of students based on assessment.	
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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:	On the 2012-2013 FAA, we will increase our students scoring at a Level 7 or higher by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (6)	32% (8)

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	Confusion about the operations Knowing their numbers in isolation Cognitive Disabilities	Prompting, Modeling, and Repetition are used to get students thinking and to help retain information Several teacher created materials to reinforce lessons/skills taught	Classroom Teachers Principal/Assistant Principal Varying Exceptionalities Teacher	Student Feedback Student Work Samples Student Data	Informal and Formal Assessments ULS Pre and Post Tests (monthly) PCI Pre and Post Tests

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012-2013 FCAT, we will increase our students making learning gains by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (71.9)	75% (81)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.3 Differentiated instruction for all students.	3.3 Collaboration across content areas with Project Based Learning. Projects will be completed in duos or triads allowing students the opportunity to learn from and teach each other.	3.3 Teachers and Math Coach	3.3 Student group presentations and the feedback from their peers.	3.3 Project timelines and rubrics

2	3.1 Student Engagement	3.1 Integration of technology in our classrooms. LCD projectors, document cameras and student response systems.	3.1 Math Coach Technology Coach in collaboration with classroom teachers.	3.1 Student work and discussion during IGLM	3.1 PI Data CAST Student Assessment Data
3	3.2 Data Monitoring	3.2 Teachers and students knowing their levels as well as needs-based benchmarks	3.2 Classroom Teachers, Principal, Assistant Principal, Math Coach, Curriculum Integration Specialist and Instructional Leadership Team.	3.2 Grade-wide assessment data Bottom Quartile Listings	3.2 Student Assessment Data

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	On the 2012-2013 FAA, we will increase our students making learning gains by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (6)	80% (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	. Confusion about the operations Knowing their numbers in isolation Cognitive Disabilities	Prompting, Modeling, and Repetition are used to get students thinking and to help retain information Several teacher created materials to reinforce lessons/skills taught	Classroom Teachers Principal/Assistant Principal Varying Exceptionalities Teacher	Student Feedback Student Work Samples Student Data	Informal and Formal Assessments ULS Pre and Post Tests (monthly) PCI Pre and Post Tests

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012-2013 FCAT, we will increase our students in the lowest 25% making learning gains by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (25)	88% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of Mathematical	Determining specific	Math Coach	RtI Data Review	Progress

1	Foundation	targets and groupings based upon weekly assessments, placement of students in proper remediation groups			Monitoring of Weekly Assessments
2	Student Engagement	. Students in this category will have the school's Computer Lab at their disposal between 8 – 8:30 am for SuccessMaker 5.0. Students will be responsible for documenting their time in the lab by signing in and out. Students will also post their 70% or higher scores on a thematic magnet "board" created by the Technology Lab Teacher.	Technology Lab Teacher	Usage reports created by the Technology Lab Teacher.	Discussions with students on their thoughts about math and their learning.
3	Students not progressing in Rtl	Targeted intervention with individual focus	Principal, Assistant Principal, Math Coach, Curriculum Integration Specialist and Rtl/Instructional Leadership Team.	Progress monitoring of weekly assessment data	Weekly student assessments

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 # We will increase our Proficiency in Mathematics by 5% every year through the 2016-2017 school year 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48%	53%	58%	63%	68%	

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:	On the 2012-2013 FCAT, we will increase our African American students scoring at a Level 3 by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(43)	36% (59)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: Physical environment	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Principal, Assistant Principal, Mathematics Coach	Math Coach will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	Progress of students on assessments.

2	Lack of confidence in articulating math discussion	Increase focus on classroom discussion, student facilitating, and empowering and engaging students as excellent communicators	Principal, Assistant Principal, MathCoach, Curriculum Integration Specialist and Instructional Leadership Team.	Records Chats with students	Walkthroughs Classroom Visits
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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:			On the 2012-2013 FCAT, we will increase our SWD students scoring at a Level 3 by 10%		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
40% (4)			50% (5)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigorous Cut Scores	RtI implemented by all teachers with fidelity Number Worlds Small Group Instruction Providing students with the same educational opportunities as their peers	Classroom Teachers, Principal, Assistant Principal, Math Coach, Curriculum Integration Specialist, Varying Exceptionalities Teacher and Instructional Leadership Team.	Benchmark Tests PMA Teacher-made tests Inquiry Projects	All data sets Observations Domain 2 and 3 of CAST

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.			On the 2012-2013 FCAT, we will increase our Economically Disadvantaged students scoring at a Level 3 by 10%		
Mathematics Goal E:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
44% (74)			54% (87)		
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	Student mobility	Prompt and tight monitoring of bottom 25%, making sure these students do not get lost in the shuffle or slip through the cracks	Principal, Assistant Principal, Math Coach, Curriculum Integration Specialist and Instructional Leadership Team.	Records of interventions used with Bottom 25%	Assessment Monitoring

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
Equity Training	PreK-5th	Principal/ Assistant Principal	All content area teachers in PreK-5th grade	Every faculty meeting	Classroom Walkthroughs/ CAST Domains 2 and 3/ Student Data	Administration
Inquiry Training	PreK-5th	Jackson/Nassau	All content area teachers in PreK-5th grade	One Early Dismissal Wednesday each month/ Faculty Meetings	Classroom Inquiry Implementation/ Student Inquiry Showcase/ Student Work/ Lesson Plans	Administration/ Coaches
Common Core Training	PreK-5th	Coaches	All content area teachers in PreK-5th grade	One Early Dismissal Wednesday each month	Common Core Implementation in lessons and lesson plans. Classroom Walkthroughs	Administration/ Coaches

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
Common Core Training (Dana Group)	Training of the Common Core Standards	Title 1	\$5,300.00
Subtotal: \$5,300.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Grand Total: \$5,300.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.O: Students scoring at Achievement Level 3 in science. Science Goal #1a:			Each student from K-4 should receive science instruction directly for 3 hours each week at a minimum -Each student in grade 5 should receive direct science instruction of 1.5 hours per day (7.5 hours per week) including a full science lab session weekly -Move from 25% proficiency to 35%		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
24% (14)			35% (23)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Science instruction not being taught with rigor or fidelity in the primary grades or intermediate grades 3rd & 4th. Thus, concepts that were not taught cause a gap when addressed in the 5th grade curriculum.	1A.1. School provides more professional development (in house) to help teachers still struggling with the concepts/strategies of Science	1A.1. Principal, Assistant Principal, Curriculum Integration Specialist and Instructional Leadership Team.	1A.1. Administration should check for lesson plans that are either exclusive to Science instruction or proof of Science integration in other subjects like ELA or Math	1A.1. During CAST Observations, have teachers teach a Science Lesson or show evidence of integrating Science instruction in an ELA or Math lesson. Until teachers are truly held accountable, they will not teach Science with any real fidelity.
	1A.2. No additional support available to Science outside of 1 5th grade teacher and 1Science Lab teacher. Teachers in the other grades who are not	1A.2. Science Lab continued to be offered to 5th grade weekly for a full class period. Primary, 3rd & 4th grade teachers need	1A.2. Principal, Assistant Principal, Curriculum Integration Specialist and Instructional	1A.2. A grade level representative or each individual teacher needs to communicate with the Science Lab teacher where they are in the learning	1A.2. More cohesive lessons across each grade level evidence by cross curricular lessons and

2	comfortable with the subject have no coach or other resource to help explain concepts, provide support/feedback, suggestions, training, etc.	to communicate with the Science Lab teacher to help coordinate where they are in their science instruction so that she can provide reinforcement activities during resource.	Leadership Team.	schedule. Coaches should also attend Science related District CLC or other trainings. They need to have a better grasp of the science curriculum and standards to be able to provide effective support and guidance to teachers that need it.	integration within all subject areas.
3	1A.3. Students are only tested for their Science knowledge when they reach the 5th grade, but get tested for all other subject areas from K-5. Therefore, there is NO data to assess where students are from year to year.	1A.3. Pre & Post tests should be done before and after each new concept is presented to students Science FCAT practice tests and Benchmark test should be administered in ALL (these can be teacher created or done using FCAT 2.0 TestMaker) Baseline testing should be done in ALL intermediate grades during the first 2 – 3 weeks of school.	1A.3. Principal, Assistant Principal, Curriculum Integration Specialist and Instructional Leadership Team.	1A.3. Data collected from each Pre, Post, Baseline, FCAT Practice, and Benchmark can be used to determine effectiveness of instruction	1A.3. Pre Test Post Test Baseline Test FCAT Practice PMA's Benchmark Testing

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:	On the 2012-2013 FAA, we will maintain our students scoring at a Level 4,5,and 6
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (8)	100% (8)

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	1B.1.Inability to retrieve information Difficulty sequencing Unable to concentrate	1B.1. Using additional resources to reinforce information Study Groups Encouragement Scaffolding	1B.1. Teachers Principal/Assistant Principal Varying Exceptionalities Teacher District/State Personnel	1B.1.Teachers Self-reflection of the lesson Student Feedback/ Student Work	1B.1 IEP Goals and Objectives Pre/Post Test
2	1B.2. Poor Time Management	1B.2.Verbal cues and prompting Review Topics	1B.2. Teachers Principal/Assistant Principal Varying Exceptionalities Teacher	1B.2. Teachers Self-reflection of the lesson Student Feedback/ Student Work	1B.2. PCI Reading Program

			District/State Personnel		
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	In Grade 5, 10% of all students will reach levels above proficiency on the 2013 administration of the FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (6)	35% (10)

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 differentiation beyond proficiency (Level 3)	2A.1. Students will receive targeted intervention developed through the use of the problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core. Students produce inquiry based projects based around medical standards Medical standards integrated into both science and math curriculum	2A.1. Science Lead Teacher, Principal, Assistant Principal, Curriculum Integration Specialist and Instructional Leadership Team.	2A.1. Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark (70% on common assessment).	2A.1. Common assessments tied to Florida Science Standards administered weekly.

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:	On the 2012-2013 FAA, we will increase our students scoring at a Level 7 or higher by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (4)	60% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Cognitive, emotional, and psychological	Science lessons infused thru monthly	Classroom Teachers	Teacher Self Reflection	Northshore Science

1	barriers	Unique Learning Systems Curriculum	Principal/Assistant Principal	Student Feedback	Kits/data
	ADHD			Student Data	Informal/Formal Assessments
	Retaining information	Repetition of skills and concepts through all subject areas	Varying Exceptionalities Teacher	Student Sample Work Pieces	ULS assessments
		Use of verbal cues and modeling to help students retain information			

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
Science PD at UF	3rd-5th Science Teachers	UF Professors	Science Content Teachers 3rd-5th	July 9th-July 23rd and then once a month for follow up (Thursday)	Student Performance Tasks and Student Data	Administration/Coaches/UF
Inquiry Training	PreK-5th	Jackson/Nassau	All content area teachers PreK-5th	One Early Dismissal training each month/ Every Faculty Meeting	Student Inquiry implementation and Student showcase	Administration/Coaches
Equity Training	PreK-5th	Administration	All content area teachers PreK-5th	Every Faculty Meeting	Classroom Walkthroughs/ CAST Domains 2 and 3/ Student Data	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Training (Dana Group)	Training of Common Core Standards	Title 1Common Core Training (Dana Group)	\$5,300.00
			Subtotal: \$5,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$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.	On the 2013 administration of the FCAT Writing Test, 28% of the 4th grade students will achieve a 4.0 or above.
Writing Goal #1a:	On the 2013 administration of the FCAT Writing Test, 85% of the 4th grade students will achieve a 3.0 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%	28%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Lack of conventions instruction in prior grade levels	1A.1. Lessons from Step Up to Writing-CUPS Conferencing with students Rubrics for self assessment and so that students know what is good enough	1A.1. Classroom Teacher monitors student progress Students monitor their own work Coaches/ CIS Principal/Assistant Principal	1A.1. Student Work Inquiry Projects Conference Logs	1A.1. Prompts Rubrics/ FCAT Rubrics Classroom Walkthroughs
2	1A.2. Lack of prior experiences using the writing process.	1A.2. Students will use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time. Students will produce a performance piece that shows understanding of content and medical standards Integrating medical units into all content areas	1A.2. Classroom Teacher monitors student progress Students monitor their own work Coaches/ CIS	1A.2 Polished pieces of writing Inquiry Projects Conference Logs	1A.2. Prompts Rubrics/ FCAT Rubrics Classroom Walkthroughs

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.	On the 2012-2013 FAA, we will maintain our students scoring at a Level 4 or higher
Writing Goal #1b:	

2012 Current Level of Performance:			2013 Expected Level of Performance:		
2012 Current Level of Performance: * 100% (8)			100% (8)		
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	1B.1. Limited English Proficiency	1B.1. Cues and Prompting Reinforcement and Encouragement Scaffolding Verbal Refocusing	1B.1. Classroom Teachers Principal/Assistant Principal Varying Exceptionalities Teacher District/State Personnel	1B.1. Teacher Reflection of Lesson Student Feedback/Work	1B.1. Informal Assessments Formal Assessments Number Worlds
2	1B.2. Behaviors	1B.2. Repetition Visual Models	1B.2. Classroom Teachers Principal/Assistant Principal Varying Exceptionalities Teacher District/State Personnel	1B.2. Computer Data Spreadsheets	1B.2. Unique Learning Systems
3	1B.3. Lack of focus due to medical or mental conditions	1B.3. ULS	1B.3. Classroom Teachers Principal/Assistant Principal Varying Exceptionalities Teacher District/State Personnel	1B.3. Computer Data Spreadsheets	1B.3. PCI Reading Program Teacher Informal Assessments IEP Goals and objectives

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core (Dana Center) Training	Pre-K-5th	Dana Group Facilitator	All content area teachers PreK-5th	Pre-Planning August 14th One Early	Lesson Plans and Classroom Walkthroughs	Administration/Coaches

Inquiry Training	Pre-K-5th	Jackson/Nassau	All content area teachers PreK-5th	Dismissal training each month/ Every Faculty Meeting	Student Inquiry implementation and Student showcase	Administration/Coaches
Common Core Training (In-house)	Pre-K-5th	Coaches	All content area teachers PreK-5th	One Early Dismissal training each month	Common Core Implementation through lesson plans and classroom walkthroughs	Administration/Coaches

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:	Woodson will reduce the number of students with excessive absences and tardies by 50%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92% (427)	95% (448)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
7% (34)	4% (14)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

3% (12)			2% (9)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. High mobility; Lack of transportation in inclement weather	1.1. Deliver parent workshops on the importance of attending school on a regular basis; Use truancy officer to visit homes of students with excessive absences; refer families of students with excessive absences to Ribault Full Services Center.	1.1. Principal, Assistant Principal, Guidance Counselor, CRT	1.1. Weekly reports using OnCourse attendance system run by CRT; Truancy officer report	1.1. OnCourse attendance system
2		1.2 Implementation of school uniforms and magnet expectations	1.2 Principal, Assistant Principal, Guidance Counselor, CRT	1.2. Weekly reports using OnCourse attendance system run by CRT; Truancy officer report	1.2 OnCourse attendance system.
3		1.3 Ending breakfast at 8:45	1.3 Principal, Assistant Principal, Guidance Counselor, CRT	1.3 Weekly reports using OnCourse attendance system run by CRT; Truancy officer report	1.3 OnCourse attendance system

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
Regular Attendance importance	PreK-5th	Guidance Counselor; Truancy Officer	Parents/Guardians; school-wide	November	OnCourse weekly reports	CRT Operator/STC

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

Common Core (Dana Group)	Training on Common Core	Title 1	\$5,300.00
			Subtotal: \$5,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,300.00

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:			Reduce the amount of students suspended by 5%.		
2012 Total Number of In–School Suspensions			2013 Expected Number of In-School Suspensions		
13% (17)			8% (13)		
2012 Total Number of Students Suspended I n-School			2013 Expected Number of Students Suspended I n-School		
13% (17)			% (13)		
2012 Number of Out-of-School Suspensions			2013 Expected Number of Out-of-School Suspensions		
35% (70)			25% (55)		
2012 Total Number of Students Suspended Out-of-School			2013 Expected Number of Students Suspended Out-of-School		
35% (70)			25% (55)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. SESIR violations being violated	1.1. Pair students with multiple student code of conduct violations with in-school mentors	1.1. Assistant Principal; Guidance Counselor; CRT Operator	1.1. In-School Referrals; Quarterly Conduct Grades	1.1. Genesis/OnCourse
2		1.2 Implementation of Positive referral	1.2 Assistant Principal; Guidance Counselor, CRT Operator	1.2 In-School Referrals; Quarterly Conduct Grade	1.2 Genesis/OnCourse
		1.3 Implementation of School Uniforms and	1.3 Assistant Principal;	1.3 In-School Referrals; Quarterly Conduct	1.3 Genesis/OnCourse

3		Magnet Expectations	Guidance Counselor, CRT Operator	Grades	
4		1.3 Implementation of School Uniforms and Magnet Expectations	1.3 Assistant Principal; Guidance Counselor, CRT Operator	1.3 In-School Referrals; Quarterly Conduct Grades	1.3 Genesis/OnCourse

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
Mentoring Program	PreK-5th	Assistant Principal; Guidance Counselor	School-Wide Faculty; School-Wide Students	Initial Meeting in October, then ongoing daily	Monthly Mentor/Mentee Meeting	Assistant Principal
Positive Referral	PreK-5th	Assistant Principal; Guidance Counselor	School-Wide Faculty; School-Wide Students	Daily on Morning Announcements	Weekly Rewards for those students	Assistant Principal

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			Increase the average parental involvement at nightly workshops by 20 parents		
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
125 (average).			145 (average)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students not getting correspondence to parents	1.1 Encourage Family involvement at FCAT Parent Night	1.1 Academic Achievement Team Instructional Coaches	1.1 Collect Participant data	1.1 Parent Attendance Sign-in sheets
2		1.2 Encourage Families to participate in Families That Read Succeed	1.2 Academic Achievement Team, Instructional Coaches	1.2 Collect Participant data	1.2 Parent Attendance Sign-in Sheets
3		1.3 Implement the Magnet Parent Newsletter and update website	1.3 SCT and Magnet Lead Teacher	1.3 Collect Participant data	1.3 Parent Attendance Sign-in sheets
4	Lack of a functioning PTA/ SAC	Recruit new members and officers for PTA	PTA President; Administration;	Meetings; New Member Recruitment Sign Up;	Parent Attendance Sign-in sheets Minutes from Meetings

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
FCAT Math Strands and Test-Taking Strategies	PreK-5th	Math Teachers and Instructional Coaches	School-Wide Faculty	October 2012	Monitor Student Work Parent Volunteer Liaison will provide follow-up to parents	Parent Volunteer Liaison
FCAT Reading Clusters and Test-Taking Strategies	PreK-5th	Reading Teachers and Instructional Coaches	School-Wide Faculty	November 2012	Monitor Student Work Parent Volunteer Liaison will provide follow-up to parents	Parent Volunteer Liaison

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:			Implementation of STEM through our Medical Magnet will increase student achievement in all content areas by 10%		
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	. Resource Teachers have limited time with students and are not full time at our school	Develop Medical Units that incorporate Common Core State Standards and Medical Standards,	Resource Teachers and Curriculum Integration Specialist	Resource teachers communicate with other content area teachers to integrate within their lessons. Students produce culminating project that reflects learning from all content areas.	Classroom Walkthroughs Magnet Rubrics Student Work Collaborative meeting notes
2	Science instruction not being taught with rigor or fidelity in the primary grades or intermediate grades 3rd & 4th. Thus, concepts that were not taught cause a gap when addressed in the 5th grade curriculum.	School provides more professional development (in house) to help teachers still struggling with the concepts/strategies of Science	Principal, Assistant Principal, Curriculum Integration Specialist and Instructional Leadership Team.	Administration should check for lesson plans that are either exclusive to Science instruction or proof of Science integration in other subjects like ELA or Math	During CAST Observations, have teachers teach a Science Lesson or show evidence of integrating Science instruction in an ELA or Math lesson. Until teachers are truly held accountable, they will not teach Science with any real fidelity.

3	No additional support available to Science outside of 1 5th grade teacher and 1 Science Lab teacher. Teachers in the other grades who are not comfortable with the subject have no coach or other resource to help explain concepts, provide support/feedback, suggestions, training, etc.	Science Lab continued to be offered to 5th grade weekly for a full class period. Primary, 3rd & 4th grade teachers need to communicate with the Science Lab teacher to help coordinate where they are in their science instruction so that she can provide reinforcement activities during resource.	Principal, Assistant Principal, Curriculum Integration Specialist and Instructional Leadership Team	A grade level representative or each individual teacher needs to communicate with the Science Lab teacher where they are in the learning schedule. Coaches should also attend Science related District CLC or other trainings. They need to have a better grasp of the science curriculum and standards to be able to provide effective support and guidance to teachers that need it.	More cohesive lessons across each grade level evidence by cross curricular lessons and integration within all subject areas.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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

Additional Goal(s)

Continuous promotion of the Medical Magnet Program during the 2012-2013 school year by 100% of all teachers Goal:

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:					
1. Continuous promotion of the Medical Magnet Program during the 2012-2013 school year by 100% of all teachers Goal			Continuous promotion of the Medical Magnet Program during the 2012-2013 school year by 100% of all teachers		
Continuous promotion of the Medical Magnet Program during the 2012-2013 school year by 100% of all teachers Goal #1:					
2012 Current level:			2013 Expected level:		
75% (27)			100% (38)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Teacher Buy-In of Magnet Program Fidelity of Implementation	Continue Professional Development sessions to show teachers how Common Core Standards, the Medical Magnet, and the CAST Evaluation System all connect and work together. Showing teachers that the magnet program is not something extra	Curriculum Integration Specialist, Coaches, and Instructional Leadership Team	Implementation of strategies learned in the Professional Development sessions Student Work produced at the end of each Medical Unit	1.1. Classroom Walkthroughs Teacher Work Products Magnet Rubrics Student Work Classroom Artifacts Teacher evaluations

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
Medical Units of Study	K-5	Lolita Sessoms	All grade levels K-5 and all content areas	November 2012, February 2013, May 2013	Classroom Walkthroughs, Sharing of Student Work, and Artifacts presented	CIS and Administration

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 Continuous promotion of the Medical Magnet Program during the 2012-2013 school year by 100% of all teachers Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Comprehension Toolkit	Increases Inquiry based learning through the Reading Strategies	Turn Around Funds	\$3,000.00
Reading	Great Books	Increases Shared Inquiry through authentic literature	Turn Around Funds	\$3,800.00
				Subtotal: \$6,800.00
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
Reading	Common Core (Dana Group)	Training on Common Core	Title 1	\$5,300.00
Mathematics	Common Core Training (Dana Group)	Training of the Common Core Standards	Title 1	\$5,300.00
Science	Common Core Training (Dana Group)	Training of Common Core Standards	Title 1Common Core Training (Dana Group)	\$5,300.00
Attendance	Common Core (Dana Group)	Training on Common Core	Title 1	\$5,300.00
				Subtotal: \$21,200.00
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: \$28,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

☒ Priority

☒ Focus

☒ Prevent

☒ NA

Are you a reward school: ☒ Yes ☒ No

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

No Attachment (Uploaded on 10/31/2012)

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

SAC meets every third Thursday of the month. We discuss issues that may affect student achievement and student data. We develop solutions to the issues that arise in the building and find additional resources to support the school.

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 CARTER G. WOODSON ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	58%	58%	26%	197	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	55%	63%			118	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	63% (YES)			134	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					449	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District CARTER G. WOODSON ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	56%	81%	27%	212	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	46%	67%			113	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	87% (YES)			135	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					460	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested