FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HOBE SOUND ELEMENTARY SCHOOL

District Name: Martin

Principal: Joan B. Gibbons

SAC Chair: Tia Brown

Superintendent: Nancy Kline

Date of School Board Approval: November 20, 2012

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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)
Principal	Joan B. Gibbons	BA Elem. Ed. M.Ed. Leadership Certification areas: Elem Ed: K-6 Principal: K-12 Ed. Leadership K-12	7	9	'11-12: A, no did not make AYP in subgroups: White-Reading and White, Hispanic,African American, ED - Math '10-'11; A, no did not make AYP in subgroups: ED and Hispanic - Reading, ED and Hispanic - Math. '09-10; A, no did not make AYP in subgroups: ED- reading and Hispanic - Math '08-09: A, yes made AYP '07-'08: A, did not make AYP in subgroups: SWD-Reading and Math, All-Writing '06-'07: A, yes made AYP '05-'06: B, "Provisional" AYP in subgroups: SWD-Math, All-Writing
		BA Elem. Ed. M.Ed. Leadership			'11-12: A, no did not make AYP in subgroups: White-Reading and White, Hispanic,African American, ED - Math '10-'11; A, no did not make AYP in subgroups: ED and Hispanic - Reading, ED

| Assis Principal | Willie Gore, Jr. | Certification areas: Elem Ed: K-6 Ed. Leadership K-12 | 3 | 11 | and Hispanic - Math. '09-10; A, no did not make AYP in subgroups: ED- reading and Hispanic - Math '08-09: A, yes made AYP '07-'08: A, did not make AYP '06-'07: A, yes made AYP '05-'06: B, did not make AYP |

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading and Writing	Janet Church	BS Elem. Ed., certified in grades K-6 MS Ed. Curriculum and Instruction, Reading Endorsed	10	3	'11-12: A, no did not make AYP in subgroups: White-Reading and White, Hispanic,African American, ED - Math '10-'11; A, did not make AYP in subgroups: ED and Hispanic - Reading, ED and Hispanic - Math. '09-10; A, did not make AYP in subgroups: ED- reading and Hispanic - Math '08-09: A, yes made AYP '07-'08: A, did not make AYP in subgroups: SWD-Reading and Math, All-Writing '06-'07: A, yes made AYP '05-'06: B, "Provisional" AYP in subgroups: SWD-Math, All-Writing
MTSSS Coach	Lisa Bourquin	Bachelor of Arts in Elementary Education, ESOL Endorsement, Masters Degree in Educational Leadership in Progress (April 2012 Graduation)	3	3	'11-12: A, no did not make AYP in subgroups: White-Reading and White, Hispanic,African American, ED - Math 2011 A No AYP - HSE 2010 C No AYP - PWE 2009 B No AYP - PWE 2008 A No AYP - PWE 2007 A No AYP - PWE 2006 B Provisional AYP - PWE 2005 B Yes AYP – Palm Beach County 2004 C No AYP – Palm Beach County

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	Review of HR Novus online applicants to identify high quality teachers.	Principal	March 2013	
2	Continue networking with FAU Department of Education Chair to host interns at HSE.	Principal	May 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
NA	NA

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
50	2.0%(1)	16.0%(8)	24.0%(12)	58.0%(29)	32.0%(16)	100.0%(50)	6.0%(3)	6.0%(3)	76.0%(38)

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
Missy O'Connor, Paul Billington	Joyce Bussell	Joyce is an experienced teacher but new to HSE. Paul teaches the same grade level (4) and subject area. Missy is Joyce's deparmentalized partner.	Schoolwide procedures and practices common to HSE.
Paul Billington, Missy O'Conner	Kathy Creswell	Kathy is an expeienced teacher and has changed grade levels at HSE. Missy teaches the same subject area and grade level (4). Paul is Kathy's departmentalized partner.	Grade level expectations, support with technology, lesson plan development, and assessments.
Anne Wheeler	Danielle, Haluck	Anne has exceptional experience with utilization of data to drive instructional decisions and technology.	Schoolwide procedures and practices common to HSE. Support with assessments, instructional focus in all academic areas, data analysis and technology.
Laura Evans, Cristina Covey	Jean Wright	Jean is an expeienced teacher and has changed grade levels at HSE. Laura and Ctistina teaches the same grade level(K).	Grade level expectations, support with technology, and assessments.
Teri Cusack	Connie Reed, Nathalie Schofield	Nathalie is an experienced teacher new to HSE and Connie Reed changed grade levels at HSE. Teri Cusack teaches the same subjecT area.	Grade level expectations, spport with assessments, instructional focus, data analysis and technology.
Gail Newman, Dana Carlisle, Donna Pultz, Julie Roberts, Liz Altman	Nicole McCarthy	The first grade team will support Ms. McCarthy who changed grade levels and is new to first grade.	Grade level expectations, weekly grade team meetings to provide support with assessments, instructional focus in all academic areas,and data analysis.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds fund two staff positions at the school. The literacy coach (reading and writing) offers instructional support and professional development to teachers. A fifth grade teacher has been added to reduced the teacher student ratio enabling teachers to better meet the needs of students. A home-school parent liaison offers support to our parent involvement strategies.

Four "Family Learning Nights" will take place this year. Topics for these events are: Literacy, Math/Science, Assessment/Technology and Preparing for a Summer of Learning.

Our Parent Library, housed in our front office reception area is for parents to use when visiting the school and will be enhanced with additional resources.

Professional development programs will offer instructional staff members training in strategies and best practices for science and math. Funds will be used for consultants in these subject areas not supported by an instructional coach. Funds will also be used in these subject areas for supplementary school assembly style programs for students and parents.

Home/School Communication folders will be used daily to facilitate a smooth line of information sharing.

Manipulatives for math instruction, writing workshop materials such as journals, post-it notes, and folders will supplement the instructional focus of our teachers.

Title I funds were used in the summer for teachers serving as grade level leaders to develop curricular focus calendars. These leaders are volunteering to continue to lead their team members throughout the school year to revise focus calendars based on data driven decision making.

Title I, Part C- Migrant

Title I, Part D

Title II

Title II funding supports district and school initiatives and training in the areas of reading, math, science, and data driven decision making.

Title III

Title III funds are expended to support English Language Learners at our school through:
• the development and implementation of language instructional software programs;
• supplying additional supplemental text written to make content comprehensible to ELLs, while promoting their English language development;
• supporting family literacy, parent outreach, and training activities designed to assist parents to become more active participants in the education of their children;
• improving instructional delivery with ELL focused professional development for teachers and paraprofessionals.

Title X- Homeless

The Martin County School District provides support for homeless families. Our school utilizes these resources on an as needed basis through referrals from the guidance counselor, school nurse and other school personnel. In addition, The Hobe Sound Community Chest, a local philanthropic organization, provides referral information to all school personnel.

Supplemental Academic Instruction (SAI)

SAI funds will be used for the tutoring of lowest quartile students in reading and math. This tutoring will take place within the school day and afterschool.

Violence Prevention Programs

The guidance counselor provides lessons during the related arts classes utilizing the Character Counts program. In addition, he provides interventions as needed. Through collaborative support of the Martin County Sheriff's Department and Martin County School District, a deputy sheriff provides DARE (Drug Abuse Resistance Education Program) lessons to HSE fifth grade students.

Nutrition Programs

Our cafeteria Manager, Lisa Fountain, provides lessons on nutrition to all students via the school-wide morning news program (ENN). Teachers utilize lessons provided by the Martin County Health Department. Students participate in physical education activities(guided)on a daily basis for 150 minutes each week.

Housing Programs

N/A

Head Start

The Martin County School District provides Head Start Programs at various school sites, which enables parents to advantage of preschool instruction for their children. Through a strong collaborative approach, support is shared by both school sites and Head Start staff.

Adult Education

Adult Education programs are offered at various locations within Martin County. A program is located in our neighboring private school site for parents seeking adult education in English language acquisition.

Career and Technical Education

Our school guidance counselor provides lessons in career and technological education.

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Our Core Team consists of these members:
Lisa Bourquin, MTSS (RTI) Coach
Ken Rickson, Guidance Counselor
Janet Church, Reading/Writing Coach
Julie Stellman, Speech and Language Therapist
Gina Vigil, Mainstream Consultant
Suzanne Mason, School Psychologist
Willie Gore, Assistant Principal
Joan Gibbons, Principal
Other teacher members will join afterschool meetings based upon student academic or behavioral, grade level needs.

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 MTSSS (RtI) Leadership Team meets each week to review academic and behavioral data. Expertise in specific areas of need and collaboration enables the group to support students and teachers with core and tiered levels of academic and behavioral interventions.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement

plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS (RtI) Leadership Team serves in various roles on school improvement teams to provide support in the development of the SIP. These teams meet twice a month afterschool to provide continual review of the implementation of strategies and identification of additional avenues of support. The MTSS RtI team serves as a final review stage of the drafted SIP.

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.

The MTSS RtI coach has developed an excel spreadsheet to track the support implemented by staff for specific students. This data will be updated weekly and shared at the weekly MTSS RtI meeting.

The specific tiered data will be managed using excel spreadsheets, FAIR charts, and Performance Matters for grades 3-5 academic benchmark assessments.

Describe the plan to train staff on MTSS.

All staff members were trained in MTSS RtI by the Principal and Guidance Counselor on August 9th, 2012. A powerpoint presentation with handouts was used to provide a smooth overview of MTSS (RTI). All MTSS RtI team members completed the online course developed for Florida's educators. Faculty and staff will be encouraged to take this course as well by offering compensatory time for completing the course outside of the school day. Continued professional development will be offered throughout the school year by the RtI coach to all faculty members.

Describe the plan to support MTSS.

All staff members are trained in MTSS/RtI by the principal, Guidance Counselor and RtI coach.Each grade level meets with the MTSS Core team as Professional Development to implement the MTSS process with fidelity. Continous updates are given to ensure the staff implements the plan successfully.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Joan Gibbons, Principal
Willie Gore, Assistant Principal
Janet Church, Reading/Writing Coach
Ken Rickson, Guidance Counselor

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

The LLT meets every other week to discuss schoolwide literacy needs and develop strategies to support student achievement. Professional development is planned and executed, review of instructional focus calendars and materials, vertical alignment of academic areas between grade level teams, coordination of mentorships is executed. On opposite weeks, these leaders coordinate curricular team meetings (SIP Teams) with one teacher per grade level who takes the role of teacher leader in that academic area (reading, writing, math, science, social studies).

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

Identify areas of need after analyzing student performance data at each meeting. Plan, develop and execute professional development for all teachers in the areas of literacy with a specific focus on strategies for lower performing students and at risk populations.

Public School Choice

Supplemental Educational Services (SES) Notification

*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.

HSE hosts school tours for families of incoming kindergartners in the spring and summer. Our kindergarten teachers coordinate kindergarten screenings and tours in May and August each year. Translators are available to support families in completing necessary paperwork. Our parent liaison works in collaboration with neighboring preschools to ensure communication of our kindergarten program. We host a VPK program on our campus which enabled a smooth transition for these 9 students to our school culture and campus. All families receive a welcome letter from the Principal and monthly newsletters to support the transition of preschool students to our school.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percent of students in FCAT Level 1 and 2 will decrease by 8%. The percentage of students in FCAT Level 4 and 5 will increase by 5% resulting in 35% of students scoring FCAT Level 3 on the 2013 FCAT reading.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
32% (111) of students achieved a level 3 on the 2012 Reading FCAT 2012 Reading FCAT Grade level summary: 3rd Grade: 31% (36) 4th Grade: 33% (38) 5th Grade:33% (37)	35% of students will achieve reading proficiency(120 students)on the 2013 Reading FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite skill acquisition	Analysis of assessments to determine skill needs	Classroom Teachers	Data Analysis	Performance Matters, Progress Monitoring assessments
2	Ability to increase level of reading proficiency in all students	Professional development for teachers of reading in Reader's Workshop	Classroom Teachers, Literacy Coach, Principal and Assistant Principal	LLT and RTTL meetings to analyze data	Data reports from: FAIR/PMRN, Fountas/Pinnel, MCSD Benchmark assessments
3	Increase level of instructional expertise for teachers of reading	Continue academic departmentalization to include 3rd, 4th and 5th grade, Focused PD and support	Classroom Teachers, Literacy Coaches, Principal, Assistant Principal	Reading Teacher Team Leader Meeting minutes,Data Analysis	Data Reports from: FAIR/PMRN, Fountas/Pinnel, MCSD Benchmark assessments
4	Increase level of instructional expertise for teachers of reading	Continue academic departmentalization to include 3rd, 4th and 5th grade, Focused PD and support	Classroom Teachers, Literacy Coaches, Principal, Assistant Principal	Reading Teacher Team Leader Meeting minutes,Data Analysis	Data Reports from: FAIR/PMRN, Fountas/Pinnel, MCSD Benchmark assessments
5	Ability to increase level of reading proficiency in all students	Reading data meetings to analyze performance on FAIR, Fountas/Pinnel, MCSD Benchmark assessments to guide differentiated instruction	Teachers of Reading, Literacy Coaches and LLT members	Literacy Leaders Team members, Reading Teacher Team Leaders, and Classroom teachers analyze assessment data	Data reports from: FAIR/PMRN, Fountas/Pinnell, MCSD Benchmark assessments
6	Ability to increase level of reading proficiency in all students	Professional development for teachers of reading in Balanced Literacy	Classroom Teachers, Literacy Coaches, Principal and Assistant Principal	Classroom Walkthrough, LLT and MTSS meetings to analyze data	Data reports from: FAIR/PMRN, Rigby and Fountas/Pinnell, MCSD Benchmark assessments
7	Implementation of inclusion services (support facilitation) to all SWD students.	Continue FINS Professional Development,Inclusion Team meetings, PD with Mainstream Consultant	Literacy Coaches,Mainstream Consultant, Principal, Assistant Principal	ESE Team meeting minutes, LLT team meeting	Data reports from: FAIR/PMRN, Fountas/Pinnell, MCSD Benchmarks
8	Increase primary grade level students' reading proficiency	Leveled Literacy Intervention grades K-2	Literacy Coaches, Classroom Teachers, Principal, Assistant Principal	Implementation of LLI with fidelity, data anaysis	LLI data analysis
	Increase level of	COntinue academic	Classroom	Reading Teacher Team	Data Reports from:

| | 9 | instructional expertise for teachers of reading | departmentalization at 3rd, 4th, and 5th grades, Focused PD and support | Teachers, Literacy Coaches, Principal, Assistant Principal | Leader Meeting minutes, Classroom Walkthroughs, Data Analysis | FAIR/PMRN, Fountas/Pinnell, MCSD Benchmark assessments |

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	No Data	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
No Data	No Data	

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					

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:	35% of students will score above proficiency in reading on the 2012 FCAT Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (109 students) scored above proficiency; 3rd Grade: 36% (42), 4th Grade: 31%(36), 5th Grade: 28%(31)on the 2012 FCAT reading.	35% (120)of third, fourth and fifth graders will score above proficiency on the 2013 FCAT in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Support for high level readers to increase literacy and expertise in a targeted content area (reading)	Anaylsis of assessments to determine areas of focus to increase skill level	Classroom Teachers of grades 3-5, Literacy Coach, Principal, Assistant Principal	Data Analysis of student achievement in targeted content area (reading)	Performance Matters, Progress Monitoring Assessments, PMRN, Fountas/Pinnel
2	Ability to increase student achievement of high level readers	Implement Just Right Books for high achieving readers.	Literacy Coach, Principal, Assistant Principal	Analysis of student reading achievement data	Fountas/Pinnel, PMRN, FAIR, Performance Matters
3	Third and Fourth Grade achievement levels are in negative trend	ImplementReaders Workshop components in all 3rd, 4th, and 5th grade classes, focused support and PD from 5th grade teachers of teaching and Literacy Coach Implement CIS	Teachers of Reading, grades 3-5, Literacy Coaches	Reading Teacher Team meetings and LLT meetings biweekly, Data from: PMRN, Performance Matters	PRMN, Performance Matters

					Education City
4	Support for high level readers to increase literacy expertise	Increase participation in the Sunshine State Book readers program for high achieving readers,Book Bowl	Literacy Coach, Principal, Assistant Principal

Guidance Counselor | Analysis of student reading achievement data | Fountas/Pinnell, PMRN, FAIR, Performance Matters, Participation in implemented reading programs |
| 5 | | | | | |

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

| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.

Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

| 3a. FCAT 2.0: Percentage of students making learning gains in reading.

Reading Goal #3a:	71% of students will make a learning gain in reading on the 2012-2013 FCAT Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(141) of students made a learning gain in reading on the 2011-2012 FCAT Reading assessment.	71% (147) of students will make a learning gain in reading on the 2012-2013 FCAT Reading assessment.

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	Ability to increase student achievement level to qualify as a learning gain	Increase targeted PD for teachers of grades 3-5	Literacy Coach, Principal, Assistant Principal	Data analysis of student achievement in reading and math	Reading and math achievement data, team meetings, data team meetings
2	Ability to increase student achievement level to qualify as a learning gain	Continue building mentorships for students at risk in reading	Principal, Assistant Principal, Literacy Coach	Data analysis of students' reading achievement	Team meeting minutes, Reading achievement data
	Ability to increase	Continue focused PD to	Teachers of	Data analysis of	Fluency checks,

3	student achievement level to qualify as a learning gain	teachers of reading	Reading in grades 4 and 5, Literacy Coaches, Principal, Assistant Principal	students' reading achievement	Running Records, biweekly data team meetings, Performance Matters
4	Ability to increase student achievement level to qualify as a learning gain	Continue to build mentorships for students at risk in reading	Principal, Assistant Principal, Guidance Counselor, all related arts teachers	Analyze student achievement and mentorship successes/challenges	Reading achievement data

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	76% of students in the lowest quartile will make a learning gain in reading on the 2012-2013 FCAT Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (31 students) in lowest quartile made a learning gain on the 2011-2012 FCAT Reading assessment.	76% (33)of students in the lowest quartile will make a learning gain in reading on the 2012-2013 FCAT Reading assessment.

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	Ability to increase students in lowest quartile of reading to a level qualifying as a learning gain.	Provide interventions for 4th and 5th grade lowest quartile students to increase skill focused instructional time	4th and 5th grade teachers of reading, Literacy Coach	Data anaysis/Progress Monitoring of reading achievement	PMRN, Performance Matters, Fountas/Pinnel
2	Ability to increase students in lowest quartile of reading to a level qualifying as a learning gain.	Provide afterschool tutorial lessons for reading with students of the lowest quartile	4th and 5th grade teachers of reading, guidance counselor, assistant principal, Literacy coach	Data anaysis/Progress Monitoring of reading achievement	PMRN, Performance Matters, Fountas/Pinnel

		Ability to increase students in lowest quartile of reading to a level qualifying as a learning gain.	Provide interventions for 4th and 5th grade LQ students to increase skill focused instructional time	4th and 5th grade teachers of reading, Literacy Coach	Data anaysis/Progress Monitoring of reading achievement	PMRN, Performance Matters,Fountas/Pinnell
3						
4		Ability to increase students in lowest quartile of reading to a level qualifying as a learning gain.	Provide afterschool tutorial lessons for LQ reading students	Teachers of reading, guidance counselor assistant principal, literacy coach	Data anaysis/Progress Monitoring of reading achievement	PMRN, Performance Matters, Rigby and Fountas/Pinnell
5		Ability to increase students in lowest quartile of reading to a level qualifying as a learning gain.	Provide before school tutorial lessons for LQ reading students	Computer Lab teacher, literacy coaches, principal, assistant principal	Data anaysis/Progress Monitoring of reading achievement	PMRN, Performance Matters,Fountas/Pinnell
6		Ability to increase students in lowest quartile of reading to a level qualifying as a learning gain.	SES tutorials	SES coordinator, SES providers	Data anaysis/Progress Monitoring of reading achievement	PMRN, Performance Matters, and Fountas/Pinnell

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	74% (107)of White students scored proficient on the 2012 Reading FCAT assessment. This subgroup did not show improvement from 2011. Students scoring proficient on FCAT Reading increase by 6% (115)on the 2013 assessment. 80%
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

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:	79% of White students will achieve proficiency on the 2013 FCAT reading assessment and meet the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(107) of White students met the reading goal as measured by the 2011-2012 FCAT reading assessment. This group did not show a progress from 2010-2011.	79%(114) of White students will achieve proficiency on the 2013 FCAT reading assessment and meet the AMO target.

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	Ability to increase level of reading proficiency in White students	Reading data meetings to analyze performance on FAIR, Fountas/Pinnel, MCSD Benchmark assessments to guide differentiated instruction	Classroom Teachers, Literacy Coach, Principal and Assistant Principal	Literacy Leaders Team members, Reading Teacher Team Leaders, and Classroom teachers analyze assessment data at team meetings	Data reports from: FAIR/PMRN, Fountas/Pinnel, MCSD Benchmark assessments, Performance Matters
2	Ability to increase level of reading proficiency in African American and HIspanic students	Reading data meetings to analyze performance on FAIR, Fountas/Pinnel, MCSD Benchmark assessments to guide differentiated instruction	Classroom Teachers, Literacy Coach, Principal and Assistant Principal	Literacy Leaders Team members, Reading Teacher Team Leaders, and Classroom teachers analyze assessment data at team meetings	Data reports from: FAIR/PMRN, Fountas/Pinnel, MCSD Benchmark assessments, Performance Matters

3	bility to increase level of reading proficiency in White students	Professional development for teachers of reading in Reader's Workshop	Classroom Teachers, Literacy Coach, Principal and Assistant Principal	Literacy Leaders Team members, Reading Teacher Team Leaders, and Classroom teachers analyze assessment data at team meetings	Data reports from: FAIR/PMRN, Fountas/Pinnel, MCSD Benchmark assessments, Performance Matters
4	Lack of prerequisite skill acquisition in reading	Analysis of assessments to determine skill needs	Classroom Teachers	Data Analysis	Data reports from: FAIR/PMRN, Fountas/Pinnel, MCSD Benchmark assessments, Performance Matters
5	Increase level of instructional expertise for teachers of read	Continue academic departmentalization to include 3rd, 4th, and 5th grades, Focused PD and support	Classroom Teachers, Literacy Coach, Principal, Assistant Principal	Reading Teacher Team Leader Meeting, Data Analysis	Data reports from: FAIR/PMRN, Fountas/Pinnel, MCSD Benchmark assessments, Performance Matters

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:	50%(9) of ELL students will make satisfactory progress on the 2012-2013 FCAT reading assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(8) of ELL Students did not make satisfactory progress in reading on the 2012 FCAT reading asssessmeent.	50%(9) of ELL students will make satisfactory progress on the 2012-2013 FCAT reading assessment

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 oral language skills	Schoolwide book study "Literacy Instruction and English Language Learners", Bilingual paraprofessionals utilized to support Spanish speakers in developing language	Classroom Teachers, Literacy Coach, Principal, Assistant Principal	Data Analysis, Monthly Book Study Meetings	Performance Matters, CELLA Results Imagine Learning Reports
2	Ability to increase level of reading proficiency in ELL students	Imagine Learning provided daily for students who are NES and LES	ALL: Principal, Assitant Principal, Literacy Coaches, Classroom Teachers ELL Paraprofessional	Application of teaching strategies that meet the needs of English Language Learners	Performance Matters, CELLA Results Imagine Learning Reports
3	English Language Learners are still developing their levels of proficiency in conversational and academic English	Bilingual paraprofessional utilized to support Spanish speakers in developing academic language. Readers workshop professional development for K-5 teachers	ALL: Principal, Assitant Principal, Literacy Coach, Classroom Teachers District Literacy Coach Classroom Teachers	Data Analysis Application of teaching strategies that meet the needs of English Language Learners	CELLA Results Imagine Learning Reports PMRN Data Performance Matters Notes and Records

		Imagine Learning provided daily for students who are NES and LES			from Book Study Conversations

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:	58%(10)scored level 1 and 2 on the 2011-2012 FCAT Reading assessment. Levels 1 and 2 will decrease by 9% on the 2012-2013 FACT Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (8) of students scored proficient on the 2011-2012 FCAT Reading assessment.	51%(10)of students will score proficient on the 2012-2013 FCAT reading assessment.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Increase focused Instructional time in reading</td><td>Before and afterschool tutorials, Book study with work from Eric Jensen-Teaching with Poverty in Mind</td><td>Classroom teachers, Literacy Coach,Guidance Counselor,Principal, Assistant Principal</td><td>Data analysis of student achievement</td><td>Performance Matters, Fountas and Pinnel, PMRN</td></tr>
<tr><td>2</td><td>Teacher awareness of strategies to use to support SWD</td><td>PD with Reader's Workshop targeting SWD</td><td>Literacy Coach, ESE teachers, Principal, Assistant Principal, Teachers of Reading - all grade levels</td><td>Data analysis of reading achievment</td><td>Performance Matters, Fountas and Pinnel, PMRN</td></tr>
<tr><td>3</td><td>Increasing parent involvement in literacy</td><td>Parent Trainings in: Balanced Literacy, at home reading activities, use of Parent Resource Center</td><td>Literacy Coach, Parent Liaison, Principal, Assistant Principal</td><td>Data analysis of reading achievment, PRC usage logs</td><td>Fountas and Pinnel, PMRN, Performance Matters, PRC attendance log</td></tr>
<tr><td>4</td><td>Increase student usage of technology to support greater engagement in read</td><td>Utilize technology to support differentiated instruction and student engagement</td><td>Principal, Assistant Principal, K-5 teachers of reading</td><td>Data analysis of reading achievement, usage of Nooks, Interactive Pens, White Boards</td><td>Fountas and Pinnel, PMRN, Performance Matters, Lesson Plans</td></tr>
<tr><td>5</td><td>Teacher awareness of strategies to use to support SWD families</td><td>PD with ESE Teaches, Mainstream Consultant</td><td>Literacy Coach, Principal, Assistant Principal, Teachers of Reading - all grade levels</td><td>Data analysis of reading achievement</td><td>Fountas and Pinnel, PMRN, Performance Matters</td></tr>
<tr><td>6</td><td>Increasing parent involvement in literacy</td><td>Parent Trainings in: Reader's Workshop, at home reading activities, use of Parent Resource Center</td><td>Literacy Coach, Parent Liaison, Principal, Assistant Principal</td><td>Data analysis of reading achievment, PRC usage logs</td><td>Fountas and Pinnel, PMRN, Performance Matters, PRC attendance logs</td></tr>
</table>

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:	42% of ED students scoring level 1 and 2 will decreas by 5% (39) on the 2013 FCAT Reading assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	53% of ED students (49)achieved proficiency on the 2012 FCAT Reading assessment.	58% of ED students (53) will achieve proficiency on the 2013 FCAT Reading assessment.

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	Increasing focused instructional time in reading	Before and Afterschool tutorials	Principal, Assistant Principal, Guidance Counselor SES Coordinator	Data analysis of reading achievement	Fountas and Pinnel, PMRN, Performance Matters
2	Increase parent involvement in reading literacy	Parent Trainings in: Reader's Workshop, at home reading activities use of Parent Resource Center	Parent Liaisons, Literacy Coach, Principal, Assistant Principal,	Data analysis of reading achievment, PRC usage logs	Fountas and Pinnel, PMRN, Performance Matters
3	Increasing focused instructional time in reading	Before and After-school tutorials.	Literacy Coaches, Principal, Assistant Principal, Reading teachers of grades 3-5, guidance counselor	Data analysis of reading achievement	Rigby and Fountas and Pinnell, PMRN, Performance Matters
4	Increasing parent involvement in literacy	Parent Trainings in: Balanced Literacy, at home reading activities, use of Parent Resource Center	Literacy Coaches, Parent Liaison, Principal, Assistant Principal	Data analysis of reading achievement, PRC usage logs	Rigby and Fountas and Pinnell, PMRN, Performance Matters, PRC attendance logs
5	Teacher awareness of strategies to use to support ED families	PD with District Parent Liaison Continue book Study with work from Eric Jensen - Teaching with Poverty in Mind	District and School Parent Liaisons, Literacy Coaches, Principal, Assistant Principal, Teachers of Reading - all grade levels	Data analysis of reading achievement	Rigby and Fountas and Pinnell, PMRN, Performance Matters
6	Increase student usage of technology to support greater engagement in reading	Utilize technology to support differentiated instruction and student engagement	Principal, Assistant Principal, K-5 teachers of reading	Data analysis of reading achievement, usage logs of IPads,Nooks, interactive Pens, White boards	Fountas and Pinnell, PMRN, Performance Matters

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 Standards	K-2 teachers	Reading Coach,Teacher Leader, Principal	K-5 teachers of reading	August 2012, follow up as needed	Biweekly meetings with LLT, Meeting with Reading Teacher Team Leaders	Literacy Coach, Principal, Assistant Principal
Balanced Literacy, Lucy Calkins, Readers' Workshop Units of Study	K-5 teachers of Reading	Literacy Coach	3-5 teachers of reading	September 2012	Meetings with LLT, Meetings with Reading Teacher Team Leaders	Literacy Coach, Principal, Assistant Principal

Fountas Pinnell Training	K-3 teachers of reading	Literacy Coach	K-5 teachers of reading	September 2012	Meetings with LLT, Biweekly Meeting with Reading Teacher Team Leaders	Literacy Coach, Principal, Assistant Principal
Balanced Literacy - Word Study	K-5 Teachers of Reading	Literacy Coach, Principal, Assistant Principal, Columbia Teachers' College trainer	K-2 teachers of reading	December 2012	Biweekly meetings with LLT, Biweekly Meeting with Reading Teacher Team Leaders	Literacy Coach, Principal, Assistant Principal
FAIR, PMRN, Performance Matters	K-5 Teachers of Reading	Literacy Coach, Assistant Principal	K-5 teachers of reading	August-September 2012	Biweekly monitoring sessions	Literacy Coach, Principal, Assistant Principal
Technology training	IPad TLG members	Media Specialist,Teacher Leader	28 classroom teachers who are PLG members	October 16th, 2012 followed by monthly TLG meetings	Monthly meetings	Principal
Reading Training	K-5 Teachers of Reading	Literacy Coach, Assistant Principal	K-5 Teachers of Reading	September 2012	Meetings with LLT, Biweekly Meeting with Reading Teacher Team Leaders	Literacy Coach, Principal, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Heinneman, Leveled Literacy Intervention supplemental resources	Intervention kits	Title I	$250.00
			Subtotal: $250.00
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
Continue Teaching with Poverty in Mind, Eric Jensen Book Study	Book, training handouts	Title I	$250.00
Reader's Workshop	Books for use in IRAs	Title I	$500.00
Reader's Workshop	Reader's Workshop Materials	Title I	$500.00
Supplemental Reading materials for classroom libraries	classroom library books	Title I	$1,000.00
Columbia Teacher's College training on Readers	5 days on site	Title I	$5,000.00
			Subtotal: $7,250.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum Writinng	(6) teachers (16 hours each to develop instructional focus calendars	Title I	$2,400.00
			Subtotal: $2,400.00
			Grand Total: $9,900.00

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:	54%(14) of students will score proficient on the Listening/Speaking assessment of the 2013 CELLA.

2012 Current Percent of Students Proficient in listening/speaking:

44% (11) of the students in 3-5 scored proficient on the Listening/Speaking assessment of the 2012 CELLA.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite oral language skill acquisition	Bilingual paraprofessional utilized to support Spanish speakers in developing oral and academic language.	Paraprofessional, Classroom Teachers, Principal, Assitant Principal, Literacy Coach	Application of teaching strategies that meet the needs of English Language Learners	CELLA Results, Imagine Learning Reports, Performance Matters, Words Their Way Word Study Assessment
2	Parent support at home may be limited due to language barriers	Imagine Learning provided daily for students who are NES and LES	ALL: Principal, Assitant Principal, Literacy Coach, Classroom Teachers	Participation in Family Literacy Night Activities	Literacy Night Sign Ins,ParentResourceCenter Visits, CELLA
3	Parent support at home may be limited due to language barriers	Provide schoolwide workshops in Spanish as well as English.	Principal, Assistant Principal, Classroom Teachers, paraprofessionals,Title I Liaison	Participation in Family Literacy Night Activities	Literacy Night Sign Ins,ParentResourceCenter Visits, CELLA

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:	34% (9) of the students in 3-5 scored proficient on the Reading assessment of the 2013 CELLA.

2012 Current Percent of Students Proficient in reading:

24% (6) of the students in 3-5 scored proficient on the Reading assessment of the 2012 CELLA.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ability to increase level of reading proficiency in ELL students	Analysis of assessments to determine skill needs	Teachers of Reading, Literacy Coaches, ELL para and LLT members	Data Analysis	Data reports from: FAIR/PMRN, Fountas/Pinnel, MCSD Benchmark assessments, Imagine Learning
2	Lack of prerequisite skill acquisition of ELL students	Analysis of assessments to determine skill needs	Teachers of Reading, Literacy Coach, ELL para and LLT members	Data Analysis	Data reports from: FAIR/PMRN, Fountas/Pinnel, MCSD Benchmark assessments, Imagine Learning
	Ability to increase level of reading proficiency in	Professional development for	Teachers of Reading, Literacy	Data Analysis	Data reports from: FAIR/PMRN,

3	ELL students	teachers of reading in Reader's Workshop	Coach, ELL para and LLT members		Fountas/Pinnel, MCSD Benchmark assessments, Imagine Learning

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	34% (9) of the students in 3-5 scored proficient on the Writing assessment of the 2013 CELLA.

2012 Current Percent of Students Proficient in writing:
24% (6) of the students in 3-5 scored proficient on the Writing assessment of the 2012 CELLA.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ability to raise level of expertise in writing to our ELL students.	Tutorial sessions with writing coach, Focused instruction with ELL satudents	Literacy Coach, Principal, Assistant, Bilingual paraprofessionals, Guidance Counselor, Assistant Principal	Analysis of student progress on a monthly basis, Data analysis at biweekly LLT meeting	Classroom Observation tool, Lesson plans
2	Parent support at home may be limited due to language barriers	Provide schoolwide workshops in Spanish as well as English.	Principal, Assistant Principal, Classroom Teachers, paraprofessionals,Title I Liaison	Participation in Family Literacy Night Activities Data analysis	Literacy Night Sign Ins Parent Resource Center Visits CELLA
3	Work with Parent Resource Center staff to develop workshops for parents to support students at home.	Provide access to the Parent Resource Center for students and parents.	Principal, Assistant Principal, Classroom Teachers, paraprofessionals,Title I Liaison	Participation in Family Literacy Night Activities Data analysis	Literacy Night Sign Ins Parent Resource Center Visits CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Reading materials for classroom libraries	classroom library books	Title I	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Tran teachers of ELL students on Imagine Learning	Imagine Learning training handouts	District and reprographics	$200.00
			Subtotal: $200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

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: $700.00

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percent of students in FCAT Level 1 and 2 will decrease by 6%. The percentage of students in FCAT Level 4 and 5 will increase by 3% resulting in 32% of students scoring FCAT Level 3 on the 2013 FCAT mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% of students (119) achieved proficiency (level 3) on the 2012 FCAT mathematics: Grade 3 33%(39); Grade 4 36% (41); Grade 5 35%(37).	38% of students (131)will achieve proficiency (level 3)on the 2013 FCAT mathematics.

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	Ability to increase level of math proficiency of all students	Math data team meetings to analyze performance on MCSD Benchmarks, concept assessments, progress on map curriculum guide, utilize math journals on daily basis	Teachers of Mathematics, LLT members, Principal and Assistant Principal	LLT members, Math Teacher Team Leaders and Classroom teachers analyze assessment data at biweekly meetings	Performance Matters, progress monitoring on math concept assessments
2	Ability to increase level of math proficiency of all students	Math data team meetings to analyze performance on MCSD Benchmarks, concept assessments, progress on map curriculum guide, utilize math journals on daily basis	Teachers of Mathematics, LLT members, Principal and Assistant Principal	LLT members, Math Teacher Team Leaders and Classroom teachers analyze assessment data at biweekly meetings	Performance Matters, progress monitoring on math concept assessments
3	Increase level of instructional expertise for teachers of mathematics	Continue academic departmentalization of 3rd, 4th and 5th grades, Focused PD and support	Teachers of Mathematics (including ESE, Mainstream Consultant), Principal, Assistant Principal	LLT members, Math Teacher Team Leaders and Classroom teachers analyze assessment data at team meetings	Performance Matters, progress monitoring on math concept assessments
4	Ability to increase student achievement in higher order thinking skills needed for science proficiency	Departmentalize grades 3-5 for science, supporting focused PD and support Professional development to increase teacher expertise with new instructional materials	Principal, Assistant Principal, Science Teacher Leader Team members	Data analysis of student achievement on assessments by Science Teacher Leader Team meetings	Performance Matters, progress monitoring assessments
5	Ability to increase teacher expertise in the instruction of cognitive complexity	District supported training on cognitive complexity	District Science Coordinator, Assistant Principal and Principal	Data analysis of student achievement on assessments	Performance Matters, progress monitoring assessments
6	Ability to increase level of math proficiency of all students	Math data team meetings to analyze performance on MCSD Benchmarks, concept assessments, progress on map curriculum guide, utilize math journals on daily basis	Teachers of Mathematics, LLT members, Principal and Assistant Principal	LLT members, Math Teacher Team Leaders and Classroom teachers analyze assessment data at biweekly meetings	Performance Matters, progress monitoring on math concept assessments embedded in curriculum guide
	Implementation of	FINS Professional	Teachers of	ESE Team meeting	Performance

7	inclusion services (support facilitation) to all SWD students.	Development, weekly Inclusion Team meetings, PD with Mainstream Consultant	Mathematics (including ESE), Mainstream Consultant, Principal, Assistant Principal	minutes, LLT team meeting	Matters, progress monitoring on math concept assessments embedded in curriculum guide
8	Increase level of instructional expertise for teachers of mathematics	Continue academic departmentalization of 3rd, 4th and 5th grades, Focused PD and support	Teachers of Mathematics (including ESE, Mainstream Consultant), Principal, Assistant Principal	LLT members, Math Teacher Team Leaders and Classroom teachers analyze assessment data at team meetings	Performance Matters, progress monitoring on math concept assessments embedded in curriculum guide
9	Continue to increase primary grade level teachers' use of manipulatives in math lessons	Continue to build upon use of Math Calendars to build higher order thinking questioning throughout all math strands.	Teachers of Mathematics (including ESE),Mainstream Consultant, Principal, AssistantPrincipal	LLT members, Math Teacher Team Leaders and Classroom teachers analyze assessment data at team meetings	Performance Matters, progress monitoring on math concept assessments embedded in curriculum guide
10	Increase teacher level of understanding of NGSSS and CCSS	Math Teacher Leaders provide PD to colleagues	Math Teacher Leaders, Principal	LLT members, Math Teacher Team Leaders and Classroom teachers analyze assessment data at team meetings	Performance Matters, progress monitoring on math concept assessments embedded in curriculum guide
11	Increase higher order thinking in mathematics for all students	Teacher training on use of math journals and resources with current math text.	District Math Coordinator, Principal, Math Teacher Leaders	LLT member, Math Teacher Team Leaders and Classroom teachers analyze assessment data at team meetings	Performance Matters, progress monitoring on math concept assessments embedded in curriculum guide and on Focus Calendars

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	27% of students will score above proficiency on the 2013 FCAT Math.

2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (84 students) scored above proficiency on the 2012 FCAT mathematics; 3rd Grade: 22% (26), 4th Grade: 33% (38), 5th Grade: 18%(20)	27% of students (93)will score above proficiency on the 2013 FCAT Math.

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	Support for high level readers to increase literacy and expertise in a targeted content area (math)	Analysis of assessments to determine areas of focus to increase skill level	Classroom Teachers of grades 3-5, Literacy Coach, Principal, Assistant Principal	Data Analysis of student achievement in targeted content area (math)	Performance Matters, Progress Monitoring Assessments
2	Teacher understanding of new curricular materials for mathematics instruction in order to fully utilize resources	PD with current resources, mentorships for new teachers of mathematics, increased communication and support via MTTL mtgs	Principal, Assistant Principal, District Math Coordinator, MTTL members	Data analysis at: Math Teacher Team Leader Meetings, LLT meetings, Classroom observations	Performance Matters, Math strand assessments
3	Support for high level readers to increase literacy and expertise in a targeted content area (science)	Analysis of assessments to determine areas of focus to increase skill level	Classroom Teachers of grades 3-5, Literacy Coach, Principal, Assistant Principal	Data Analysis of student achievement in targeted content area (science)	Performance Matters, Progress Monitoring Assessments
4	Ability to increase reading fluency and vocabulary levels to enhance cognitive skills needed for comprehension of non-fiction text	Provide inquiry based activities and assessment	Principal, Assistant Principal, Science SIP team members	Classroom Observations, Science SIP Team minutes, Lesson Plans	Science walkthrough tool, Performance Matters, Progress Monitoring assessments
5	Ability to raise achievement level to 4 and 5.	Professional Development in NGSSS and CCSS Provide enrichment work via adpoted text rrsources	District Math Coordinator, Assistant Principal, Principal Principal, Assistant Principal, District Math Coodinator, MTTL members	Data analysis at: Math Teacher Team Leader Meetings, LLT mtgs, Classroom observations	Performance Matters, Math strand assessments Performance Matters, Math strand assessments
6	Teacher understanding of new curricular materials for mathematics instruction in order to fully utilize resources	PD with current resources, mentorships for new teachers of mathematics, increased communication and support via MTTL mtgs	Principal, Assistant Principal, District Math Coordinator, MTTL members	Data analysis at: Math Teacher Team Leader Meetings, LLT mtgs, Classroom observations	Performance Matters, Math strand 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 mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	There will be an increase of students will making a learning gain on the 2013 FCAT Math assessment by 3% (6)
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(145) of students made a learning gain on the 2012 FCAT Math assessment.	73% of students (151)will make a learning gain on the 2013 FCAT Math assessment.

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	Ability to increase student achievement level to qualify as a learning gain	Increase focused PD to teachers of mathematics Provide Interventions in mathematics	Teachers of mathematics in grades 4 and 5, Principal, Assistant Principal, Math Teacher Team Leaders Guidance Counselor	Data analysis of students' math achievement	Progress monitoring with embedded assessments, Performance Matters
2	Ability to increase student achievement level to qualify as a learning gain	Build mentorships for students at risk in mathematics	Tutorial/Intervention support Computer based enrichment programs	Principal, Assistant Principal, Guidance Counselor	Biweekly meetings to analyze student achievement and mentorship successes/challenges Performance Matters Math achievement data
3	Increase Student Engagement in mathematics	Utilize IPads to differentiate instruction.	Principal, Assistant Principal,Teacher Leaders in mathematics	Data analysis of students' math achievement	Progress monitoring with embedded assessments, Performance Matters
4	Ability to increase student achievement level to qualify as a learning gain	Increase focused PD to teachers of mathematics Provide Interventions in mathematics	Teachers of mathematics in grades 4 and 5, Principal, Assistant Principal, Math Teacher Team Leaders Guidance Counselor	Data analysis of students' math achievement	Progress monitoring with embedded assessments, Performance Matters
5	Ability to increase student achievement level to qualify as a learning gain	Build mentorships for students at risk in mathematics Tutorial/Intervention support Computer based enrichment programs	Principal, Assistant Principal, Guidance Counselor	Biweekly meetings to analyze student achievement and mentorship successes/challenges	Performance Matters Math achievement 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	There will be an increas of 3% in the number of students in the lowest quartile making learning gain on the 2013 FCAT Math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% of students (68)in the lowest quartile made a learning gain on the 2012 FCAT Math assessment.	82% of students (71)in the lowest quartile will make a learning gain on the 2012-2013 FCAT Math assessment.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Ability to increase students in lowest quartile of mathematics to a level qualifying as a learning gain</td><td>Provide interventions for 4th and 5th grade LQ students to increase skill focused instructional time</td><td>3rd, 4th and 5th grade teachers of mathematics, Principal, Assistant Principal</td><td>Data Analysis/Progress monitoring of achievement in mathematics</td><td>Performance Matters, Math strand assessments</td></tr>
<tr><td>2</td><td>Ability to increase students in lowest quartile of mathematics to a level qualifying as a learning gain</td><td>Provide before school tutorial lessons for LQ mathematics students</td><td>4th and 5th grade teachers of mathematics, Assistant Principal, Principal</td><td>Data Analysis/Progress monitoring of achievement in mathematics</td><td>Performance Matters, Math strand assessments</td></tr>
<tr><td>3</td><td>Ability to increase students in lowest quartile of mathematics to a level qualifying as a learning gain</td><td>Provide interventions for 4th and 5th grade Q1 students to increase skill focused instructional time</td><td>3rd, 4th and 5th grade teachers of mathematics, Principal, Assistant Principal</td><td>Data Analysis/Progress monitoring of achievement in mathematics</td><td>Performance Matters, Math strand assessments</td></tr>
<tr><td>4</td><td>Ability to increase students in lowest quartile of mathematics to a level qualifying as a learning gain</td><td>Provide afterschool tutorial lessons for Q1 mathematics students</td><td>4th and 5th grade teachers of mathematics, Assistant Principal, Principal</td><td>Data Analysis/Progress monitoring of achievement in mathematics</td><td>Performance Matters, Math strand assessments</td></tr>
<tr><td></td><td>Ability to increase</td><td>Provide before school</td><td>Computer lab</td><td>Data Analysis/Progress</td><td>Performance</td></tr>
</table>

| 5 | students in lowest quartile of mathematics to a level qualifying as a learning gain | tutorial lessons for Q1 mathematics students | teacher, paraprofessionals, Assistant Principal, Principal | monitoring of achievement in mathematics | Matters, Math strand 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 #
	29%(3) of African American students scored proficient on the 2012 FCAT Reading assessment. 50%(6) of African American students will score proficient on the 2013 FCAT Reading assessment.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63	67	70	73	76	

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:	55% (20) of Hispanic and 50% (5) African American students will achieve a proficiency on the 2012-2013 FCAT Math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (18)of Hispanic students and 29% (3) African American students achieved a proficiency on the 2011-2012 FCAT Math assessment.	55% (20) of Hispanic and 50% (5) African American students will achieve a proficiency on the 2012-2013 FCAT Math assessment.

	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	Ability to increase level of Math proficiency in White students	Math data team meetings to analyze performance on MCSD Benchmarks, concept assessments, progress on map curriculum guide, utilize math journals on daily basis	Classroom Teachers, Principal and Assistant Principal	LLT members, Math Teacher Team Leaders and Classroom teachers analyze assessment data at biweekly meetings	Performance Matters, progress monitoring on math concept assessments
2	Ability to increase level of Math proficiency in African American and HIspanic students	Math data team meetings to analyze performance on MCSD Benchmarks, concept assessments, progress on map curriculum guide, utilize math journals on daily basis PD on CCSS	Classroom Teachers, Principal and Assistant Principal	LLT members, Math Teacher Team Leaders and Classroom teachers analyze assessment data at biweekly meetings	Performance Matters, progress monitoring on math concept assessments
3	Increase teachers' use of manipulatives in math lessons	Build higher order thinking questioning throughout all math strands	Classroom Teachers, Principal and Assistant Principal	LLT members, Math Teacher Team Leaders and Classroom teachers analyze assessment data at biweekly meetings	Performance Matters, progress monitoring on math concept assessments
4	Increase teacher level of understanding of NGSs and CCSS	DIstrict Math Coordinator and Math Teacher Leaders provide PD to colleagues	Math Teacher Leaders, Principal	LLT members, Math Teacher Team Leaders and Classroom teachers analyze assessment data	Performance Matters, progress monitoring on math concept assessments
	Ability to increase language acquisition level	Increase use of Imagine Learning for students in	ELL Paraprofessional,	Monthly review of data reports on student usage	Mathematics Teacher Team

5	to comprehend high order mathematics problems	need of support	teachers of mathematics in all grade levels	of Imagine Learning and progress monitoring data in Math Teacher Leader Mtg	Leader mtg minutes, Imagine Learning reports, Performance Matters
6	Increase time for focused instruction on skills needs in mathematics	Before school and after school tutorial sessions SES Tutorials	SES coordinator, SES Providers, school based tutors	Data team meetings to determine skill needs Grade team meetings to analyze student progress SES progress monitoring reports	Performance Matters, embedded math strand assessments
7	Ability to increase student achievement level to qualify as proficient	Increase focused PD to teachers of mathematics	Teachers of mathematics in all grades, Principal, Assistant Principal, Math Teacher Team Leaders,	Data analysis of students' math achievement	Progress monitoring, Performance Matters, Mini assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	58% of ELL students will acheive proficiency on the 2013 FCAT Math assesment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (8) of ELL students acheived proficiency on the 2012 FCAT Math assesment.	58% (10) of ELL students will acheive proficiency on the 2013 FCAT Math assesment.

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	Ability to increase level of Math proficiency in all students	Math data team meetings to analyze performance on MCSD Benchmarks, concept assessments, utilize math journals	Teachers of Mathematics, LLT members, Principal and Assistant Principal	LLT members, Math Teacher Team Leaders and Classroom teachers analyze assessment data	Performance Matters, progress monitoring on math concept assessments
2	Ability to increase language acquisition level to comprehend high order mathematics problems	Increase use of Imagine Learning for students in need of support	ELL Paraprofessional, teachers of mathematics in all grade levels	Review of data reports on student usage of Imagine Learning and progress monitoring data in Math Teacher Leader Mtg	Mathematics Teacher Team Leader mtg minutes, Imagine Learning reports, Performance Matters
3	Teacher awareness of strategies to use to support ELL families	PD with District Parent Liaison Continue book Study with work from Eric Jensen, "Teaching With Poverty in Mind"	Parent Liaisons, Literacy Coach, Principal, Assistant Principal, Teachers of Mathematics - all grade levels	Data analysis of mathematics achievement	Benchmark Assessments, mini-assessments, progress monitoring Performance Matters PLG teacher surveys from book study
4	Increase student usage of technology to support greater engagement in mathematics	Utilize technology to support differentiated instruction and student engagement	Principal, Assistant Principal, K-5 teachers of mathematics	Data analysis of mathematics achievement, usage logs of Ipads, interactive Pens, White/Smart Boards	Benchmark Assessments, mini-assessments, progress monitoring Performance Matters

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:	There will be a 5%(2) decreas in the number of students not making satisfactory progress on the 2012-2013 FCAT math assesment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(10)of Students with Disabilities did not satisfactory progress on the 2012 FCAT math assessment.	63%(12) of Students with Disabilities will make satisfactory progress on the 2012-2013 Math assessment.

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	Increase focused Instructional time in Math	Before and afterschool tutorials, Book study with work from Eric Jensen-Teaching with Poverty in Mind	Classroom teachers, Guidance Counselor,Principal, Assistant Principal	Data analysis of student achievement	Performance Matters, Benchmark Assessments
2	Increase student usage of technology to support greater engagement in Math	Utilize technology to support differentiated instruction and student engagement	Principal, Assistant Principal, 3-5 teachers of Math	Data analysis of reading achievement, usage logs of interactive pens, whiteboards, virtual manipulatives	Performance Matters, Benchmark Tests
3	Ability to increase level of math proficiency of Students with Disabilities	Analysis of assessments to determine skill needs	Teachers of Mathematics (including ESE), Mainstream Consultant, Principal, Assistant Principal	ESE Team meeting minutes, LLT team meeting	Performance Matters, progress monitoring on math concept assessments
4	Ability to increase level of math proficiency of Students with Disabilities	Increase focused PD to teachers of mathematics Provide Interventions in mathematics	Teachers of mathematics in all grades, Principal, Assistant Principal, Math Teacher Team Leaders, Guidance counselor	Data analysis of students' math achievement	Progress monitoring, Performance Matters, Mini assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	55% (50) of ED students scored level 1 and 2. There will be a decrease of 5% in the number of students scoring level 1 and 2 on the 2013 FCAT Math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(50) of Economically Disadvantaged students did not satisfactory progress on the 2012 FCAT math assessment.	60% (55)of ED students will achieve proficiency on the 2013 FCAT Math assessment.

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	Increaseing focused instructional time in math	Before and Afterschool tutorials	Principal, Assistant Principal, Guidance Counselor SES Coordinator	Data analysis of reading achievement	Performance Matters, Benchmark Assessments
2	Teacher awareness of strategies to use to support ED students and families	PD with District Parent Liaison Continue Book Study with work from Eric Jensen - Teaching with Poverty in Mind	District and School Parent Liaisons, Principal, Assistant Principal, Teachers of Math K-5	Data analysis of Math achievement	Performance Matters, mini assessments, Benchmark Assessments
3	Increasing focused instructional time in mathematics	Tutorial Interventions - before, during and after school by SES providers, school-based tutors, Interventionist, and educational paraprofessionals	Principal, Assistant Principal, Interventionist	Data analysis of mathematics achievement in grade team data meetings, and LLT meetings	Benchmark Assessments, mini-assessments, progress monitoring
4	Increase parent involvement in mathematics literacy	Parent Trainings in: NGSSS and CCSS mathematics, at home math activities, use of Parent Resource Center, Math curriculum night	Literacy Coach, Parent Liaison, Principal, Assistant Principal	Data analysis of mathematics achievement, PRC usage logs, progress monitoring	Performance Matters, PRC attendance logs, Parent sign In logs
5	Increase student usage of technology to support greater engagement in mathematics	Utilize IPad technology to support differentiated instruction and student engagement	Principal, Assistant Principal, 3-5 teachers of mathematics	Data analysis of mathematics achievement, usage logs of IPads	Benchmark Assessments, mini-assessments, progress monitoring Performance Matters
6	Teacher awareness of strategies to use to support ED families	PD with District Parent Liaison Continue book Study with work from Eric Jensen, "Teaching With Poverty in Mind"	Parent Liaisons, Literacy Coach, Principal, Assistant Principal, Teachers of Mathematics - all grade levels	Data analysis of mathematics achievement	Benchmark Assessments, mini-assessments, progress monitoring Performance Matters PLG teacher surveys from book study

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math journal writing	K-5 teachers of mathematics	Principal, Math Teacher Leaders	K-5 teachers of mathematics	September 2012	Biweekly Mathematics Teacher Team Leaders meetings	Principal, Assistant Principal
Math Training	K-5 teachers of mathematics	Assistant Principal, District Staff	K-5 teachers of mathematics	August 2012, Early Release Days	Biweekly Mathematics Teacher Team Leaders meetings	Principal, Assistant Principal
IPad training	IPad PLG members	Principal, Math Teacher Leaders	K-5 teachers of mathematics	September, Monthly Meetings	Monthly Meetings	Principal, Teacher Team Leader
NGSSS, CCSS and new instructional materials	K-5 teachers of mathematics	District Staff, Assistant Principal, Principal	K-5 teachers of mathematics	August 2012, Early Release Days	Biweekly Mathematics Teacher Team Leaders meetings	Principal, Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Smiley Face Math Program	Reprographics - copies of weekly worksheet for each student	District Reprographics fund	$250.00
			Subtotal: $250.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Continue use of Accellerated Math	A.M. cards for additional usage	Title I	$200.00
			Subtotal: $200.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NGSSS,CCSS PD	Reprographics for training	District funds	$100.00
Math Joutrnals	Journals	Discretionary Funds	$1,000.00
Guided Math PD	5 copies of the book, "Guided Math", by Laney Sammons	Title I	$125.00
The Math Stretches PD	5 copies of the book, "The Math Stretches", by Laney Sammons	Title I	$125.00
			Subtotal: $1,350.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives for participation in Smiley Math Program	Monthly prizes for 100% participation classes	PTA	$275.00
			Subtotal: $275.00
			Grand Total: $2,075.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percent of students in FCAT Level 1 and 2 will decrease by 5%. The percentage of students in FCAT Level 4 and 5 will increase by 5% resulting in 58% of students scoring FCAT Level 3 on the 2012-2013 FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(52) of students scored at or above proficiency (level 3) on the 2011-2012 FCAT Science assessment.	The percent of students in FCAT Level 1 and 2 will decrease by 5%. The percentage of students in FCAT Level 4 and 5 will increase by 3% resulting in 58% of students (65)scoring FCAT Level 3 on the 2012-2013 FCAT Science.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Ability to increase student achievement in higher order thinking skills needed for	Departmentalize grades 3-5 for science, supporting focused PD and support	Principal, Assistant Principal, Science Teacher Leader	Data analysis of student achievement on assessments by Science Teacher	Performance Matters, progress monitoring

			Team members	Leader Team meetings	assessments
1	science proficiency	Professional development to increase teacher expertise with new instructional materials			
2	Ability to increase teacher expertise in the instruction of cognitive complexity	District supported training on cognitive complexity	District Science Coordinator, Assistant Principal and Principal	Data analysis of student achievement on assessments	Performance Matters, progress monitoring assessments
3	Ability to increase student achievement in higher order thinking skills needed for science proficiency	Departmentalize grades 3-5 for science, supporting focused PD and support

Professional development to increase teacher expertise with new instructional materials | Principal, Assistant Principal, Science Teacher Leader Team members | Data analysis of student achievement on assessments by Science Teacher Leader Team meetings | Performance Matters, Progress monitoring assessments |
| 4 | Ability to increase student achievement in higher order thinking skills needed for science proficiency in lowewr performing students | Provide interventional support for lower performing students and increase inquiry based activities and assessments | Principal and Assistant Principal, Science Teacher Leader Team members, | Data analysis of student achievement on assessments | Performance Matters, Progress monitoring assessments |
| 5 | Ability to increase teacher expertise in the instruction of cognitive complexity | District supported training on cognitive complexity | District Science Coordinator, Assistant Principal and Principal | Data analysis of student achievement on assessments | Performance Matters, Progress monitoring assessments |
| 6 | Ability to increase use of higher order thinking skills needed for science proficiency | Increase the use of science journals to increase scientific thinking skill development.

Professional Development - Formative Assessment Probes | Principal, Assistant Principal, Science teachers, District Science Coodinator | Continual review of effective use of science journals, observation of utilization of assessment probes | Lesson plans, Progress monitoring assessments |

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

Science Goal #1b: | NA |
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					

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:		18% of students will achieve above proficiency level on the 2012-2013 FCAT Science assessment.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
15% (17) of students achieved above proficiency level on the 2011-2012 FCAT Science assessment.		18% of students (21)will achieve above proficiency level on the 2012-2013 FCAT Science assessment.			

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	Support for high level readers to increase literacy and expertise in a targeted content area (science)	Analysis of assessments to determine areas of focus to increase skill level	Classroom Teachers of grades 3-5, Literacy Coach, Principal, Assistant Principal	Data Analysis of student achievement in targeted content area (science)	Performance Matters, Progress Monitoring Assessments
2	Ability to increase reading fluency and vocabulary levels to enhance cognitive skills needed for comprehension of non-fiction text	Provide inquiry based activities and assessment	Principal, Assistant Principal, Science SIP team members	Classroom Observations, Science SIP Team minutes, Lesson Plans	Science walkthrough tool, Performance Matters, Progress Monitoring assessments
3	Ability to implement cognitive complexity in all science lessons.	PD with District Science Coordinator PD with school administrators and teacher leaders on Formative Assessment Probes Departmentalize 3-5 for science, develop expertise by focused planning and differentiated instructional strategies PD with new science instructional materials	Principal, Assistant Principal, Science SIP team members	Classroom Observations, Science SIP Team minutes, Lesson Plans	Science Obsrvation tool, Performance Matters, Progress Monitoring assessements
4	Ability to increase reading fluency and vocabulary levels to enhance cognitive skills needed for comprehension of non-fiction text	Provide inquiry based activities and assessment	Principal, Assistant Principal, Science SIP team members	Classroom Observations, Science SIP Team minutes, Lesson Plans	Science Observation tool, Performance Matters, Progress Monitoring assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA	NA

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

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 Lab development	K-5 Science Teachers	Science lab teacher and Assistant Principal	school-wide	Quarterly afterschool trainings	Classroom observations and lesson plans	Principal, Assistant Principal
Cognitive Complexity	K-5 teachers of science	District Science Coordinator	school-wide	Quarterly afterschool trainings	Classroom Walkthroughs, lesson plans	Principal, Assistant Principal
Science journals	K-5 teachers of science	District Science Coordinator Science Curricular Leaders Team Members	school-wide	Quarterly afterschool trainings	Classroom Walkthroughs, lesson plans	Principal, Assistant Principal
Online resources for science	K-5 teachers of science	Assistant Principal, Science Curricular Leaders Team Members	school-wide	Quarterly afterschool trainings	Classroom Walkthroughs, lesson plans	Principal, Assistant Principal
Science Training	K-5 teachers of science	Assistant Principal	school-wide	Quarterly afterschool trainings	Biweekly meetings with LLT, Biweekly Meeting with Science Teacher Team Leaders	Principal, Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Training on new instructional materials	training provided by assistant principal, textbooks for grade K-3	District Texbook Funding	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Science Lab Materials	purchase of additional lab materials for 3-5 grade classes	Title I	$500.00
			Subtotal: $500.00
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
Cognitive Complexity	District Science Coordinator	District funds	$0.00
Audubon support materials, non-fiction text	Hands-on materials for school butterfly garden, nature trail usage, grade level gardening projects	Title I	$1,500.00
Audubon support materials, non-fiction text	National Geographic monthy texts for grades K-5	PTA	$1,900.00
			Subtotal: $3,400.00
			Grand Total: $3,900.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	100% of students will achieve proficiency on the 2012-2013 FCAT Writing assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (115) of students achieved proficiency on the 2012 FCAT Writing assessment.	100% of students (110)will achieve proficiency on the 2012-2013 FCAT Writing assessment.

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	Continue implementation of Lucy Calkins, Units of Study in each classroom.	PD in Units of Study	Writing Coach, Principal, Assistant Principal	Analysis of each class progress on a monthly basis, Data analysis at LLT meeting	Classroom Observations, Writing Team eaders meetings, Lesson plans
2	Ability to raise level of expertise in writing to higher levels.	High Writers, tutorial sessions with writing coach	Writing Coach, Principal, Assistant Principal, 4th grade teachers	Attendance and participation in tutorial sessions. Analysis of each class progress on a monthly basis, Data analysis at LLT meeting	Classroom Observations, Writing Team eaders meetings, Lesson plans
3	Ability to raise level of expertise in writing to our lowest performing students.	Continue to implement the "Early Birds" program, a before school writing tutorial program.	Writing Coach, Principal, Assistant Principal	Attendance and participation in tutorial sessions. Analysis of each class progress on a monthly basis, Data analysis at LLT meeting	Classroom Observations, Writing Team eaders meetings, Lesson plans
4	Increasing focused instructional time in writing	Tutorial Interventions - before, during and after school by school based providers,educational paraprofessionals	Principal, Assistant Principal, Writin Coach	Attendance and participation in tutorial sessions. Analysis of each class progress on a monthly basis, Data analysis at biweekly LLT meeting	Classroom Observations, Writing Team eaders meetings, Lesson plans

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

in need of improvement for the following group:

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

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

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

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writers workshop, Units of Study materials	Units of Study materials	Title I	$250.00
			Subtotal: $250.00
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

Supplemental materials needed for Writers' Workshop to be successful	Writers materials include: mentor texts, post-it notes, various styles of writing paper based upon grade level, writing journals	Title I	$3,000.00
		Subtotal:	$3,000.00
		Grand Total:	$3,250.00

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	At least 95% of students will attend at least 90% of the school days during the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.7% of students attended at least 90% of the school days during the 2011-2012 school year.	95% of students will attend at least 90% of the school days during the 2013-2013 school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
46 students were absent for 10 or more days during the 2011-2012 school year.	We expect 35 or less students to be absent for 10 or more days during the 2012-2013 school year.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
55 students were tardy 10 or more times during the 2011-2012 school year.	We expect 45 or less students to be tardy 10 or more times during the 2012-2013 school year.

	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	Awareness of importance of daily (full day)attendance.	Continued support the "Bring it 180" program to continue to decrease absenteeism	Principal, Guidance Counselor, Assistant Principal	Continue monthly attendance meetings to review data on tardiness and absenteeism. Principal/Assistant Principal continues contact (monthly phone calls and letters) with parents to address issues and problem solve.	Monthly attendance logs, "Alert Now" message center, Attendance Committee Meeting minutes
2	Keeping all students and staff healthy each day.	Train faculty, staff, parents, and students on the "Protect Don't Infect" program.	School Nurse and Principal	Review of clinic visits, participation in "Protect Don't Infect" program.	Attendance Logs and "Alert Now" Message Center

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
"Bring it 180" training	Pre-K - 5/ all subjects	Principal	School-wide	August: overview of program; monthly updates on attendance with each teacher	Attendance Committee meetings; Principal will contact each teacher to discuss students with attendance issues. Both teacher and principal will conference with parents.	Principal
Health Trainings	Pre-K - 5/all subjects	School Nurse	school-wide	August, 2012	Review clinic records/logs	School nurse and Principal
Continue "Protect Don't Infect" Training	Pre-K - 5/all subjects	School Nurse	school-wide	August, 2012	Principal	Principal and School Nurse

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
"Bring it 180" program usage	Brochures	Funded at District level	$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
"Protect Don't Infect" program	Badges for students and posters for school	Internal Funds	$165.00
Recognize students on interschool morning news program by presenting Incentive	Dog Tags for "Perfect Attendance"	PTA	$750.00
			Subtotal: $915.00
			Grand Total: $915.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of in-school and out-of-school suspensions will be reduced by 50%(6 and 8) for the 2012-2013 school year.

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
During the 2011-2012 school year, there were 16 in-school suspensions.	The number of in-school suspensions will be reduced to 8 for the 2012-2013 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
During the 2011-2012 school year, there were 12 students suspended in school.	The number of students serving in-school suspensions will be reduced to 6 for the 2012-2013 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
During the 2011-2012 school year, there were 17 out-of-school suspensions.	The number of out-of-school suspensions will be reduced to 8 for the 2012-2013 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
During the 2011-2012 school year, there were 11 students serving out-of-school suspension.	The number of students suspended out of school will be reduced to 5 for the 2012-2013 school year.

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	Implementation of Positive Behavior Intervention Supports with fidelity	Systematic follow-through on all stages of implementation Guidance Counselor for K-5 behaviorial supports	Assistant Principal, Willie Gore, PBIS core team members Guidance Counselor	Training of core members, initial and monthly follow up training of staff, biweekly PBIS meetings with core members Progress monitoring at grade team data meetings .	Staff surveys, PBIS core team mtg minutes, RtIB data reports Grade Team Data meeting minutes
2	Parental and awareness of PBIS	PBIS trainings at each parent involvement event. Updates in quarterly newsletters	Assistant Principal, PBIS core team members	Parent participation in PI events, parent surveys	RtIB data reports, parent surveys
3	Implementation of Positive Behavior Intervention Supports with new staff members	Training of new staff members,monthly follow meetings	Assistant Principal, PBIS core team members	Data analysis and PBIS meetings with core members	Staff surveys, PBIS core team mtg minutes, RtIB data reports

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

Classroom Management	K-5	Assistant Principal,district Staff	school-wide, teachers with greatest needs based on MTSSS and RtIB data	September 2012, follow up throughout the school year	Data analysis at LLT and PBIS meetings	Principal, Assistant Principal
PBIS Training	K-5 Teachers	District staff, Assistant Principal	School-wide	August 9 2012, follow up throughout the school year2	Biweekly PBIS core team meetings	Assistant Principal
PBIS Core Team Training	PBIS core team	District staff, Assistant Principal	PBIS core team	August 2012, follow up throughout the school year	Biweekly PBIS core team meetings	Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implemwentation of PBIS	District Coach support	District	$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
Incentives for PBIS	Prizes for students, stickers, cupons,games, tickets	Internal and reprographics	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $1,500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	100% of Hobe Sound Elementary School families will participate in at least one Parent Involvement event during the 2011-2012 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
100% of our school families particpated in one or more events.	100% of families will participate in one or more events.
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	Coordination of events with other family responsibilities	Surveying parents to ascertain appropriate days/times for PI events. Provide (3) Hispanic Family Nights Provide (4) Family Involvement Nights Provide (2) "Have lunch with your child" days	Parent Involvement Team ELL Paraprofessional, Principal	Attendance at events	Sign in logs
2	Work schedules for parents impacting training opportunties	Educate parents on usage of District Parent Resource Centers	District and School Parent Liaison	Attendance at PRC	Sign in logs
3	Ability to increase the number of parents attending conferences, providing translators when needed	Provide bilingual communication for families to inform them of the conferences, encourage teachers to provide inclass incentives for attendance at conferences	Principal, Assistant Principal, ELL Para, Parent Liaison	Attendance at parent/teacher conferences	Conference Records

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
Parent Resource Center usage	Pre-K - 5/all subject areas	District Parent Liaison	School-wide	October 2012	Quarterly reporting by teachers of PRC referrals and log of PRC visits	Parent Liaison
National Hispanic Heritage month	Pre-K - 5/ all subjects	Literacy Coach and Media Specialist	School-wide	September 15-October 15, 2012	Follow up usage of resources on morning news program and classroom visits	Principal
Hispanic Literacy Night	Pre-K - 5/ all subjects	Literacy Coach, Parent Liaison	School-wide	November 2012, February 2013	Quarterly reporting by teachers of PRC referrals and log of PRC visits	Parent 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
Parent Resource Center	Educational materials and parent involvement resources	District	$0.00
Parent Involvement events	Educational materials, parent involvement resources,	Title I	$2,000.00
Home-School Communication	Communication Logs, Compacts	Title I	$750.00
			Subtotal: $2,750.00
			Grand Total: $2,750.00

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:	N/A

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

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

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

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

STEM Budget:

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

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

Technology

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

Professional Development

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

Other

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

End of STEM Goal(s)

Additional Goal(s)

School Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. School Safety Goal School Safety Goal #1:	During the 2012-2013 school year, there will be an increased awareness of safe procedures while on campus, including students, staff and visitors, resulting in a reduction of incidents by 50%.
2012 Current level:	2013 Expected level:
During the 2011-2012 school year, there were 13 incidents involving staff .	Reduce the number of safety incidents by 50%(6)for the 2012-2013 school year.

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	Use of appropriate equipment to support safe acts at the workplace	Various trainings: ladder safety, golf cart, technology usage	Principal, Assistant Principal,Plant Manager	Analysis of data on unsafe acts	Workman's Comp reports
2	Awareness of safety practices in the workplace	Safe schools trainings	Principal, Assistant Principal,Plant Manager	Analysis of data on safety incidents	Workman's Comp reports

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
PBIS Training for staff	school wide	Assistant Principal, PBIS core team members	school wide	August 9, following at biweekly PBS core team meetings, faculty meetings	Biweekly PBS core team member meetings	Assistant Principal
Safe schools	school wide	Assistant Principal, School Nurse, Plant Operator	school wide	August 9, following quartely meetings	Safety Team Meetings	Assistant Principal

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 School Safety Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Heinneman, Leveled Literacy Intervention supplemental resources	Intervention kits	Title I	$250.00
CELLA	Supplemental Reading materials for classroom libraries	classroom library books	Title I	$500.00
Mathematics	Implement Smiley Face Math Program	Reprographics - copies of weekly worksheet for each student	District Reprographics fund	$250.00
Science	Training on new instructional materials	training provided by assistant principal, textbooks for grade K-3	District Texbook Funding	$0.00
Writing	Writers workshop, Units of Study materials	Units of Study materials	Title I	$250.00
Attendance	"Bring it 180" program usage	Brochures	Funded at District level	$0.00
Suspension	Implewmentation of PBIS	District Coach support	District	$0.00
				Subtotal: $1,250.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Tran teachers of ELL students on Imagine Learning	Imagine Learning training handouts	District and reprographics	$200.00
Mathematics	Continue use of Accellerated Math	A.M. cards for additional usage	Title I	$200.00
Science	Classroom Science Lab Materials	purchase of additional lab materials for 3-5 grade classes	Title I	$500.00
				Subtotal: $900.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Continue Teaching with Poverty in Mind, Eric Jensen Book Study	Book, training handouts	Title I	$250.00
Reading	Reader's Workshop	Books for use in IRAs	Title I	$500.00
Reading	Reader's Workshop	Reader's Workshop Materials	Title I	$500.00
Reading	Supplemental Reading materials for classroom libraries	classroom library books	Title I	$1,000.00
Reading	Columbia Teacher's College training on Readers	5 days on site	Title I	$5,000.00
Mathematics	NGSSS,CCSS PD	Reprographics for training	District funds	$100.00
Mathematics	Math Joutrnals	Journals	Discretionary Funds	$1,000.00
Mathematics	Guided Math PD	5 copies of the book, "Guided Math", by Laney Sammons	Title I	$125.00
Mathematics	The Math Stretches PD	5 copies of the book, "The Math Stretches", by Laney Sammons	Title I	$125.00
				Subtotal: $8,600.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Curriculum Writinng	(6) teachers (16 hours each to develop instructional focus calendars	Title I	$2,400.00
	Incentives for	Monthly prizes for		

Mathematics	participation in Smiley Math Program	100% participation classes	PTA	$275.00
Science	Cognitive Complexity	District Science Coordinator	District funds	$0.00
Science	Audubon support materials, non-fiction text	Hands-on materials for school butterfly garden, nature trail usage, grade level gardening projects	Title I	$1,500.00
Science	Audubon support materials, non-fiction text	National Geographic monthy texts for grades K-5	PTA	$1,900.00
Writing	Supplemental materials needed for Writers' Workshop to be successful	Writers materials include: mentor texts, post-it notes, various styles of writing paper based upon grade level, writing journals	Title I	$3,000.00
Attendance	"Protect Don't Infect" program	Badges for students and posters for school	Internal Funds	$165.00
Attendance	Recognize students on interschool morning news program by presenting Incentive	Dog Tags for "Perfect Attendance"	PTA	$750.00
Suspension	Incentives for PBIS	Prizes for students, stickers, cupons,games, tickets	Internal and reprogeraphics	$1,500.00
Parent Involvement	Parent Resource Center	Educational materials and parent involvement resources	District	$0.00
Parent Involvement	Parent Involvement events	Educational materials, parent involvement resources,	Title I	$2,000.00
Parent Involvement	Home-School Communication	Communication Logs, Compacts	Title I	$750.00

Subtotal: $14,240.00

Grand Total: $24,990.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꝓ Priority	ꝓ Focus	ꝓ Prevent	ꝓ NA

Are you a reward school: ꝓ Yes ꝓ No

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

No Attachment (Uploaded on 9/13/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Projected usage of SAC funds include tutoring for at-risk students (African American,Hispanic and ED subgroups)	$3,000.00

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

School Improvement Plan - progress monitoring strategy implementation and budget review pertaining to each goal on a monthly basis.

Climate Surveys - Surveys for Parents, Students, and Staff - development of surveys, analysis of results and recommendation.

Parent Involvement Plan - progress monitoring, revision, and recommendations for the 2012-2013 PIP.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Martin School District
HOBE SOUND ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	82%	99%	62%	323	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	73%	72%			145	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	64% (YES)			131	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					599	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Martin School District
HOBE SOUND ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	86%	84%	73%	325	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	67%	66%			133	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	67% (YES)			125	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					583	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested