FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HANCOCK CREEK ELEMENTARY SCHOOL

District Name: Lee

Principal: Kelly Thornton

SAC Chair: TBD

Superintendent: Dr. Joseph Burke

Date of School Board Approval: Pending

Last Modified on: 9/21/2012

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)
					2011-12 Grade B % Meeting High Standards in Reading: 64% % Meeting High Standards in Math: 62% % Meeting High Standards in Writing: 78% % Meeting High Standards in Science: 49% % Making Reading Gains: 64% % Making Math Gains: 67% % of Lowest 25% Making Learning Gains in Reading: 68% % of Lowest 25% Making Learning Gains in Math: 70% 2010-11 Grade A Reading Mastery:81% Math Mastery: 81% Science Mastery: 62% Writing Mastery: 92% AYP: We did not make AYP. The following Subgroups did not make Reading Proficiency-Total population,White,

	Name	Degree(s)/Certification			Prior Performance record
Principal	Kelly Thornton	Bahelor's and Master's Degrees at the University of South Florida. Areas of Certification: Educational Leadership School Principal Elementary Education 1-6 ESOL	13	16	Hispanic, EDD, and SWD's. The following Subgroups did not make Math Proficiency-Total population,White, EDD and SWD's. 2009-2010 Grade A Reading Mastery:86% Math Mastery: 79% Science Mastery: 57% Writing Mastery: 84% AYP: SWD did not make it in Reading and Math. Economically Disadvantaged and Hispanic did not make it in Math. 2008-09 Grade: A Reading Mastery: 78% Math Mastery: 74% Science Mastery: 41% Writing Mastery: 77% AYP: SWD did not make it in Reading 2007-08 School Grade: A Reading Mastery: 85% Math Mastery: 76% Writing Mastery: 72% Science Mastery: 46% AYP: SWD did not make it in reading and math 2006-07 School grade: A Reading Mastery:83% Math mastery: 74% Writing mastery: 77% Science Mastery: 46% AYP: Met AYP 2005-06 School Grade: A Reading Mastery: 81% Math Mastery: 74% Writing Mastery: 80% AYP: SWD did not make it in math
Assis Principal	Cayce Staruk	Bachelor's Degrees at the University of South Florida Master's Nova Southeastern University Areas of Certification: Educational Leadership, Elementary Education K-6, ESOL Endorsement, ESE K-12	10	3	Mrs. Staruk was assigned to Hancock Creek Elementary August of 2009.

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.

	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)
No data submitted					

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	Regular meetings and walk throughs of new teachers with the Principal and Assistant Principal.	Admin	ongoing	

2	Partnering of new teachers to the staff with veteran teachers	Assistant Principal	ongoing	
3	Implementation of the new teacher evaluation system w/ concentration of the four domains.	Principal and Assistant Principal	ongoing	
4	Monthly grade level meetings and support with the leadership team to increase student achievement.	Principal, Assistant Principal,and Supplemental Academic Instructor	monthly	
5	Continue to communicate, encourage and offer staff opportunities for staff development. As well as opportunities for coursework and certification exams to meet district, federal and state requirements.	Principal, Assistant Principal and Supplemental Academic Instructor.	ongoing	
6	Provide quality staff development opportunities an extra 30 minutes a week.	Prinipal, Assistant Principal, Supplemental Academic Coaches, Commom Core Leadership Team and other designated staff members.	ongoing	

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
The following teachers are out-of-field in the area of ESOL: Denise Boring Marge Maciag Vanessa Rice Cindy Taylor Jaime VanDeventer HCE had 0 teachers receiving a less than effective rating.	Courses provided by the district to obtain certification. ESOL strategies documented in lesson plans.

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
60	3.3%(2)	25.0%(15)	41.7%(25)	35.0%(21)	33.3%(20)	100.0%(60)	6.7%(4)	5.0%(3)	90.0%(54)

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
			Monthly APPLES meetings. Common

Christina Maniscalco	Erin Matyas	Both are Kindergarten teachers, Erin Matyas is GLC, classrooms are in close proximity, common planning time.	planning time between mentor and mentee. Continue to monitor mentee's progress through the APPLES program. Walk-throughs will be conducted by Principal and Assistant Principal. Informal observations will be conducted by peer teacher. Attend district staff development trainings as needed.
Danielle Bishop	Alice Manini	Danielle is a Special Area Teacher in the fieled of Art. Ms. Manini is a Pre-K Head Start teacher.	Monthly APPLES meetings and weekly communication between mentor and mentee. Continue to monitor mentee's progress through the APPLES program. Walk-throughs will be conducted by Principal and Assistant Principal. Informal observations will be conducted by peer teacher. Attend district staff development trainings as needed.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI Leadership Team for Hancock Creek Elementary School consists of the following members:
Administrators: Kelly Thornton/ Cayce Staruk
Supplemental Academic Teacher: Erin Nemsky
Academic Coach: Melissa Rodriguez
ESOL Contact: Evelyn Drysdale
Psychologist: Jennifer Fifield
Staffing Specialist: Amanda Balcauski
Equity Coordinator: William Howard
Speech/ Language Pathologist: Mary Jones/ Jayme Kaplan
Social Worker: Paticia Clark
School Nurse: Yvette Kirgan Clinic Assistant: Dianna Jeter/Kathy Walls

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

The RtI Leadership team at Hancock Creek Elementary meets as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are as follows:

Classroom Teacher
• Keep ongoing progress monitoring notes in a RTI folder (Fluency probes, curriculum assessments, STAR Early Literacy/STAR Reading or FCAT scores, work samples, anecdotals, FAIR) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend RTI Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by RTI Team for students in Tier 2 & 3
• Deliver instructional interventions with fidelity

Academic Coach/Guidance Counselor:
• Attend RTI Team meetings-if needed
• Train teachers in interventions, progress monitoring, differentiated instruction
• Keep progress monitoring notes & anecdotals of interventions implemented
. Behavior interventions

Speech-Language Pathologist
• Attend RTI Team meetings for some Tier 2 & Tier 3 students
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
• Incorporate RTI data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal
- Facilitate implementation of RTI in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support RTI implementation when possible
- Attend RTI Team meetings to be active in the RTI change process
- Conduct classroom Walk-Throughs to monitor fidelity

Supplemental Academic Instructor:
- RTI Team facilitator
- Schedule and attend RTI Team meetings
- Maintain log of all students involved in the RTI process
- Send parent invites
- Complete necessary RTI forms
- Collect school-wide data for team to use in determining at-risk students
- Train teachers in interventions, progress monitoring, differentiated instruction

School Psychologist
- Attend RTI Team meetings on some students in Tier 2 & on all students in Tier 3
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with RTI Team on effective instruction & specific interventions
. Administer screenings
- Incorporate RTI data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist
- Consult with RTI Team regarding Tier 3 interventions
- Incorporate RTI data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)
- Consult with RTI Team

Social Worker
- Attend RTI Team meetings when requested
- Conduct social-developmental history interviews and share with RTI Team
ESOL/ELL Representative
- Attend all RTI Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
Provide ELL interventions at all tiers

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?

Thea MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

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.

Hancock Creek Elementary utilizes the district adopted data management system; Pinnacle Analytics. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Describe the plan to train staff on MTSS.

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and admistrators have been identified and are provided on-goin staff development training regarding the MTSS problem-solving process throughout the school year in the areas of: problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Describe the plan to support MTSS.

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSSS problem-solving process for all students within schools. They provided training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of student within a multi-tiered student support system.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Literacy Team-Kelly Thornton (Principal), Cayce Staruk (Assistant Principal), Erin Nemsky (Supplemental Academic Instructor), Melissa Rodriguez(Resource), Bill Howard(Guidance Counselor),Karen Meisel(Tech Specialist), Eileen Hafer(5th grade-Grade Level Chair, Pat Swyers (4th grade - GLC), April Johnston (3rd grade-GLC), Dawn Engh (2nd grade-GLC), Linda Sassi (1st grade-GLC), Erin Matyas(Kindergarten), Mary Jones (ESE-GLC).

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

Help to guide our teachers and support continuous improvement in the area of reading and best practices to increase student achievement. We will meet on a monthly basis and communicate regularly with teachers, along with monthly data review meetings with specific grade levels.

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

Support 2012-2013 School Improvement Goals with emphasis on Reading, Math, Writing, and subgroups. The team will continue to monitor and track the bottom 33%; provide support for the reading process and across the content focusing on the implementation of the Common Core. Provide training and staff development opportunities that support our School Improvement Plan in the area of Reading. Regular communication with our Grade Level Chairs and A+ Team. Continue to review the data using Pinnacle Analytics.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In 2011-2012, 64%(??) of all student in grades 3-5 scored in levels 3-5 on the FCAT Reading Test. In 2012-13, the percentage of students in grades 3-5 scoring in levels 3-5 on the FCAT Reading Test will improve to ??(??) or above as reported by the School Grades Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	??% or above

	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	Low Comprehension and phonemic awareness skills.	Small group instruction	Supplemental Academic Instructor, Academic coach, and classroom teachers	Weekly data collection and classroom assessments	FAIR FCAT weekly assessments.
2	Increase proficiency of students scoring levels 3-5.	Mark the text, CUCC, QAR, Read Alouds	Classroom teachers	Classroom Assessments	FAIR FCAT Weekly Assessments.
3	Lack of experience with nonfiction text.	Strategies of integrating Science, Social Studies, and technology during the literacy block.	Classroom teachers	Lesson plans, classroom assessments	FCAT Weekly Assessments FAIR
4	Increase proficiency of students scoring levels 3-5.	HCE will implement and SRA Reading Mastery/Corrective reading, or Triumphs program in grades 1-5	Classroom teachers	Lesson Plans, classroom assessments	SRA and Corrective Reading mastery tests. Triumphs intervention
5	Increase proficiency of students scoring 3-5.	Implementation of Achievement Series testing as data monitoring system in grades 1-5.	leadership team, classroom teachers.	The leadership team will analyze Achievement Series data and implement strategies and interventions based on the data.	Monthly data meetings, weekly/unit assessments, and leadership meetings
6	Increase proficiency of students scoring 3-5.	Computer programs implemented into curriculum.	ESOL contact, Resource teacher, Supplemental Academic Instructor, classroom teachers.	Supplemental Academic Instructor and Administration will review reports and process in place to track progress.	My Fluent Reader, EARobics, My Reading Coach, FCAT explorer reports.

| 7 | Increase proficency of students scoring Levels 3-5 in our Intensive Academics classroom. | IA teachers will have common planning time and ability group for Reading instruction. | Intensive Academic Teachers, Principal and Assistant Principal. | Intensive Academic teachers will review reading reports and and processes in place to track progress. | School and district based assessments, Pinnacle Analytics and Achievement Series |

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 goal is necessary as there are too few students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:

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:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:	
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 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 # 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	K-2, 3-5, special area and Pre-K teachers	Common Core leadership team	school-wide	every Tuesday from 2:40-3:25.	PMRN, Compass learning, Achievement Series, Pinnacle Analytics, Pinnacle Gradebook, classroom walk-throughs,data folders, and teacher evaluation model.	Administration
My Reading Coach training.	K-5	Consultant	School Wide	October and Novemeber 2012	Lesson Plans and Classroom Visits	Principal and Assistant Principal
Read Well training	K	Consultant/Blackboard	K new teachers	September 2012	Lesson Plans and Classroom Visits	Principal and Assistant Principal

Smartboard training	K-5	Academic Coach	K-5	Fall 2012	Lesson plans, classroom visits	Principal and Assistant Principal
SRA/CorrectiveReading training	1-5	Consultant	1-5	August/September 2012	Lesson Plans and Classroom Visits	Principal and Assistant Principal
Text complexities and the Common Core State Standards.	1-2	District personnel	1-2	Fall 2012	Lesson Plans	Principal and Assistant Principal
Essential Questioning.	K-5	District personnel	K-5	Fall 2012	Lesson plans and classroom visits	Principal and Assistant Principal
Compass Learning	K-5	SAI Academic Coach	K-5	ongoing	Lesson plans reports from program.	Adimistration SAI Academic Coach
Kagan Learning & structures	K-5	Kagan workshops or on campus staff development	Teachers that are registered through Kagan or participate in staff development.	2012-2013 school year	classroom observations	Principal and Assistant Principal

Reading 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

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:	In 2011-2012, 55%(33) of our students scored proficient in listening/speaking. In 2012-2013, we will improve to 60% as measured by the CELLA report.

2012 Current Percent of Students Proficient in listening/speaking:

2012: 55%(33) proficient in listening/speaking. 2012 district: 35%(3127) proficient in listening/speaking.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase the percentage of proficiency in listening/speaking.	simplfy directions, Kagan cooperative learning strategies, drama/word play, illustrations, language experience approach, mapping, realia, total physical response, activiate prior knowledge, identify and teach essential vocabulary, encourage use of bilingual dictionaries, use visuals, demonstrations, manipulatives, and gestures to increase comprehension, and use of variety of technology and media.	Principal, Assistant Principal, ESOL paraprofessional contact.	Achievement Series, data folders, Pinnacle gradebook, Pinnacle Annalytics, district/school based assessments.	lesson plans CELLA reports

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

2. Students scoring proficient in reading.	In 2011-2012, 13%(32) of our students scored proficient

CELLA Goal #2:			in Reading. In 2012-2013, we will improve to 18% as measured by the CELLA report.		

2012 Current Percent of Students Proficient in reading:

2012: 13%(32)proficient in Reading. 2012 district:25%(3099) 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	Increase the percentage of proficiency in reading.	simplfy directions, Kagan cooperative learning strategies, drama/word play, illustrations, language experience approach, mapping, realia, total physical response, activiate prior knowledge, identify and teach essential vocabulary, encourage use of bilingual dictionaries, use visuals, demonstrations, manipulatives, and gestures to increase comprehension, and use of variety of technology and media. .	Principal, Assistant Principal, ESOL paraprofessional contact	Achievement Series, data folders, Pinnacle gradebook, Pinnacle Annalytics, district/school based assessments.	lesson plans CELLA reports

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

3. Students scoring proficient in writing. CELLA Goal #3:	In 2011-2012, 15%(33) of our students scored proficient in Writing. In 2012-2013, we will improve to 18% proficient as measured by the CELLA report.

2012 Current Percent of Students Proficient in writing:

2012: 15%(33) proficient in Writing. 2012 district: 25.9%(3144)proficient in Writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase the percentage of proficiency in writing.	simplfy directions, Kagan cooperative learning strategies, drama/word play, illustrations, language experience approach, mapping, realia, total physical response, activiate prior knowledge, identify and teach essential vocabulary, encourage use of bilingual dictionaries, use	Principal, Assistant Principal, ESOL paraprofessional contact	Achievement Series, data folders, Pinnacle gradebook, Pinnacle Annalytics, district/school based assessments	lesson plans CELLA report

		visuals, demonstrations, manipulatives, and gestures to increase comprehension, and use of variety of technology and media.			

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In 2011-2012, 62%(??) of all students in grades 3-5 scored in levels 3-5 on the FCAT Math Test. In 2012-13, the percentage of students in grades 3-5 scoring in levels 3-5 on the FCAT Math Test will improve to ??%(??) or above as reported by the School Grades Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%	??%

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 proficiency of students scoring 3-5.	Implementation of Achievement Series testing as data monitoring system in grades 1-5.	leadership team, classroom teachers.	The leadership team will analyze Achievement Series data and implement strategies and interventions based on the data.	Monthly data meetings, weekly/unit assessments, and leadership meetings
2	Increase proficiency of students scoring 3-5.	Computer programs implemented into curriculum.	classroom teachers	Leadership teams will review reports and process in place to track progress.	IXL math, Math Facts in a Flash, Fastt math
3	Increase proficiency of students in our Intensive Academic Classes.	Intensive Academic teachers will have common planning time and ability group for Mathematics instruction.	Principal, Assistant Principal, Intensive Academics Teachers.	Review of math assessments, Pinnacle grades and math reports.	Math Assessments
4	Increase proficiency of students scoring 3-5 in our Intensive Academics classes.	Teachers will implement district math programs (ex. Number Worlds) and use differentiated instruction/ability grouping.	Principal and Assistant Principal; Intensive Academics Teachers.	Review of math reports and mastery of standards.	Math Assessments
5	Increase proficiency of students scoring 3-5.	HCE will implement Achievement Series testing as data monitoring system in grades 1-5.	Leadership Team, classroom teachers.	The leadership team will analyze Achievement Series data and implement strategies and interventions based on	Monthly data meetings, weekly/unit assessments, and leadership

					the data.	meetings
6	Increase the proficiency of students scoring 3-5.	Continue implementation of Pearson math series.	Classroom teacher	Lesson plans District training Classroom observations	Topic tests, report cards, district assessments.
7	Increase the proficiency of students scoring 3-5.	Kagan strategies, use of Smartboards and manipulatives.	Classroom teacher	Lesson plans	Topic tests, quizzes, district assessments.
8	Increase the proficiency of students scoring 3-5.	integrate reading, science, and technology into the math block.	Classroom teacher	Lesson plans, classroom observations.	Topic tests, quizzes, district assessments.
9	Increase proficiency of students scoring 3-5. Continuing to monitor all sugroups.	Utilize hands-on science experiments in HCE's science lab.	Classroom teacher, science contact.	Use the science labincorporated into our weekly schedule to comple activities based on the State Standards and the District's Academic Plan	FCAT Science test scores, weekly grades.
10	Increase proficiency of students scoring 3-5. Continuing to monitor all subgroups.	Computer program Brain Pop and Brain Pop Jr.	Tech Specialist	Incorporating the mentioned program(s)to enhance science instruction on a bi-monthly basis.	FCAT Science test scores, and Brain Pop quizzes
11	Increase proficiency of students scoring 3-5.	1. Enviromental Inquiry 3. leveled readers	Classroom teacher	Classroom observations	Quizzes Report card
12	Increase proficiency of student scoring 3-5.	1. Series website and FCAT explorer. 2. P-SELL pre and post tests	Classroom teacher	Lesson plans, observations	Weekly grades, report card
13	Increase proficiency of student scoring 3-5.	1. Identify the "big idea" of each unit. 2. Create essential questions.	Classroom teacher	Lesson plans	Quizzes, report card.

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:	No goal is necessary as there are too few students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	
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:

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:	
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:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	
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 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	Elementary School Mathematics Goal #

by 50%.

5A : [dropdown]

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<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 subgroup:

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

<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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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
Common Core State Standards	K-2, 3-5, special area and Pre-K teachers	Common Core leadership team	school-wide	every Tuesday from 2:40-3:25.	IXL math, Compass Learning, Achievement Series, Pinnacle Analytics, Pinnacle Gradebook, classroom walk-throughs, data folders, and teacher evaluation model.	Administration

Math centers and activities	K-2,life skills and IA teachers.	District personnel	K-2, life skills and IA teachers.	Fall 2012	Lesson plans	Administration.
Compass learning	K-5	SAI and Academic Coach	K-5	ongoing	Lesson plans, reports from program	Administration SAI Academic Coach
Smartboard training	K-5	Academic Coach	K-5	Fall 2012	Lesson plans, classroom visits	Administration
8 math practices in the CCSS.	K-2 and 3-5	Common Core leadership team	K-2 and 3-5	Fall 2012	Lesson plans, classroom visits	Administration

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	In 2011-2012, 49%(??) of 5th grade student scored in levels 3-5 on FCAT Science. In 2012-13, 5th grade students scoring levels 3-5 will be ??%(??) or above as reported by the School Grade Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%	??
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 proficiency of students scoring 3-5. Continuing to monitor all sugroups.	Utilize hands-on science experiments in HCE's science lab.	Classroom teacher, science contact.	Use the science labincorporated into our weekly schedule to comple activities based on the State Standards and the District's Academic Plan	FCAT Science test scores, weekly grades.
2	Increase proficiency of students scoring 3-5. Continuing to monitor all subgroups.	Computer program Brain Pop and Brain Pop Jr.	Tech Specialist	Incorporating the mentioned program(s) to enhance science instruction on a bi-monthly basis.	FCAT Science test scores, and Brain Pop quizzes
3	Increase proficiency of students scoring 3-5.	1. Enviromental Inquiry 3. leveled readers	Classroom teacher	Classroom observations	Quizzes Report card
4	Increase proficiency of student scoring 3-5.	1. Series website and FCAT explorer. 2. P-SELL pre and post tests	Classroom teacher	Lesson plans, observations	Weekly grades, report card
5	Increase proficiency of student scoring 3-5.	1. Identify the "big idea" of each unit. 2. Create essential questions.	Classroom teacher	Lesson plans	Quizzes, report card.

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:	No goal is necessary as there are too few students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	
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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Next Generation Sunshine State Standards	Gr. 3-5	Science Contact, District Science Coordinator	grades 3,4,5 teachers	ongoing	P-SELL pre/post test (gr. 5), academic plan, school/district based assessments, lab assessments.	Administration, district science coordinatior.

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	In 2011-2012, 78%(??) of 4th grade students scored a level 3.0 or above in writing on the FCAT writing test. In 2012-13, ??%(??) or higher of the 4th grade students wil continue to meet high standards in writing, scoring a 3.5 or higher as measured by the Florida School Grades Report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%	??

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase writing proficiency for all students.	Teachers will particpate in professional development training- Core Connections workshops.	Principal and Assistant Principal, Supplemental Academic Teachers	KDG-4th grade teachers will utilize tools learned in the workshop to assist students to become proficient writers	Monthly writing prompts.
2	Increase writing proficiency for all students.	K-5th grade teachers will continue to use monthly prompts to build effective writing processes in students.	Administration and Supplemental Academic Teacher	Teachers will continue to use the Core Connections and the MacMillan writing rubrics to support writing	Writing Rubrics
3	Increase proficiency for 4th grade students.	The 4th grade teachers will implement a weekly writing club simulating FCAT writes w/ emphasis on the new rubric changes, writing guidelines and the increase in writing time.	Principal, Assistant Principal and 4th grade team.	Teachers will implement a "mock" testing setting and anchor papers to assist students to become better writers.	Writing Rubrics FCAT writes
4	Increase writing proficiency for all students.	New to grade level teachers will receive additional grade level	Grade level team	Classroom observations, Writing prompts	Writing prompt scores

support with writing curriculum.	

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:	No goal is necessary as there are too few students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<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>

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
Core Connections training	K,1,2,3,4	Lori Gandolfo	teachers in grades: K,1,2,3,4	gr.K and 1: Sept. 18 gr.2: Sept.19 and Feb. 12 gr.3: Nov. 5 and Feb. 12 gr.4: Nov. 6	monthly writing prompts,student portfolios.	Principal Assistant Principal

Writing Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Common Core writing training	Core Connections writing program	Title II	$5,000.00
			Subtotal: $5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $5,000.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

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						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

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						

Suspension Budget:

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

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.*	In 2012-2013, Hancock Creek will increase our parent involvement and volunteers through a variety of school activities. This will be measured by increasing a total number of hours in volunteer service which equals twice the number of students enrolled at Hancock Creek according to our student FTE count. These will include our Meet Your Teacher Night, Parent Information Nights, Chick-Fil-A and Chuck E. Cheese family nights, Academic Fair, Book Clubs and Math 24 club, Grade Level Field Days, Music and Art after school programs, Move-A-Thon, Winn-Dixie business partnership, and School Advisory Council meetings.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Total Hours 4,532	Total Hours 4,550

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 parent involvement and knowledge of Grade Level Expectations and curriculum.	Teachers will conduct Parent Information Nights within the first quarter of the 2012-2013 school year to give parents information about the classroom curriculum, grade level expectations, Common Core and FCAT prep, homework strategies and technology resources.	Principal and Assistant Principal	Parents will be asked to fill out an electronic survey after attending the Parent Involvement Nights.	Electronic Survey results
2	Increase parent communication between home and teacher/school.	Our school purchases and provides every parent/student with school calendars and handbooks.	Principal and Assistant Principal	Increase in daily communication between home and school.	Daily parent signatures on student planners.
3	Increase parent communication between home and teacher/school.	Teachers will provide parents with up-to-date information via classroom websites, school website and/or newsletters.	Principal and Assistant Principal	Increase communication between home and school.	Website view counter and printed newsletters.
	Increase Parent Involvement among specific grades.	Kindergarten-interactive parent information night, student led conferences, end of year Kindergarten celebration with parents; First grade-Inviting parents to be guest readers, student led conferences and	Principal and Assistant Principal; Grade Level Chairs	Increased parent involvement as measured by Keep-n-Track system.	Volunteer logs

4		career days. Second grade-student led conferences, parent guest speakers, volunteers at field day, reading to students prior to the late bell ringing (7:25-7:55); Third grade-student led conferences in Nov. & March. Fifth grade-Reading/Social Studies parent/student Homework Builders, A Scholastic Book Club that promotes reading at home called "We're Reading with the Dogs", Math Basic Skills and Math Topic/Preview packets for Lowest 33% with teaching aides for parents. ESE-inviting parents on field trips.		

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volunteer Orientation for classroom teachers	School wide-Prek-5th.	Admininstration	school wide	August 2012	Volunteer Hours	Cayce Staruk

Parent Involvement Budget:

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

	Subtotal: $0.00
	Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

Hancock Creek Bullying goal 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. Hancock Creek Bullying goal Goal Hancock Creek Bullying goal Goal #1:		In 2011-2012, there were no reports of bullying and 1 report of peer conflict. In the year 2012-2013, Hancock Creek will remain at 0 bullying incidents, and reduce the number of bullying incidents to 0.		
2012 Current level:		2013 Expected level:		
In the year 2011-2012, Hancock Creek reported 0 bullying incidents.		2011-2012: 0 incidents		
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	To remain at zero incidents of bullying	Presentation of School House Bullies training to all staff member. Adults will implement strategies to students.	Administration and guidance counselor.	Follow the investigtion steps for alleged bullying betweeen students as provided by the school district.	Bullying Complaint Report Form, number of peer conflict referrals, and parent communication.
2	To remain at zero incidents of bullying.	Presentation of The Power of One school wide, 4/5 teachers asked to complete bully pre and post test with students. Presentation: "What if Bullies Grow Here?" from Kliest Health Center for 4th graders. Bucket Fillers program used in classrooms. Presentation: "Caught in the Middle" from Kliest Health Center for 5th graders. "School House Bullies" training for administration and guidance counselor.	Administration, staff, and faculty.	Follow the investigation for alleged bullying between students as provided by the school district.	Bullying Complaint Report Form, number of peer conflict referrals, and parent communication.
3	To remain at zero incidents of bullying.	Continue parent education on distinction between peer conflict versus bullying.	Administration, guidance counselor, and teaching staff.	School newsletters, school website, and district website.	Bullying Complaint Report Form, numbers of peer conflict, referrals, and parent communication.
	To remain at zero incidents of bullying.	Special Area teachers will incorporate strategies: Art-comparison made between our words and creases of papers, music related to positive behavior, PE Coach will discuss with students prosocial behavior, Second Step	Administration, staff, and faculty	Follow the investigation for alleged bullying between students as provided by the school district	Bullying Complaint Report Form, number of peer conflict referrals, and parent communication.

| 4 | | program to foster empathy and problem solving with our Pre-K students, Media/Tech-find positive music to play from time to time prior to news, locate brief videos and sites that can be shown during the morning news program that exemplify positive interactions in students. | | | | |

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

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

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

Budget:

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

End of Hancock Creek Bullying goal Goal(s)

FINAL BUDGET

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

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

Technology

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

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Common Core writing training	Core Connections writing program	Title II	$5,000.00
				Subtotal: $5,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $5,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 9/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

SAC meeting is scheduled for October 9, 2012.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Lee School District
HANCOCK CREEK ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	81%	92%	62%	316	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	66%	75%			141	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?	55% (YES)	69% (YES)			124	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					581	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Lee School District
HANCOCK CREEK ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	79%	84%	57%	306	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	62%	60%			122	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?	52% (YES)	69% (YES)			121	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					549	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested