

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: HOLLYWOOD CENTRAL ELEMENTARY SCHOOL

District Name: Broward

Principal: Delicia Decembert

SAC Chair: Amy Espinola

Superintendent: Ronald Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 11/1/2012

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

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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Delicia Decembert	Educational Specialist Degree - Educational Leadership  Masters Degree - Urban Multicultural Education and TESOL  Bachelors Degree - Elementary Education	4	9	2011-20112 School Grade : B AYP: No 61%-High standards in reading 55%-High standards in math 91%-High standards in writing 36%-High standards in science 73%-Learning gains in reading 65%-Learning gains in math 69%-(lowest25%)gains in reading 62%-(lowest25%)gains in math  2010-2011 School Grade : B AYP: No 69%-High standards in reading 78%-High standards in math 97%-High standards in writing 45%-High standards in science 55%-Learning gains in reading 68%-Learning gains in math 43%-(lowest25%)gains in reading 59%-(lowest25%)gains in math

Assis Principal	Kathy Hazelcorn	Masters Degree - Educational Leadership Reading Endorsement ESOL Endorsement Special Education Certification	4	12	2011-20112 School Grade : B AYP: No 61%-High standards in reading 55%-High standards in math 91%-High standards in writing 36%-High standards in science 73%-Learning gains in reading 65%-Learning gains in math 69%-(lowest25%)gains in reading 62%-(lowest25%)gains in math  2010-2011 School Grade : B AYP: No 69%-High standards in reading 78%-High standards in math 97%-High standards in writing 45%-High standards in science 55%-Learning gains in reading 68%-Learning gains in math 43%-(lowest25%)gains in reading 59%-(lowest25%)gains in math
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Specialist	Kathleen Fleming	Bachelors Degree Elementary Education ESOL Endorsement Reading Endorsement Elementary Education	25	13	2011-2012 School Grade : B AYP: No 61%-High standards in reading 55%-High standards in math 91%-High standards in writing 36%-High standards in science 73%-Learning gains in reading 65%-Learning gains in math 69%-(lowest25%)gains in reading 62%-(lowest25%)gains in math  2010-2011 School Grade : B AYP: No 69%-High standards in reading 78%-High standards in math 97%-High standards in writing 45%-High standards in science 55%-Learning gains in reading 68%-Learning gains in math 43%-(lowest25%)gains in reading 59%-(lowest25%)gains in math2010-2011

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.Open door policy for teachers to share successes and concerns. 2.Peer teachers assigned to mentor 3.Grade level, staff and leadership meetings for discussion forums and to stay abreast of current trends 4.Professional Learning Communities and Development in the areas of technology, best practices, data analysis and planning, instructional strategies and curriculum development. 5.Selection of candidates who have highly qualified credentials during the interview and hiring process. 6. Establish rapport with local colleges to facilitate placement of Student Teachers for possible future recruitment .	Principal Assistant Principal Reading Coach Team Leaders	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
0	0

### 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
40	7.5%(3)	17.5%(7)	27.5%(11)	47.5%(19)	12.5%(5)	250.0% (100)	10.0%(4)	15.0%(6)	92.5%(37)

### 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
Paula Stone	Brandy Bartle	Paula Stone is an experienced Clinical Ed Certified 2nd grade teacher. Brandy Bartle is a new teacher.	1.Common planning time 2.Sharing of curriculum pacing and instructional strategies 3.Planned shared classroom activities 4.Attendance at monthly PLC(Professional Learning Committees)
Kelly Bagiotti	Katie Smith	Ms. Bagiotti is a Nationally Board Certified Teacher and experienced in primary education. Katie Smith is a brand new teacher.	1.Common planning time 2.Sharing of curriculum pacing/strategies 3.Planned shared classroom activities. 4.Attendance at monthly PLC(Professional Learning Committees)
Jeanie Clavijo	Jodi Bell-Artus	Mrs. Clavijo has a Masters Degree in Reading, She is Clinical Ed. Certified, Team Leader and has successfully taught 2nd grade.Mrs. Bell is a brand new teacher.	1.Sharing of curriculum pacing/strategies 2.Planned shared science related activities. 3.Attendance at monthly PLC(Professional Learning Committees)
Connie Curkin	Danielle Kurliand	Mrs. Durkin is a Clinical Ed Certified teacher with many years of experience in Kindergarten. This will be Ms. Kurliand's 2nd year teaching and her first year	1.Common planning time 2.Sharing of curriculum pacing/strategies 3.Planned shared classroom activities. 4..Attendance at monthly PLC(Professional Learning Committees)

		in a traditional educational setting.	
Tracy D'Agostino	Heather Baron	Mrs. Baron is an experienced teacher that is returning from a leave and is new to HCE.	1.Common planning time 2.Sharing of curriculum pacing/strategies 3.Planned shared classroom activities. 4. Attendance at monthly PLC(Professional Learning Committees)
Jessica Watson	Nicole Pietrangolare	Mrs. Watson is an experienced kindergarten teacher and has been a Team Leader for several years. Ms. Pietrangolare taught in Palm Beach for almost one year, she is new to our school.	1.Sharing of curriculum pacing/strategies 2.Planned shared classroom activities. 3. Attendance at monthly PLC(Professional Learning Committees) 4.Common planning time
Peggy Cannis	Cecilia Green	Mrs. Cannis is a Nationally Board Certified teacher with many years of experience in first grade.Mrs. Green is an experienced Intermediate Teacher and is new to the first grade curriculum.	1.Sharing of curriculum pacing/strategies 2.Planned shared classroom activities. 3.Attendance at monthly PLC(Professional Learning Committees)

## 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 will be coordinated and integrated in the school in the following ways:

1. Professional Development
2. Parent Involvement Workshops, Family Curriculum Nights and Parent Symposiums
3. Resource materials for student utilization to enhance curriculum
4. Instructional staff member

#### Title I, Part C- Migrant

n/a

#### Title I, Part D

n/a

#### Title II

n/a

#### Title III

Title III support is used for supplemental materials, provided by the Multicultural and ESOL Department, and are integrated into instruction for the benefit of students acquiring language. These resources can also be used for students who may be having difficulty with content matter.

Title X- Homeless

Hollywood Central Elementary works with the District to provide assistance to homeless students. We are able to provide several students with school supplies and uniforms. We are able to collect food and give several families baskets of food throughout the school year.

Supplemental Academic Instruction (SAI)

SAI funds are used to fund an instructional position.

Violence Prevention Programs

Hollywood Central Elementary accesses District Curricula that are appropriate and include anti-bullying presentations. Guidance and social worker visit each class to discuss anti-bullying policy/activities, character education, bucket fillers and other programs that promote peace. During morning announcements, Administration reviews relevant topics and provide reminders that promote safety and character building. The school also participates in Silence Hurts and Safe Zones Programs. Guidance facilitated anti-bullying training for HCE teachers, when completed teachers took an on-line assessment. Our Guidance Counselor, Ms. LaBruto maintains a "Court of Kindness" photo wall on an annual basis of kind, nonviolent behaviors, encouraging students to participate in random acts of kindness.

Nutrition Programs

We employ a certified physical education teacher to provide a firm foundation in nutrition and physical well-being. Our school is a Commit to be Fit School for grade 3.

Teachers are encouraged to reward students with non-edible rewards and/or use healthy snacks.

Nutrition programs are incorporated into classroom activities as part of the science/health curriculum.

Food and Nutrition Services, provided our students with a variety of samples of fruits, vegetables and food items to expose them to a variety of nutritional food choices.

Housing Programs

If the need arises, the school social worker can access Broward County Resources and guide families to the appropriate agencies.

Head Start

n/a

Adult Education

n/a

Career and Technical Education

n/a

Job Training

n/a

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 Team is composed of Administration, School Psychologist, Reading Resource teacher, ESE Specialist, Guidance Counselor, Speech Pathologist and a Regular Education Teacher. Parents may be invited to attend RTI meetings as a participant. The ESE Specialist coordinates and facilitates the RTI team meetings. Case Management is shared by each member of the support team.

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?

RTI is aligned and used to help students in need of assistance. RTI (CPST) participates in progress monitoring in core content areas and meets monthly and or on an as need basis. In addition, one member of Support Staff is assigned to different students to be case managers and to monitor and assist in the implementation of specific strategies. The team collaborates and shares ideas through leadership teams within the school and with input from the school psychologist and social worker. The process is explained to the staff on an annual basis. If a child is having difficulties, the teacher discusses the child's issues with their peers at weekly grade level meetings to gather possible interventions or strategies. If the concern persists after these strategies have been in place, the teacher seeks additional interventions and then requests for a CPST meeting. The teacher is required to bring work samples and all signed communication with the child's parent/guardian. The CPST meets frequently to "brainstorm" strategies, interventions and resources that may assist the teacher and student. CPST will maintain running records and continuously monitor the progress of the specific students. Parents may be invited to discuss home to school issues. We have devised tracking forms for our teachers to gather data as they go through the RTI process. We develop graphs indicating the specific interventions, at the appropriate Tiers. The data sources are the intervention records and progress monitoring graphs generated for individual students. The interventions are implemented and then the student's progress is reviewed at a later meeting. At that time, additional educational decisions are made as to whether further information or interventions, screenings and/or psycho-educational evaluations are needed. The RTI team evaluates many of the intervention programs that are in place at the school. Throughout the year, there is feedback as to the effective and ineffective aspects of the process. This input is given to the SIP Team and focus groups as to what to include, modify or delete from the instructional component of the SIP.

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

The RTI team evaluates many of the intervention programs as well as school-wide core curriculum that are in place at our school. The RTI offers a school wide approach to monitoring behavior management to be used to aid in identifying students who might be at risk of not meeting target goals. The Data Sources and Data Management Systems that we access are our Schoolwide Database and Virtual Counselor/BASIS for information on individual students and all Tier 1 students. For Tier 2 and 3 students, individual intervention records and progress monitoring graphs are used as data sources. Throughout the year, there will be feedback as to what works and what is not effective. This input is given to the SIP Team and focus groups as to what to include, modify or delete from the instructional component of the 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 management systems used to summarize data for the various tiers of RTI process are:

- \* Data Warehouse
- \* Data Binder/
- \* School based File Maker Pro database
- \* Virtual Counselor
- \* BASIS- Newly developed District database

Progress Monitoring and Assessment Tools: Treasures, Go Math, Harcourt Science and school-wide discipline plan (aligned with the District's Discipline Matrix), and other resources on the District's Struggling Math/Readers Chart/

Daily Behavior Plan

FBA and PBIP, MiniBats, Fluency Probes, Cold Reads, Easy CBM.

Describe the plan to train staff on MTSS.

District presenters from student services trained the staff in January 2011.

Additional training will be provided by our ESE Specialist and support staff at staff meetings and as needed throughout the school year.

Describe the plan to support MTSS.

The plan to support the MTSS is a constant process, It begins by:

- . Identification of struggling student
- . Teacher meets with their team for ideas and strategies for the identified student- apply the strategies for three weeks and then

- . Meet with the school designated case manager to review strategies/results of interventions/schedule meeting with CPST
- . CPST Team meets and discusses additional interventions to be implemented as well as graphing results of interventions previously used
- . School Psychologist is present during CPST to offer input and to determine if a full evaluation is required.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The Hollywood Central Elementary School Literacy Leadership Team consists of:

Delicia Decembert, Principal  
Kathy Hazelcorn, Principal Designee/Assistant Principal  
Kathleen Fleming, Reading Resource Specialist  
Stacy Sklar, Exceptional Education Specialist  
Lisa Labruto, Guidance Counselor  
Jessica Watson, KG Grade Chairperson  
Amy Espinola, First Grade Chairperson  
Jeannie Clavijo, Second Grade Chairperson  
Shirley Moskowitz, Third Grade Chairperson  
Tracy D'Agostino, Fourth Grade Chairperson  
Deborah Cowfer, Fifth Grade Chairperson

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

The Literacy Leadership Team meets monthly during the Team Leader Meeting to discuss the ongoing academic achievement of students, teaching strategies and resources. Through Classroom Walk Throughs, data collections, data chats, and ongoing communication the LLT monitors progress and growth. Various members of the LLT meet with different grade levels to assist with team planning, materials or any instructional needs. The LLT team meets with specific grade levels and also arranges for vertical meetings to provide a platform for dialogue on gaps in curriculum and specific grade level expectations.

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

This year the LLT will focus on implementing a school-wide reading block utilizing all instructional and teacher assistants to provide support to specific classes/students on a daily basis. Through this approach, the LLT will be able to monitor the progress of specific students. Our LLT will discuss the implementation and roll out of Common Core State Standards (CCSS) in K-2 grade levels.

In addition, major initiatives of the LLT for this year are:

To provide additional learning opportunities in reading for level 4 and 5 students in (enrichment opportunities)

To monitor the progress of students attending a resource pull out for acquisition of primary reading skills.

To increase student and teacher participation in supplemental reading progress and activities such as for Accelerated Reader and Reading Across Broward.

To follow data points and support each child with their literacy development and ensure they attain at least one year's growth in reading.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/8/2012)

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

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

Hollywood Central Elementary ensures a smooth transition to kindergarten by providing information about the enrollment processes and timelines to families participating in the programs. In addition, parents receive information related to corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup events at those schools. Informational flyers related to the Kindergarten Roundup, tours and registration is shared with neighboring childcare centers and such events are posted on the school's website and marquee.

Kindergarten Roundup is scheduled for parents and children to visit the school prior to the beginning of the next school year. Entering kindergarten students are assessed to assist with the formation of leveled kindergarten classes. Parents and children are welcomed by Administration and Support Staff and provided a tour of the school. Students starting Kindergarten will attend Open House and a Kindergarten Reading Training near the end of the first quarter. During the Friday before school starts, at the Grand Opening of the School Year, parents and students are able to see their new classroom and meet their teacher.

### \*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.

n/a

### \*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?

n/a

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?

n/a

### 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](#)

n/a



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	In grades 3-5, 35 % (86) of students will score 3 on the 2012-2013 FCAT Reading Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (76)	35% (86)

#### 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	School Home Communication	Daily use of student planners and work folders.  Conference and interim forms will serve as documentation and a communication tool between school and home. These communication tools will apprise parents of weaknesses and/or deficiencies in all core subject areas and will include strategies to be used at home to increase student achievement.	Classroom Teachers/Students and Parents	Daily Monitoring of Planners	Planners Conference and Interim Forms
2	Fluency	Third through fifth grade students identified as deficient in fluency will be given additional reading instruction using Quick Reads and Quick Reads Technology. All students will participate in small group reading instruction and guided reading.	Classroom Teachers/ VE Teacher/ Reading Coach/Teacher Assistants	Students in grades 1-2 will be monitored using FAIR and Rigby at a minimum of three times per year and results will determine any remediation required.  Students in grades 3, 4, 5 will be monitored using Treasures Oral Reading Fluency, three times per year and results will determine any remediation required.	1. Treasures Oral Reading Fluency 2. Rigby Quarterly benchmarks
	Comprehension	Third, fourth and fifth grade students showing deficiency in comprehension will be given additional reading instruction using Soar to Success, Riverdeep, FCAT Explorer, Extended Learning Opportunities and/or Fast Track.	Classroom Teachers/ ESE Teacher/ Reading Coach/Teacher Assistants	Students in grades 3-5 will complete the Benchmark Assessment Test in September and December. Basal Assessments Cold Reads will be administered weekly.  Teachers will utilize Mini-	Core Reading Assessments Mini BATS Rigby Florida Achieves Riverdeep

3		Through the exposure to more complex text, correlations will be made between Common Core State Standards and Sunshine State Standards.		Benchmark assessments to determine if Benchmarks have been mastered.  Student assessment reports on Riverdeep, FCATexplorer and Florida Achieves will be monitored on a regular basis.  Students in K-2 will be given the Rigby at a minimum of 4 times per year.	FCATexplorer
4	Thorough understanding of Reading NGSSS, FCAT 2.0 styled questioning and Common Core Standards	Utilize question stems and grade-level appropriate texts to identify author's purpose for writing, (informing, telling a story, conveying a particular mood, entertaining and/or explaining.) Increase use of graphic organizers to help with text analysis. Increase the use of non-fiction and content based text.	Classroom Teacher Leadership Team	Monitoring of instruction and student progress	Core Reading Assessment  Mini- BATs  Florida Focus Achieve  Florida Ready

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:	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
1	n/a	n/a	n/a	n/a	n/a

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	In grades 3-5 40% (99) of students will score level 4 or above on the 2013 FCAT Reading Score.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (94)	40% (99)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Wide-range of student ability levels.	Implementation of the District approved models of Gifted/High Achieving students in grades 4 and 5.  Monitoring of student frequency, focus, feedback to target teacher groups and a plan of action based on feedback.	Administration, Reading Resource Specialist, Classroom teacher.	Data Chats Weekly Classroom Visits	BAT scores, Mini Bats, FCAT results
2	Motivation	Accelerated Reading reward system, Reading Incentive Plan.	Classroom Teachers, Reading Resource Specialists, Media Aide	Accelerated Reader reports, class charts, book logs, on a weekly/monthly basis.	Progress report

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:	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
1	n/a	n/a	n/a	n/a	n/a

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	On the 2012-2013 FCAT Assessment we project that 78% (192) students should make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (132)	78% (192)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Lack of background knowledge and vocabulary	Teachers expose students to rich vocabulary through read aloud, think aloud and computer-based instruction.	Classroom teacher	Students will use rich vocabulary in conversation and written assignments.	Teacher observation Core curriculum assessments
2	Scheduling of double dose for reading on a daily basis by classroom teacher.	Predetermined uninterrupted 90 minute Reading Block using available staff for push in/pull-out support using research based materials such as Wilson/Fundations Fast Track, Quick Reads, Phonics for Reading and other supplemental materials.	Classroom teachers, Reading Resource Specialist.	Scheduled data chats will determine the effectiveness of the strategies.	Mini bats, classroom assessments.
3	Finding opportunities for recreational reading.	Implementation of the A.R. program with rewards system.  School wide reading time.	Media/ Classroom teachers/ Administration	Teacher observation of the use of the program.	Monitoring A.R. reports.

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:		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
1	n/a	n/a	n/a	n/a	n/a

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:		On the 2012-2013 FCAT Assessment 74% (46) of students in the lowest 25% will make learning gains.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
69% (32)		74% (46)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	n/a	n/a	n/a	n/a	n/a
2	The use of research based strategies with fidelity during the 90 minute reading block.	Teachers will utilize word walls to reinforce introduced vocabulary and allow learning opportunities for students during reading sessions. Students will rotate through very structured literacy rich centers working towards overcoming their reading barriers and achieving their expected level of performance.	Team Leaders , Administration and RRS.	Student use of Word Wall and documentation from Literacy Centers.	Classroom Assessments and Classroom Walk Throughs.
3	Scheduling of daily double dose within the confines of the Master Schedule.	Administration, Support Staff, Resource Teachers and Teacher Assistants to provide push-in/pull-out groups.	Classroom Teachers Reading Resource Specialist  Administration ESE Specialist	Scheduled Data Chats	Mini Bats and Classroom 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%.		Reading Goal # In a five year period of time HCE will reduce the achievement gap from 55% to 76% by the year 2017. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55%	59%	63%	67%	71%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	On 2013 FCAT the following student groups will increase FCAT scores: White students- 25% (12) Hispanic students- 40% (33) Black students 40% (13) Asian students 33% (3) Indian students 0% (0)			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
white students- 32% (38) Hispanic students- 42% (44) Black students- 54% (15) Asian students- 50% (46) Indian - 0% (0)	On 2013 FCAT the following student groups will increase FCAT scores: White students- 25% (12) Hispanic students- 40% (33) Black students 40% (13) Asian students 33% (3) Indian students 0% (0)			
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	n/a	n/a	n/a	n/a
2	Barriers addressed throughout the reading goals.	n/a	n/a	n/a

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	
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satisfactory progress in reading. Reading Goal #5C:	On the 2012-13 FCAT Assessment 75% (34) of students in the ELL Subgroup will make progress in reading ofn the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (25)	55% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varied language and skill levels of students	Use resources from Multi Cultural Department; Utilize ESOL Strategies from the ESOL Instructional Matrix	Leadership Team Administration	Monitoring of student progress through CWT. Feedback will routinely be shared with various targeted groups.	Monitor students through Basal Assessments, daily monitoring of language, Bats Mini Bats
2					

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:	On 2013 FCAT, the number of students with Disabilities not making satisfactory progress in reading will decrease to 60% (14)
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (30)	60% (14)

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	Varied skill levels within the learning groups.	Use of multiple resources from the District Intervention Charts.	Classroom Teacher ESE Teacher, RRS, Administration	Monitoring student progress through CWT, and routine feedback.	Rigby scores, Core Curriculum Chapter Tests at the level of instructional and teacher observation.
2	Challenge of taking grade level assessments.	Teacher directed Think Alouds, using on level materials.	Classroom Teacher ESE Teacher, RRS, Administration	Monitoring student progress through CWT, and routine feedback.	Rigby scores, Core Curriculum Chapter Tests at the level of instruction and teacher observation.
3	The severity and or complexity of students with disabilities within each setting.	Use of differentiated curriculum, center activities and behavioral incentives.	Classroom Teacher ESE Teacher, RRS, Administration	Monitoring student progress through CWT, and routine feedback	Rigby scores, Core Curriculum Chapter Tests at level of instruction and teacher observation.
4					

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	On the 2012-2013 FCAT Assessment 40% (67) of students in the Economically Disadvantaged Subgroup will make progress in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (76)	40% (67)

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	Varied skill levels within the learning groups.	Use of multiple resources from the District Intervention Charts.	Classroom Teacher ESE Teacher, RRS, Administration	Monitoring student progress through CWT, and routine feedback.	Rigby scores, Core Curriculum Chapter Tests at the level of instructional and teacher observation.
2	Lack of family assistance with academics.	To identify students in need and to provide additional assistance in school.	RRS Classroom Teachers	Monitoring student progress through routine feedback.	Core Curriculum Assessments.
3	Students lacking tangible supplies, necessary to function in a school environment.	Through community donations, PTA, etc. materials are donated and provided to students in need.	guidance counselor	Teacher observation of student participation.	Teacher observation.

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 (CCSS)	K-2	RRS Team Leaders	K-2	2 times per month	Implementation of newly acquired strategies in daily lessons.	Administration
Blending of math CCSS with NGSSS.	Math	Team Leaders	3-5	2 times per month	Implementation of newly acquired strategies in daily lessons.	Administration

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
Accelerated Reader	Reading Incentive Program	Parent Teacher Association	\$3,000.00
			Subtotal: \$3,000.00
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: \$3,000.00

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:		The 2013 CELLA will reflect the following K- 45% (14) 4- 50% (12) 1- 60% (22) 5- 35% (4) 2- 50% (15) 3- 40% (6)			
2012 Current Percent of Students Proficient in listening/speaking:					
K- 41% (13) 4- 46% (6) 1- 58% (22) 5- 31% (4) 2- NR 3- 36% (9)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The wide variety of foreign languages and academic backgrounds	School will provide Heritage Dictionaries to ESOL students.  Teachers will utilize ESOL Matrix strategies to enable ESOL students' success in their classroom settings.	Guidance Counselor  Classroom Teacher Teacher Assistants	Students will become more proficient in the English Language  Students will begin to acquire English Vocabulary and utilize it appropriately	Teacher Observation  Teacher Observation

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:	The 2013 CELLA will reflect the following K- 10% (3) 4- 65% (15) 1- 30% (11) 5- 40% (5) 2- 60% (18) 3- 20% (3)
2012 Current Percent of Students Proficient in reading:	



K-6% (2) 4-62% (8)  
 1-24%(9) 5 -38% (5)  
 2-55% (11)  
 3- 16%(4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The wide variety of foreign languages and academic backgrounds	School will provide Heritage Dictionaries to ESOL students.  Teachers will utilize ESOL Matrix strategies to enable ESOL students' success in their classroom settings.	Guidance Counselor  Classroom Teacher Teacher Assistants	Students will become more proficient in the English Language  Students will begin to acquire English Vocabulary and utilize it appropriately	Teacher Observation  Teacher Observation

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

3. Students scoring proficient in writing.

The 2013 CELLA results will reflect:

CELLA Goal #3:

K - 10% (3) 3 - 25% (4)  
 1 - 35% (13) 4 - 41% (9)  
 2 - 60% (18) 5 - 60% (7)

2012 Current Percent of Students Proficient in writing:

K - 0% (0)  
 1 - 29% (11)  
 2 - 55% (11) 4 - 38% (5)  
 3 - 20% (5) 5 - 54% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The wide variety of foreign languages and academic backgrounds.	School will provide Heritage Dictionaries to ESOL students.  Teachers will utilize ESOL Matrix strategies to enable ESOL students' success in their classroom settings.	Guidance Counselor	Classroom Teacher Teacher Assistants Students will become more proficient in the English Language  Students will begin to acquire English Vocabulary and utilize it appropriately.	Teacher Observation  Teacher Observation
2	Students having difficulty expressing their thoughts in English.	Ability grouping of students for writing instruction.(grade 4)  School will provide Heritage Dictionaries to ESOL students.  Teachers will utilize ESOL Matrix strategies	Classroom teacher  Guidance Counselor	Monitor progress of student writing in journals, classwork, practice prompts, etc.	Students in grades 3-5 writing scored using FCAT Writes rubric  k-2-Writing Assessment across the curriculum

	to enable ESOL students' success in their classroom settings.		
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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

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	On the 2013 FCAT Mathematics Assessment 35% (86) of students in grades 3-5 will score a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (77)	35% (86)

### 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	School Home Communication	Daily use of student planners and work folders.  Conference and interim forms will serve as documentation and a communication tool between school and home. These communication tools will apprise parents of weaknesses and/or deficiencies in all core subject areas and will include strategies to be used at home to increase student achievement.	Classroom Teachers/Students and Parents	Daily Monitoring of Planners	Planners Conference and Interim Forms
2	Mastery of basis math facts in addition, subtraction, multiplication and division	School-wide math initiative that focuses on student mastery of basic facts	Leadership Team Administration  Support Staff  Teachers	Observation of students orally reciting facts, weekly one minute drills, and charted results of individual and class progress.	Bi-Weekly Math Fact drills
3	Implementation of Calendar Math with fidelity.	Professional Development and implementation of Calendar Math Program.	RRS/ Admin/ members of the Leadership Team and Classroom teachers	Observation of Calendar Math in progress. Authentic Engagement of students during Calendar Math Lessons. Observation of students interaction in Calendar Math lessons. Observations will be conducted.	Classroom 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 mathematics.  Mathematics Goal # 1b:	N/A
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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
1	n/a	n/a	n/a	n/a	n/a

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	On the 2013 FCAT Mathematics Assessment 35 % (86) of students in grades 3-5 will score a level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (74)	35% (86)

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	Wide-range of student ability levels.	Implementation of the District approved models of Gifted/High Achieving students in grades 4 and 5.  Monitoring of student frequency, focus, feedback to target teacher groups and a plan of action based on feedback.	Administration, Reading Resource Specialist, Classroom teacher.	Data Chats Weekly Classroom Visits	BAT scores, Mini Bats, FCAT results
2	Differentiated Instruction	Within the math block small group, skill-based instruction will be implemented, focusing on higher level thinking and incorporating enrichment components of the Go Math Program.	Administration, Classroom Teachers and Leadership Team Members.	Classroom walk through, regularly scheduled Data Chats to discuss student progress	BAT Mini Bats Core Curriculum Assessments
3	Time Restraints	5th grade students will be departmentalized allowing a larger concentrated block of time for math instruction.	Administration, Classroom Teachers/members of the leadership team.	Classroom walk through, regularly scheduled Data Chats to discuss student progress	BAT Mini Bats Coe Curriculum 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.	N/A
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Mathematics Goal #2b:					
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
1	n/a	n/a	n/a	n/a	n/a

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2013 FCAT Mathematics Assessment 75 % (129) of students in grades 3-5 will make Learning Gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (117)	75% (129)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge and vocabulary	Teachers expose students to rich vocabulary through read aloud, think aloud and computer-based instruction.	Classroom teacher	Students will use rich vocabulary in conversation and written assignments.	Teacher observation Core curriculum assessments
2	Mastery of basic math facts.	Initiate a school-wide incentive program that focuses on student mastery of math facts.	Classroom teachers	Observation of students orally reciting facts. Students will take weekly minute drills, their progress will be charted and students will be rewarded in a school wide incentive program.	Weekly classroom assessments
3	Implementation of Calendar Math with fidelity.	Professional Development and implementation of Calendar Math Program.	Classroom teacher Administration	Observation of students engaged in calendar math lesson. Students showing mastery of skills that are covered during Calendar Math	Classroom assessments including both formal and informal 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	N/A
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Mathematics Goal #3b:					
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
1	n/a	n/a	n/a	n/a	n/a

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2013 FCAT Mathematics Assessment, 65% (48) of students in the lowest 25% of grades 3-5 will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (28)	65% (48)

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	n/a	n/a	n/a	n/a	n/a
2	Implementation of Go-Math Series	Provide professional development to new teachers and continued support to teachers previously trained as they implement the "Go Math" series.	RRS/ Math Contact/Administration/Team Leaders	Classroom Walk Through, Grade level meetings to discuss successes and challenges.	Core Assessments BAT and Mini-BAT Assessments Teacher Feedback Leadership Team Observation
3	Grade Level Readiness	Regularly scheduled Vertical Teaming meetings to discuss curriculum and required skills that will be necessary to maintain and increase student success the following school year. The Quick Quiz Quest Math Incentive Plan will recognize students who are making weekly progress mastering their basis facts.	Team Leaders Administration	Discussion/ vertical teaming meetings.	Teacher feedback Number of mastery stars that a child earns on the data chart

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 # In a five year period of time HCE will reduce the achievement gap from 60% to 78% by the year 2017.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	63%	66%	70%	74%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	On the 2013 FCAT Mathematics Assessment the following student groups in grades 3-5 will make adequate yearly progress. White Students- 30% (24) Black Students- 50% (17) Hispanic students-53% (50) Asian Students 0% (0) Indian 0% (0)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White students- 34% (41) Black students - 61% (17) Hispanic Students 59% (61) Asian Students- 13% (1) Indian students 100% (1)	White Students- 30% (24) Black Students- 50% (17) Hispanic students-53% (50) Asian Students 0% (0) Indian 0% (0)

**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	n/a	n/a	n/a	n/a	n/a
2	Increase the amount of Instructional time needed to use manipulatives effectively.	Teachers will integrate hands-on approaches using Go Math hands-on kits to make curriculum relative and ease retention of information.  Students will be supplemented with Mountain Math, Calendar Math, Hands on manipulatives, critical math strategies, response journals and Thinking Maps.	Administration/Leadership Team	CWT Data chats, review of data profile sheets and teacher input	Go Math Big Idea Assessments.  Mini BATS assessments,  BAT 1&2 Chapter tests. Weekly number fact quizzes.

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:	On the 2013 FCAT Mathematics Assessment % of English Language Learners in grades 3-5 will obtain high standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
% of English Language Learners in grades 3-5 met high standards.	% of English Language Learners in grades 3-5 will obtain high standards.

**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	Varied language and skill levels of students	Use resources from Multi Cultural Department; Utilize ESOL Strategies from the ESOL Instructional Matrix	Leadership Team Administration	Monitoring of student progress through CWT. Feedback will routinely be shared with various targeted groups.	Monitor students through Basal Assessments, daily monitoring of language, Bats, Mini Bats

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:	68% (16)
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (33)	68% (16)

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	Varied skill levels within the learning groups.	Use of multiple resources from the District Intervention Charts.	Classroom Teacher ESE Teacher, RRS, Administration	Monitoring student progress through CWT, and routine feedback.	Rigby scores, Core Curriculum Chapter Tests at the level of instructional and teacher observation.
2	Meeting the needs of the wide range of exceptionalities within the setting	Use of differentiated curriculum and center activities	Teacher ESE Teacher	Monitor student success through routine feedback and teacher observation	Varied Core Curriculum Assessments
3	Varied skill levels within the learning groups. Classroom Teacher ESE Teacher, RRS, Administration Monitoring student progress through CWT, and routine feedback.	Use of multiple resources from the District Intervention Charts.	Classroom Teacher ESE Teacher, RRS, Administration	Classroom Teacher ESE Teacher, RRS, Administration Monitoring student progress through CWT, and routine feedback.	Rigby scores, Core Curriculum Chapter Tests at the level of instructional and teacher observation.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	On the 2013 FCAT Mathematics Assessment, 45% (75) of Economically Disadvantaged in grades 3-5 will make adequate yearly progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (83) of Economically Disadvantaged Learners in grades 3-5 met high standards.	45% (75)

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	Varied skill levels within the learning groups.	Use of multiple resources from the District Intervention Charts.	Classroom Teacher ESE Teacher, RRS, Administration	Monitoring student progress through CWT, and routine feedback.	Rigby scores, Core Curriculum Chapter Tests at the level of instructional and teacher observation.
2	Readiness skills	Expose all students to learning activities designed to master basic math facts and numeric values	Classroom Teachers, Leadership Team and Administration.	Monitoring the success of daily assignments	Mini Bats, Classroom assessments.  Bi-monthly math drills
3	Reading level ability impacts comprehension of math problem solving.	Utilizing reading strategies during the math block. Strategies to develop mathematics vocabulary using math journals and word banks along with reading strategies.	RRS/ Administration/Leadership Team	Analyze student errors in problem solving to determine if comprehension is being mastered.	Mini Bats, Classroom assessments.

*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 (CCSS)in Mathematics	k-2	Team Leaders RRS	K-2 classroom teachers	bi-monthly	Implementation of Common Core strategies on a daily basis.	CWT
Blending of Common Core State Standards with Sunshine State Standards	3-5	Team Leaders	3-5 classroom teachers	bi-monthly	Implementation of Common Core strategies on a daily basis.	CWT

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

End of 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 grade 5, 40% (30) students will score level 3 on the 2013 FCAT Science Test.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
29% (24)			40% (30)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling and preparation time for "Hands-on" lab experiences	Review facility for rooms that can be prepared and set up as grade-level labs  Develop and maintain Science Instructional Focus to implement labs frequently  Create a Science Lab Special to supplement classroom instruction of science standards	Administration  Team Leaders	CWT Product results	Science Mini-BATS Science Journals Results of Hands-on experiences
2	Student background knowledge and experiences	In-house science fieldtrips  Implementation of Science Fusion  BEEP Lessons  United Streaming	Administration  Team Leaders	Product results CWT	Science Mini-BATS Florida Achieves Focus
3	Increase learner engagement in science through hands on learning opportunities	Frequently include open-ended problems or questions through laboratory or investigations that follow scientific processes	Classroom Teacher	Product Results	Science Journals Results of Hands-on experiences

4	Proper resources and strategies that adequately assess and incorporate Science NGSSS	Resources and materials to enhance core curriculum  Identify strategies for improving science instruction within content area  Departmentalized 90 minute block of time to include small group instruction for Science in 5th grade.  Use of FCATexplorer and Florida Achieves Focus	Classroom Teacher	CWT Assessment Results	Florida Achieves Focus Science Mini-BATS Science Journals
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	In grade 5, 14% (11) will score level 4 or 5 on the 2013 FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (6)	14% (11)

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
Scheduling and preparation time for "Hands on" lab	Review facility for rooms that can be set up as grade level labs	Administration Team Leaders	CWT Product results	Science Mini-BATS

1	experiences	for frequent hands-on activities  Create a Hands-on Science Lab Special			
2	Access to technology	Through scheduled computer time, students will become proficient using FCAT Explorer	Administration  Classroom Teacher	FCAT Explorer reports	Analysis of FCAT Explorer reports  Analysis of Florida Achieves reports
3	Research-based projects and activities to maintain and enrich	Classroom teachers will use disaggregated data to provide support and focus at all grade levels  Classroom teachers will plan to coordinate and align the Hands on Science Kits, Science Fusion and conduct demonstrations of science lessons  Reading Through the Content Areas	Classroom Teachers	PLC meetings CWT Data chats	Instructional Lesson Plans  Instructional Focus Calendar  Science Journals

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	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
Blending						

Science Content into the Reading Block	3-5	RRS Team Leaders	3-5 classroom teachers	November 2012	Evidence of science content written into reading lessons	CWT
Common Core State Standards	k-2	RRS Team Leaders	k-2	bi-monthly	Implementation of CCSS in daily lessons.	CWT

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.		Based on 2012 FCAT data, 93 % of (82) students will meet high standards in writing.			
Writing Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
91% (91)		93% (82)			
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	Teachers new to grade or school	Training for new teachers to the grade level or school	Classroom Teacher Administration	Frequent monitoring of writing samples.	Writing prompts scored using FCAT Writing Rubric

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
CCSS	k-2	Team Leaders RRS	k-2 teachers	bi-monthly	Integration of writing in all subject areas.	CWT

Writing Budget:

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

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

End of Writing Goals

## Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	The Daily Attendance Rate from 96% to 96.5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Current attendance rate is 96%%	96.5% is our expected daily attendance for 2012-2013 school year.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
15	12
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
146	125

### 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	Parental transportation concerns  Working parents without child care when students are ill	Monthly incentives to students that get to school on time and that have good attendance.  Social worker and BTIP clerk intervention by calling parents, sending notes home and making home visits. Educating families on the importance of good attendance.	Administration, classroom teachers, Social Worker, and BTIP clerk in front office.	Number of notes that go home, monitoring the # of tardies and excessive absences on report cards. Monitor the number of tardies at the beginning of the year and compare them to the middle and end of the year to see if they declined.	BTIP attendance records. Monitoring the A15 panels on TERMS
2	Tardiness/Absenteeism	Communication via parent links, monthly newsletters will send home messages to stress the importance of coming to school on time, and completing home	Administration/attendance clerk/Social Worker	Parent Link/ Monthly newsletters/ School specific website with updates. Use of the B-TIP process	Monitoring attendance records

	visits.		
	Follow District Truancy Procedures		

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
n/a	n/a	n/a	n/a	n/a	n/a	n/a

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The "OHPA" One Hundred Percent Attendance Train	Monthly rewards for students with perfect attendance for the month	Internal Accounts	\$1,000.00
			Subtotal: \$1,000.00
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: \$1,000.00

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:	For the 2012-2013 school year there will be fewer than 3 suspensions.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions



4 for the 2012-2013 school year	3 internal suspensions for the 2011-2012 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
3	3
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	0

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	Negative student behaviors that impact the learning process adversely.	Clarify student expectations. Behavior assemblies. Character Education.	Classroom teachers, Guidance, and Administration	Monitor the number of referrals, school-wide incentives and type of infractions. We recognize a student of the month from each classroom that demonstrate one of the District's 8 Character Education Traits.	DMS-Discipline Management System
2	The lack of Parent support.	Parent Training	All staff members positively acknowledge the students of HCE.	Student incentives recognition programs throughout the school that recognizes students that demonstrate kind words and kind actions.	Monitor and praise positive student behavior. Cafeteria Incentives are in place. Specials weekly trophies are rotated for positive behavior.

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
n/a	n/a	n/a	n/a	n/a	n/a	n/a

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
<b>Grand Total: \$0.00</b>			

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:		During the 2012-13 school year 85% (454)of parents will participate in decisions and activities regarding their child's educational documentation as evidenced by attendance at parent trainings, meetings, family nights or conferences.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
68% (622) based on 551 students		85% (454) based on 535 students- our current enrollment			
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	Parent Responsibility	Offer assistance and access to computers at school site for parents.	Administration, SAC Chair	Collect feedback from parents surveys and varied meeting times.	Results of parent surveys.
2	Child supervision during trainings/ meetings	Provide child care for children during parent trainings.	Administration/Title I Liaison	Activities for students that participate in the workshops.	Child care attendance logs
3	Parent attendance due to conflicts with work schedules and family responsibilities	Meetings and parent involvement events will be scheduled at different times of the day.	SAC Chair/ Title I Liaison Administration.	Monthly SAC meetings Parent Involvement Events along with evening parent trainings and presentations will assist parents in getting	SAC attendance sheets and Parent Involvement Sign-in Sheets.

				involved with their children's education.	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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
			<b>Grand Total: \$0.00</b>

*End of Parent Involvement Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Our STEM Goal for 2012-2013 school year is to include Enrichment Activities that require inquiry based learning in the classroom and during Science Special.
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	Ample supplies for hands on experimentation	Funds will come from school's allocated Science Funds.	Classroom Teacher and Science Special Teacher	Observation of experiments.	CWT
2	Student use of updated Technology	Designated computer lab time.  Computer based instruction.	Classroom Teacher	Attendance at Lab and indication in teacher's planbooks.	Monitor student progress on FCAT Explorer.

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

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

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

STEM Budget:

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

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	The "OHPA" One Hundred Percent Attendance Train	Monthly rewards for students with perfect attendance for the month	Internal Accounts	\$1,000.00
				Subtotal: \$1,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader	Reading Incentive Program	Parent Teacher Association	\$3,000.00
				Subtotal: \$3,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$4,000.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 11/1/2012)

## 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
The Accountability funds of approximately \$3000 is to be used to fund an academic camp for students in grades 3,4 and 5. In addition, funds will be used to purchase student agendas to maintain school/home communication. If any remaining funds are available, they will be used to upgrade technology.	\$3,000.00

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

Hollywood Central Elementary SAC is responsible for the development and implementation the School Improvement Plan and other school-impacted decisions and activities using collaborative decision making. SAC Meetings are publicized in the school newsletter, automated phone calls, flyers, website, emails and school marquee.

.Peer groups elect their representatives with Principal, BTU representative and business partners being appointed. The composition of the SAC reflects the demographics of our student population.

. The tentative budget is \$3000.00

. The SAC assists in the preparation and evaluation of the SIP and the school's annual budget in the following ways:

. Needs assessment provided to students, parents, business partners, stakeholders.

. Analyze students test data for areas of weakness.

. Subcommittees meet to discuss concerns/priorities of core curricula.

. Draft of SIP is created and is presented to all stakeholders for input, revisions and approval.

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Broward School District HOLLYWOOD CENTRAL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	78%	97%	45%	289	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	68%			123	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?	43% (NO)	59% (YES)			102	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					514	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Broward School District HOLLYWOOD CENTRAL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	76%	92%	46%	293	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	65%			132	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?	54% (YES)	51% (YES)			105	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					530	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested