FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: REINHERDT HOLM ELEMENTARY SCHOOL

District Name: Escambia

Principal: Debra Simpkins

SAC Chair: Natonia Cantor

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/28/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Debra Simpkins	Bachelor's Degree in Biology and a Master's Degree in Educational Leadership.	2	9	Debra Simpkins, serving as principal for Holm Elementary,in 2011-2012 scores: Grade D, Math mastery-31%, Learning Gains-65%, Lowest 25% Gains-63%, Reading mastery 35%, Reading Learning Gains 53%, Lowest 25% Gains-53%, Writing mastery-51%. Debra Simpkins, serving as principal for Spencer Bibbs Elementary,in 2010-2011 scores: Grade C, Math mastery-75%, Learning Gains-53%, Lowest 25% Gains-57%, Reading mastery 68%, Reading Learning Gains 56%, Lowest 25% Gains-53%, Writing mastery-95% and AYP was met with all groups.
					Cindy Stephens was Assistant Principal for

| Assis Principal | Cindy Stephens | Bachelor's Degree in Elementary Education and a Master's Degree in Educational Leadership. | 5 | 5 | Holm Elementary,in 2011-2012 scores: Grade D, Math mastery-31%, Learning Gains-65%, Lowest 25% Gains-63%, Reading mastery 35%, Reading Learning Gains 53%, Lowest 25% Gains-53%, Writing mastery-51%.

Cindy Stephens was assistant principal of Holm Elementary School during the 2010-2011 school year. The school grade was a C. Reading mastery: 67%, Math mastery: 53%, Science mastery: 50%, Writing mastery: 69%. AYP was not met. |

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	Vicki Fischbeck	Bachelor's Degree in Elementary Education and a Master's Degree in Reading	29	9	In 2011-2012, Holm Elementary School school grade was a D. In grades 3-5, 35% of students achieved mastery on the 2012 administration of the FCAT in Reading. 53% of the students made Annual Learning Gains and 53% of the Lowest 25% made Annual Learning Gains. In 2010-2011, Holm Elementary School school grade was a C. In grades 3-5, 67% of students achieved mastery on the 2011 administration of the FCAT in Reading. 61% of the Students made Annual Learning Gains and 56% of the Lowest 25% made Annual Learning Gains. AYP Subgroups:White-62%; Black-65%;Economically Disadvantaged-61%;and Students with Disabilities-42%.

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	First year teacher mentoring program assists in teacher retention. The beginning teacher or teachers who are new to Holm Elementary School will be paired with an accomplished teacher on his/her grade level or with a reading or math coach. In addition, the new teacher will meet with the principal on an ongoing basis. These teachers will be provided goodie bags and small incentives to help show our school's support of them. The school assists in teacher recruitment and retention by recruiting from local and state colleges and universities and also empowering new teachers by encouraging them to participate in the decision making process for students and school.	Principal/assistant principal	Ongoing process	
2	District assists by pairing all new teachers with a START teacher. The START teacher will meet and monitor the new teacher throughout the year.	District	Ongoing process	

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
100% of all instructors at Holm Elementary are teaching in-field.	NA

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
29	10.3%(3)	48.3%(14)	51.7%(15)	79.3%(23)	79.3%(23)	186.2%(54)	13.8%(4)	6.9%(2)	31.0%(9)

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
Etter Wright	Alexsonda Hale	The mentor has been a third grade teacher and the mentee is a new third grade teacher and first year teacher at current school.	The mentor and mentee will meet weekly and more frequently as needed.
Vicki Fischbeck	Wendy Locklin and Dawn Hill	The mentor has been an elementary school teacher and is currently the school's reading coach. The mentees are not new teachers but new to 1st grade and school.	The mentor and mentees will meet weekly and more frequently as needed.
Laureen Heath	Stacey Turman and Rachel Weidamoyer	The mentor is the START teacher for the mentees.	The mentor will schedule dates frequently to meet with the mentees.

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

Holm Elementary School's 2012-2013 Title I budget is $108,864. Services are provided to ensure students requiring additional remediation are assisted through tutorial, after-school programs, family night activities, and/or summer school. Reading Teacher/Coach and .4 Behavior Support Teacher were purchased with $77,912. Additional funding was used to purchase a part of the technology coordinator's salary ($13,860) to implement staff development. Holm Elementary School is using ($2,767.67) for parental involvement. The remaining funds are for supplies, retirement, and security. The District coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information exchange (MSIX) system and our local Student Data Base, we have determined that there is one migrant child at Holm Elementary.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

Title III

Services for English language learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center and serves no ELL students in Grades PreK-5.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for student identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I office. At Holm Elementary, we have two identified homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

SAI funds this year are used for regular salary and benefits for the Technology Coordinator who provides assistance to students and staff in utilizing the technology programs that provide tutoring assistance in mathematics, reading and science.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon week is held in October with school-wide activities and guest speakers. Through our school's School wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffery Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, beginning with the 2011-12 School Year, our district will launch the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. Our school is also a Healthier Generation Alliance school. The school follows the district's nutrition program for summer feeding at select sites. Holm Elementary has been fortunate to receive a grant for $26,350 to provide frest fruits and vegetables daily to the students throught the Florida Fresh Fruit and Vegetable Program. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

Holm Elementary School does not have a Head Start Program. The program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. The program is overseen by the Title I Prekindergarten Office.

Adult Education

Holm Elementary does not provide any adult education programs. Evening programs are offered at all the district high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education

Holm Elementary School provides introductory career and technical education through guest speakers, safety patrol, closed circuit television, and other activities faculty and staff provide for their students.

Job Training

NA

Other

Holm Elementary serves over 210 ESE students.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal- Debra Simpkins
Assistant Principal - Cindy Stephens
School Improvement Chairperson - Will be elected

The MTSS/RtI team works together to provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

General Education Teachers - Margaret Roh, Julie Johnson; Guidance Counselor - Tam Fischbeck, and OT Representatives will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 intervention, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) teachers - Angie Barnes, Dana Wilmot, Carol Robinett, Brenda Elebash, Scott Stetson, and Jennifer Polk will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Instructional Reading Teacher Vicki Fischbeck will develop, lead, and evaluate school core content standards/ programs, as well as, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She will identify systematic patterns of student needs while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Speech Language Pathologists - Heather Lange, Amanda Salley, and Ricki Simmons will educate the team in the role language plays in the curriculum, assessment, and in instruction, as a basis for appropriate program design; and will assist in the selection of screening measures; and help identify systemic patterns of student need with respect to language skills.

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 Leadership Team's meetings focus will be centered on two questions: How do we develop and maintain a problem-solving system to bring out the best in our students, teachers, and school? How do we incorporate more student engagement in the learning process.

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

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

The MTSS/RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets and academic and social/emotional areas that needed to be addressed. In addition, the team helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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 following data management system was used: The 2012 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0), Florida Assessments for Instruction in Reading K-2(FAIR), Progress Monitoring and Reporting Network (PMRN), Baseline Writing Prompt, Discovery Education, and School-Wide Behavior Management Plan data.

Progress Monitoring: Monthly Writing Prompt, Study Island, Florida Assessments for Instruction in Reading K-2(FAIR), Progress Monitoring and Reporting Network (PMRN), Discovery Education, and School-Wide Behavior Management Plan data.

Midyear: Florida Assessments for Instruction in Reading (FAIR), Monthly Writing Prompt, DRA, Discovery Education, School-Wide Behavior Management Plan data, and Behavior Progress Report.

End of year: FAIR, Discovery Education assessments, School-Wide Behavior Management Plan data, Behavior Progress Report and FCAT 2.0.

Frequency of Data Days: once a month

Describe the plan to train staff on MTSS.

Professional development (PD) will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "MTSS/RtI Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "MTSS/RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will be provided for new teachers in October.

The MTSS/RtI team will also evaluate additional staff PD needs during the monthly MTSS/RtI Leadership Team meetings.

Describe the plan to support MTSS.

The support will come from the School Leadership Team.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal- Debra Simpkins
Assistant Principal - Cindy Stephens
Media Specialist - Judy van Blaricom, Co-Chairperson
Reading Teacher -- Vicki Fischbeck, Co-Chairperson
Pamela Glenn-Member 5th Grade
Betty Isabelle-Member
Amber Cotita-Member Kindergarten
Scott Stetson-Member ESE
Judy Hylton-Member 2nd Grade
Jennifer Polk-Member ESE
Margaret Roh-Member 3rd Grade
Rachel Weidamoyer-Member 1st Grade
Maria Willis-Member 4th Grade

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

> The Leadership Team will meet monthly to focus on: How to develop and maintain a problem-solving system to bring out the best in our students, teachers, and school. The reading teacher/coach and/or the media specialist will lead the Literacy Team meetings. Each team member will participate equally in the decision making process.

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

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

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/16/2012)

*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.

> Holm Elementary School has a preschool program for Students With Disabilities. Some of these students will continue in ESE transition kindergarten classes in the future, while most will transition to kindergarten in their school of residence. All transitions occur through the IEP team process.

*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.

> NA

*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?

> NA

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?

> Holm Elementary school offers students elective courses in art, music, and physical education. In 2012-2013, all students will be offered an additional reading block through the extended day program.

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

> NA

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:	Reinherdt Holm Elementary will increase the percentage of students achieving proficiency to 36%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Current Levels based on school grades 2010 Grade 3-5 63% 2011 Grade 3-5 67% 2012 Grade 3-5 35%	Expected level of performance on 2013 FCAT 36%

	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 training for teachers to help interpret and use data to guide instruction in reading.	To request funds from the district's staff development office and provide staff development for teachers. Our school will administer the FAIR assessments for K-2 to acquire data to monitor student progress. Grades 3-5 will be assessed using Discovery Education. Students will be DRA 2+ assessed to assist teachers in developing small groups for instruction.	Principal, assistant principal, and the reading coach	Review FAIR and Discovery Education data reports to ensure teachers are assessing students according to the schedule that was created. Use of DRA 2+ to assess student placement and movement in small group instruction.	Printout of FAIR and Discovery Education assessments.
2	Students' absences and tardiness to school. In addition, students need transportation home from after-school tutoring.	Monitor attendance and tardies on a daily basis. Call parents and guardians when necessary regarding these barriers. Involve the guidance counselor and school social worker. Seek funds to help provide transportation home from after-school tutoring.	Principal, assistant principal, and guidance counselor	Check attendance and tardies daily	End-of-the year attendance and tardy reports
3	Low level of performance upon entering grade level.	Differentiated Instruction during small groups and during iii (an additional 30 minutes of reading outside the 90/120 minute reading block).	Reading teacher and classroom teacher.	Progress on FAIR/WAM and Ongoing Progress Monitoring. Also Discovery Education data.	FAIR/WAM, ongoing Progress Monitoring,DRA 2+reports, Discovery Education reports

		Use of DRA 2+ assessment for developing small groups for instruction.			and FCAT 2.0 data
4	Low level of performance on FCAT 2.0 in reading.	School will be under an extended day program with one additional hour devoted to reading.	Principal and classroom teacher.	Progress on FAIR/WAM and Ongoing Progress Monitoring. Also Discovery Education data.	FAIR/WAM, ongoing Progress Monitoring, Discovery Education reports and FCAT 2.0 data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	At Reinherdt Holm Elementary, less than(10) students were assessed on the Florida Alternative Assessment (FAA). Listing data would allow for individual student identification. Therefore, this goal is not applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	On the 2013 FCAT 2.0, the number of Levels 4's and 5's will increase by 1% from the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 FCAT 2.0, only 12% (31 students) scored at levels 4 and 5.	On the 2013 FCAT 2.0, the number of Levels 4's and 5's will increase by 1 percentage point.

	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	Providing time for teachers to receive continual staff development training on the reading series "Imagine It!"	The reading series, "Imagine It!" will be effectively and efficiently implemented.	Reading Teacher/Coach, Reading Specialist from the District's office, classroom teacher, technology coordinator,and administration	Teacher assessment reports, and ClassroomWalk Throughs	FCAT simulation, FAIR assessment, Discovery Education reports, and the 2012 FCAT 2.0.
2	Absences and tardies	Monitor the attendance and tardies daily. Call parents/guardians and make home visits.	Principal, assistant principal, guidance counselor, and school social worker	Daily attendance and progress reports.	The end-of-the year attendance and tardy reports.

3	Lack of enrichment reading activities for Level 4 and 5 students.	With the extended day for reading activities will allow students on Level 4 and 5 to be able to engage in higher level reading activities. These activities will include research based activities.	Principal, Reading Teacher/Coach, and classroom teacher.	Outcome based extension activities.	FCAT 2.0, FAIR, and Discovery Education.

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:	At Reinherdt Holm Elementary, only two(2) students scored at an Achievement Level 7 in reading on the Florida Alternative Assessment (FAA). Listing data would allow for individual student identification. Therefore, this goal is not applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<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
1	NA	NA	NA	NA	NA

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 3-5, Holm Elementary School will increase the percent of students making learning gains by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 grades 3-5, 53% students made Learning Gains	In grades 3-5, 54% of our students will make Learning Gains on the 2013 FCAT 2.0 in reading.

<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
1	Providing time for teachers to receive staff development with reading teacher/coach.	Effective use of the Reading Teacher/Coach's time.	The District's Language Arts Supervisor	The coach's weekly log will be shared with the Principal and Assistant Principal	FAIR assessment, Discovery Education, and the FCAT 2.0
2	Students' absences and tardiness to school. In addition, students will need transportation home from after school tutoring.	Monitor attendance and tardies on a daily basis. Call parents and guardians when necessary regarding these barriers. Involve the guidance counselor and school social worker. Seek funds to help provide transportation	Principal, assistant principal, and guidance counselor	Check attendance and tardies daily	End of the year attendance and tardy reports

		home from after school tutoring.			
3	Low level of performance upon entering grade level.	Differentiate Instruction during small group and during iii (an additional 30 minutes)	Reading teacher and classroom teacher.	Progress on FAIR/WAM and ongiong Progress Monitoring.	FAIR/WAM, ongoing Progress Monitoring, SuccessMaker reports and FCAT
4	Low level of performance on FCAT 2.0 in reading.	School will be under an extended day program with one additional hour devoted to reading.	Principal and classroom teacher.	Progress on FAIR/WAM and Ongoing Progress Monitoring. Also Discovery Education data.	FAIR/WAM, ongoing Progress Monitoring, Discovery Education reports and FCAT 2.0 data

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	At Reinherdt Holm Elementary, only two (2) students were in the group of learning gains that was assessed on the Florida Alternative Assessment (FAA). Listing data would allow for individual student identification. Therefore, this goal is not applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In grades 3-5 54% of Holm Elementary School students in the Lowest 25% will make Learning Gains on the 2013 FCAT 2.0 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level - 53% students made Learning Gains in Reading on the 2012 FCAT 2.0.	54% of Holm Elementary School students in the Lowest 25% will make Learning Gains on the 2013 FCAT 2.0 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	Absences and tardies.	Monitor attendance and tardies on a daily basis.	Principal and assistant principal	Daily attendance and tardy roster	End of the year attendance and tardy reports
2	Lack of training for teachers to help interpret and use data to guide instruction in reading	To request funds for staff development and provide staff development for teachers. Our school will administer the	Principal, assistant principal, and the reading coach	Review FAIR data reports for K-2 to ensure teachers are assessing students according to the schedule that was created and Discovery	Printout of FAIR assessments and FCAT 2.0.

		FAIR assessments to acquire data to monitor student progress.		Education.	
3	Low level of performance upon entering grade level.	Differentiated Instruction during small groups and during iii (an additional 30 minutes) reading.	Reading teacher and classroom teacher.	Progress on FAIR/WAM and ongoing Progress Monitoring.	FAIR/WAM, ongoing Progress Monitoring, SuccessMaker reports, and FCAT results.
4	Low level of performance on FCAT 2.0 in reading.	School will be under an extended day program with one additional hour devoted to reading.	Principal and classroom teacher.	Progress on FAIR/WAM and Ongoing Progress Monitoring. Also Discovery Education data.	FAIR/WAM, ongoing Progress Monitoring, Discovery Education reports and FCAT 2.0 data.
5					

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 # Our school will reduce the achievement gap by 50% by increasing our proficiency in reading by five (5) percentage points over the course of six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45	50	55	60	65	

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:	At Holm Elementary reading will meet the AMO targets for 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current AMO Data Black-34% did not met target White-33% did not met target Students with Disabilities-24% did not met target Econ. Disadvantaged-34% did not met target	AMO target Black-41% White-51% Students with Disabilities-25% Economically Disadvantaged-44%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of Differentiated Instruction.	Continue with FAIR testing and Discovery Education assessment, and disaggregate data.	Principal and assistant principal	Classroom Walkthroughs	FCAT 2.0 Reading results
2	Students' absences and tardiness to school. In addition, students need transportation home from after school tutoring.	Monitor attendance and tardies on a daily basis. Call parents and guardians when necessary regarding these barriers. Involve the guidance counselor and school social worker. Seek funds to help provide transportation home from after school	Principal, assistant principal, guidance counselor, and school social worker	Daily attendance and progress reports	The end of the year attendance and tardy reports.

		tutoring.		

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

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

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:	At Holm Elementary, Students With Disabilities will meet the AMO target of 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2011 Students With Disabilities AMO-24%	In 2013, Students With Disabilities will meet the AMO target of 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	Implementation of Differentiated Instruction	Continue with FAIR Testing, Disaggregate data, and Discovery Education.	Principal/Assistant Principal, and reading teacher/coach	Reading Blocks will be monitored by administration, Classroom Walkthroughs	FAIR Test results, Discovery Education and classroom assessments.
2	A large number of students entering grade level with less than grade level proficiency.	Targeted remediation for subgroups.	Targeted remediation for subgroups.	Regular monitoring of data. Student progress is monitored every 20 days for all Tier II & III students	FAIR/WAM testing, Discovery Education assessments and FCAT 2.0
3	ESE students in self-contained classrooms.	Utilize the model of inclusion.	Principal	Benchmark Assessments and Classroom Walkthroughs.	FCAT 2.0

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:	At Holm Elementary, Economically Disadvantaged students will meet AMO target of 44%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Current AMO 34%	At Holm Elementary, Economically Disadvantaged students will meet AMO target of 44%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementation of Differentiated Instruction	Continue with FAIR testing, disaggregate data, and Discovery Education assessments.	Principal/assistant principal, classroom teacher	Reading Blocks will be monitored by administration during Classroom Walkthroughs	FAIR Test results, Discovery Education assessments, classroom assessments, and 2013 FCAT 2.0.
2	Lack of training for teachers to help interpret and use data to guide instruction in reading.	To request funds for staff development and provide staff development for teachers. Our school will administer the FAIR and Discovery Education assessments to acquire data to monitor student progress.	Principal, assistant principal, and the reading teacher/ coach.	Review FAIR data reports to ensure teachers are assessing students according to the schedule that was created.	Printout of FAIR and Discovery Education assessments.
3	Large numbers of students entering grade level with less than grade level proficiency	Targeted remediation for subgroups	Reading teacher/coach and classroom teacher.	Regular monitoring of data. Student progress is monitored every 20 days for all Tier II & III students.	FAIR/WAM testing and FCAT 2.0.

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
Small Group Effective Instruction	K-5	District Staff and Reading Coach	Classroom teachers	Monthly and Early Release Dates	Classroom Walkthroughs	Principal, Assistant Principal, District Support Staff, Reading Coach
Jan Richardson Small Group Instruction	3-5	District Staff and Reading Coach	3-5 Classroom teachers	Bi-monthly	Classroom Walkthroughs	Principal, Assistant Principal, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Coach	Implementation of PD, classroom modeling, and assistance to	School Title 1 Funds	$55,000.00

	teachers in the classroom		
Reading Material for Extended Day	Text talk for K-2 Word Wisely 4-5	School Title I Funds	$5,000.00
			Subtotal: $60,000.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Integration of Technology into the extended hour to be used for student engagement in literacy.	Ipads and Leap frog materials	School Title I Funds/Exceptional Education Funds	$5,000.00
			Subtotal: $5,000.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Providing training on DRA 2+, Jan Richardson Guided Reading, and PD for increasing student engagement and rigor.	Substitute teachers	School Title I Funds	$2,000.00
			Subtotal: $2,000.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $67,000.00

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:	NA

2012 Current Percent of Students Proficient in listening/speaking:

NA

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

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:	NA

2012 Current Percent of Students Proficient in reading:

NA

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	NA
2012 Current Percent of Students Proficient in writing:	
NA	

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

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	In grades 3-5, the students scoring a Level 3 will increase to 32% on the 2013 administration of the FCAT 2.0 Math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Grades 3-5 31%	2013 Grades 3-5 32%

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	New standards and new FCAT specifications	Common board configuration including objectives, essential questions, date, agenda, and homework assignments.	Principal, Assistant Principal	Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	Reports generated from classroom walkthroughs.
2	Lack of familiarity with the new "Go Math!" series and how to effectively use the "Grab and Go Kit".	Utilize "Go Math! - specifically Grab and Go" and Discovery Education testing data to identify students in the core curriculum needing intervention and enrichment.	Principal, Assistant Principal	Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment.	2013 Math FCAT 2.0 scores
3	Allocated time for focus lessons.	Utilize focus lessons daily.	Principal, Assistant Principal	Review focus lessons and quarterly assessments.	2013 Math FCAT 2.0 Scores

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:	At Reinherdt Holm Elementary, less than ten (10) students were assessed on the Florida Alternative Assessment (FAA). Therefore, listing that information would possibly identify the students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	In grades 3-5, the students scoring at Levels 4 & 5 will increase by 1% on the 2013 administration of the FCAT 2.0 Math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Information based on stability group 2012 Grade 3-5 12% (17 students)	In grades 3-5, the students scoring at Levels 4 and 5 will by 1% (13%)

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 familiarity with the new "Go Math!" Series (specifically Grab and Go kit).	Provide ongoing staff development and use the "Go Math!" series effectively and efficiently to increase student engagement and rigor.	Principal and Assistant Principal	Teacher assessment records and classroom walkthroughs	2013 FCAT 2.0 scores
2	Absences and Tardies	Monitor the atendance and tardies daily. Call parents/guardians and make home visits.	Principal, Assistant Principal, guidance counselor, and school social worker .	Daily attendance and progress reports.	The end-of-the year attendance and tardy reports
3	Lack of enrichment for higher performing students.	Identify higher performing students. Provide these students with enrichment activities.	Classroom teachers, data power team	Data monitoring during bimonthly data meetings.	"Go Math!" assessments, written and online.

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:	At Reinherdt Holm Elementary, only six (6) students were assessed on the Florida Alternative Assessment (FAA). Listing data would allow for individual student identification. Therefore, this goal is not applicable.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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 2.0, Holm Elementary School will maintain 60% or higher students making learning gains in mathematics.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	On the 2012 FCAT, 65% of our students made learning gains.	In 2013, Holm Elementary School expects 60% or higher of the students to make learning gains in mathematics.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Absences and Tardies	Monitor the attendance and tardies daily. Call parents/guardians and make home visits.	Principal, Assistant Principal, guidance counselor, and school social worker	Daily attendance, and progress reports.	The end-of-the year attendance and tardy reports.
2	Implementation of Differentiated Instruction.	Provide time for teachers to disaggregate data and provide for small group instruction.	Principal and Assistant Principal	Classroom Walkthroughs	FCAT 2.0 math results
3	New standards and new FCAT specifications	Determine core instructional needs by reviewing common assessment data of all students. Plan differentiated instruction using evidence-based instruction and interventions within the mathematics blocks.	Principal, Assistant Principal	Grade-level teams will review results of common assessment data every 9 weeks to determine progress toward benchmarks	Common assessments tied to math standards administered at the completion of teaching the benchmark.

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:	At Reinherdt Holm Elementary, less than ten (10) students were assessed on the Florida Alternative Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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:	The percentage of students in Lowest 25% making learning gains in mathematics will maintain 60% or higher on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Current percentage of students in Lowest 25% making learning gains in mathematics - 63% on the 2012 FCAT 2.0.	In 2013, the percentage of students in Lowest 25% making learning gains in mathematics will maintain 60% or higher making learning gains.

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	New standards and new FCAT specifications	Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	Principal, Assistant Principal	Grade-level teams will review results of common assessment data every 9 weeks to determine progress toward benchmark.	Common assessments tied to math standards administered at the completion of teaching the benchmark, FCAT 2.0.
2	New standards and new FCAT specification	Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction.	Principal, Assistant Principal	Grade-level teams will review results of common assessment data every 9 weeks to determine progress toward benchmark	Common assessments tied to math standards administered at the completion of teaching the benchmark, FCAT 2.0.
3	New standards and new FCAT specification	Effective use of manipulatives and small group instruction	Principal, Assistant Principal	Classroom Walkthrough Data	FCAT 2.0 Math scores

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 # Our school will reduce the achievement gap by 50% by increasing our proficiency in mathematics by six (6) percentage points over the course of six years. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	33	39	45	51	57	

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:	At Holm Elementary, all subgroups will met the target AMO.

2012 Current Level of Performance:	2013 Expected Level of Performance:
AMO in 2012, Blacks-30% (met objective), White-23%, Students with Disabilities-16%, Economically Disadvantaged-30%	AMO targets for 2013, Blacks-30%, White-33%, Students with Disabilities-27%, Economically Disadvantage-31%

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	New standards and new FCAT specifications	Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, modeled instruction, guided and independant practice. Supplemental instruction will be provided.	Principal, Assistant Principal	Grade-level teams will review results of common assessment data every 9 weeks to determine progress toward benchmark.	Go Math! assessments tied to math standards administered at the completion of teaching the benchmark, FCAT 2.0.
2	Large numbers of students entering grade level with less than grade level proficiency	Targeted remediation for subgroups	classroom teachers	Regular monitoring of data. Student progress is monitored every 10 - 14 days for all Tier II & III students	Go Math! assessments and and FCAT 2.0.

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

Problem-Solving Process to Increase Student Achievement				

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2013 Students With Disabilities will met AMO target.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	Current level Students With Disabilities-16%		Students With Disabilities AMO target is 27%.		

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of familiarity with new "Go Math!" series.</td><td>Provide additional "Go Math!" training, additional technology training in "Go Math!" and base instruction on disaggregated data.</td><td>Technology Coordinator, Principal, and/or Assistant Principal</td><td>Benchmark assessments and Classroom Walkthrough</td><td>FCAT 2.0 Math results</td></tr>
<tr><td>2</td><td>ESE children often have behaviors that interfere with instruction.</td><td>Behavioral intervention techniques</td><td>ESE Behavior Coaches and classroom teachers</td><td>Behavior point system check sheets</td><td>"Go Math!" benchmark tests and FCAT 2.0 Math results</td></tr>
<tr><td>3</td><td>ESE students in self-contained classrooms.</td><td>Utilize the model of inclusion school-wide.</td><td>Principal</td><td>Benchmark assessments and Classroom Walkthroughs</td><td>FCAT 2.0 Mathematics results</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:					
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:			In 2013, AMO for Economically Disadvantaged students will be 31%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Current AMO level -30%			In 2013, AMO for Economically Disadvantaged students will be 31%.		

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of familiarity with the new mathematics series: "Go Math!"</td><td>Provide additional "Go Math!" training, additional technology training in Go Math! and ensure instruction is based on disaggregated data.</td><td>Technology Coordinator, Principal, and or Assistant Principal</td><td>Benchmark assessments and Classroom Walkthrough</td><td>FCAT 2.0 Math results</td></tr>
<tr><td>2</td><td>A large number of students entering grade level with less than grade level proficiency.</td><td>Targeted remediation for subgroups</td><td>Classroom teachers</td><td>Regular monitoring of data. Student progress is monitored every 10 - 14 days for all Tier II & III students.</td><td>Go Math! results and FCAT 2.0.</td></tr>
</table>

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
Effective use of the "Go Math" curriculum. Also effective implementation Grab and Go kit.	Kindergarten through 5th grade	Ramona Wright-District MathematicsSpecialist and Tammy Barton-DOE Specialist	Grades K-5	October 10 during planning time and October 19-Teacher/Learn Plan Day	Classroom walkthroughs, Sign in sheets of trainings, agendas, grade level reflection	Principal, Assistant Principal, District Specialist, Ramona Wright, DOE Specialist, Tammy Barton

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Training of teachers on the Go Math curriculum and the Grab and Go kit.	paper	District and State Support funding	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Discovery Education assessment for progress monitoring.	Discovery Education software	District Title I Funds	$0.00
Use of Study Island software for student skill practice.	Study Island software	School Title I Funds	$2,500.00
			Subtotal: $2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD on effectively using the Grab and Go kit and the Go Math curriculum.	Copying of materials	School Title I Funds	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $3,500.00

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:	Given instruction based on the Next Generation Sunshine State Standards (NGSSS), we will increase current level of proficiency by 1% on the 2013 Science FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Grade 5 24%	2013 Grade 5 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	Limited Preparation Time	Utilize hands-on laboratory experiments at least one time per week.	Principal, Assistant Principal	The created lab schedule will be implemented with fidelity by the classroom teacher and be monitored by the Principal, and Assistant Principal.	Fifth Grade Science FCAT scores
2	Limited Preparation Time	Provide real-world science experiences and other hands-on activities	Principal, Assistant Principal	Classroom teachers will determine activities and gather materials.	Fifth Grade Science FCAT scores
3	Limited personal experiences of students	Small group instruction.	Principal and Assistant Principal	Classroom teachers will monitor student performance	Fifth Grade Science FCAT scores
4	Limited rigor and use of literacy strategies to acquire science vocabulary.	Professional development for teachers and use of science level readers/science notebooks.	Principal, Assistant Principal, Classroom Teachers, District Science Specialist, and DA Science/STEM Specialist	Use of science notebooks for grades 3-5.	Fifth Grade Science FCAT scores.

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:	At Reinherdt Holm Elementary, only six (6) students were assessed on the Florida Alternative Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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:	Holm Elementary School fifth grade students will increase their FCAT science levels 4 and 5 by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	2012 FCAT Science assessment, 5% (3) students scored levels 4 and 5	2013 Science FCAT-6%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited personal experiences of students	Fifth grade students will be assigned to work in groups based on their score on the FCAT Q1 assessment,Discovery Education, and Science Write Score, LLC. These students will receive support based on their needs.	Principal, Assistant Principal	Teachers will monitor CIM mini assessments and chapter test scores.	FCAT Science assessment

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:	At Reinherdt Holm Elementary, only six (6) students were assessed on the Florida Alternative Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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
PD on student engagement and rigor	K-5	District Science Specialist and DA Science/STEM Specialist	K-5 teachers	November 2012	Classroom walkthroughs	Principal, Assistant Principal, District Science Specialist, and DA Science/STEM Specialist

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase hands-on science activities in the classroom.	AIMS materials and science equipment	School Science Budget	$650.00
			Subtotal: $650.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Integration of technology into the extended day and school day.	Walking Classroom	School Title I Funds	$1,200.00
Use of videos to introduce concepts of science.	Safari Montage	District Title I Funds	$0.00
			Subtotal: $1,200.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD on how to increase student engagement through the use of hand-on activities and interactive resources.	Coaching, modeling and training	District Science Specialist	$0.00
PD to increase the rigor of questioning.	Bell-ringer activities	District Science Specialist	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $1,850.00

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:	On the 2013 administration of the FCAT Writing Test we will an increase of 1% proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Grade 4--51%	2013 Grade 4--52%

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	Implemation of Differentiated Instruction	Students will use the writing process daily; work samples will be collected in a writing folder for monitoring of	Principal, assistant principal, and classroom teacher	A school-wide consistent method of saving student work will be established. Writing folders will reviewed by classroom teachers and	Progress made on the writing prompts throughout the year. FCAT results

		growth throughout the school year. 4th grade will use monthly Write Score for writing.		the administration.	
2	Limited time to monitor student progress	The District-wide writing guidelines and calendar will be used in all classrooms.	Principal, assistant principal, and classroom teacher	A school-wide consistent method of saving student work will be established. Writing folders will be reviewed by classroom teachers and the administration.	Progress made on the writing prompts throughout the year. FCAT results

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:	At Reinherdt Holm Elementary, only six (6) students were assessed on the Florida Alternative Assessment (FAA).
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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
Training to assist teachers in implementing a comprehensive writing process tat includes individual conferencing.	K-5th grade	District Language Arts Specialist	K-5th grade classroom teachers	November 2012	Classroom Walkthroughs	District Language Arts Specialists, Principal, Assistant Principal
Use of rubrics as a teaching tool.	3rd-4th grade	District Language Arts Specialists and Reading Coach	3rd-4th grade classroom teachers	October 8, 2012	Classroom walkthroughs	District Language Arts Specialists, Principal, Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teaching students effective writing strategies.	Melissa Forney Training Materials	School Title I	$500.00
Assessing student growth in the writing process monthly.	Write Score LLC, Incorporated	School Title I	$1,000.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training on rubrics in writing and writing strategies	paper	District Language Arts Department	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $1,500.00

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 number of students with excessive tradies will decrease by 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
2012 Attendance Rate was 93.3%	2013 Expected Attendance Rate is 94%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
2012 Number of Students with Excessive Absences was 231	2013 Expected Number of Students with Excessive Absences will decrease by 1%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
2012 Number of Students with Excessive Tardies was 181	2013 Expected Number of students with Excessive Tardies will decrease by 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

1	Limited parental support	Send a letter to notify parents of an attendance meeting after five unexcued absences.	Principal, assistant principal, and guidance counselor	Monitor attendance records	End-of-the Year Report
2	Limited parental support	The guidance counselor will develop attendance contracts with students having five or more unexcused absences in conjunction with a positive reinforcer.	Guidance counselor	Monitor attendance records	End-of-the Year Report
3	Limited parental support	Utilize the school social worker when needed.	Principal, assistant principal, classroom teacher and guidance counselor	Monitor attendance records	End-of-the Year Report
4	Limited parental support	Utilize the PBS system to encourage attendance and decrease tardiness.	Principal, assistant principal, classroom teacher and guidance counselor	Monitor attendance records	End-of-the Year Report

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
PBS training for staff	All staff	PBS team	All staff	August-preschool, Monthly PBS team meetings, and quarterly review meetings	Review of implementation	PBS team

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior System Rewards	store grab bag items	Fundraisers	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior System Training for staff	paper	School Title I	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

NA	NA	NA	$0.00
Utilize the school social worker when needed.	school social worker	District Funds	$0.00
		Subtotal: $0.00	
		Grand Total: $200.00	

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:	Out-of-School suspensions (OSS) will decrease by 1% during the 2012 - 2013 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2012 Total Number of In-School Suspensions was 90	2013 Expected Number of In-School Suspensions is 100 (an increase due to the expectations of lowering the OSS)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2012 Total number of students suspended in school was 46	2013 Will decrease the number of students Suspended In School by 1%
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2012 Number of Out-of-School Suspensions was 42	2013 Will decrease the number of Out-of-School Suspensions by 1%
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2012 Total Number of Students Suspended Out-of-School was 24	2013 Will decreased the number of Students Suspended Out-of-School by 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
1	Limited parental support	Utilize the School-Wide Behavior Management Plan through PBS.	Principal, assistant principal, and behavior support teacher	Monitor the number of Office Discipline Referrals processed	The End of the Year Report
2	Limited parental support	The Behavior Support Teacher will supervise students in In-School Suspension. Classroom teachers will provide appropriate work for the student to complete.	Principal, assistant principal, and behavior support teacher	Monitor the number of Office Discipline Referrals processed	The End of the Year Report

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
Training in PBS	K-5	PBS School Team and District PBS Team	All school staff	Initial training of staff-August 8, 2012 and monthly review	Monitoring of data dealing with attendance and discipline on a monthly basis	Principal and PBS team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Activities scheduled through PBS	Materials for Dolphin Dollars (paper)	Title I funds	$500.00
Activities scheduled through PBS	incentives	donations from partners	$0.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training monthly on PBS	materials for packets	Title I	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
The Behavior Support Teacher will supervise students in In-School Suspension two days a week. Classroom teachers will provide appropriate work for the student to complete.	Behavior Support Teacher	Title I	$26,375.00
			Subtotal: $26,375.00
			Grand Total: $27,375.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Holm Elementary school will increase the number of activities provided for parental involvement by 1% during the 2012 - 2013 school year.

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
During the 2011 - 2012 school year, Holm Elementary had 13 parental involvement activities.	15 parental involvement activities will be offered during the school year.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent work schedules	Offer parental involvement activities at various times during the day.	Principal, and assistant principal	Monitor attendance of various activities to determine the best times for parent participation.	Sign-in sheets
2	Parent work schedules	Utilize school messenger.	Principal,Assistant Principal	Email notification	Email notification
3	Parent work schedules	Keep school website up to date with school activities and events	Art Instructor, Technology Coordinator	Website Survey	Website Survey

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
Increase parent involvement in the classroom.	All grade levels	Principal	All grade levels	August preschool, quarterly	Monitor teacher logs	Principal
Volunteer training	All grade levels	Assistant Principal and School Volunteer Coordinator	Parents, Teachers, and Educational Support Staff	September 2012	Sign-in sheets	Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Communication between the home and school.	Student planners and home reading logs.	Title I-Parental Involvement	$1,500.00
Family Learning Activities	Refreshments and materials	Title I-Parental Involvement	$1,267.67
			Subtotal: $2,767.67
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Reinforcement of parent involvement in the classroom.	none	none	$0.00
		Subtotal:	$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
		Subtotal:	$0.00
		Grand Total:	**$2,767.67**

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:	Increase the student usage of technology in the classroom in the areas of literacy, mathematics, and science.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of training for teachers on ways students can use technology in the areas of literacy, mathematics, and science.	Teacher professional development activities in this area by the Technology Coordinator.	Principal, Assistant Principal, Technology Coordinator	Classroom Walkthroughs	Sign-in sheets and Technology Coordinator log.

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
Technology training opportunites at school level	PreK-5	Technology Coordinator	school-wide	Preschool, after school, teacher planning days	Sign-in sheets, classroom walkthroughs	Principal, Assistant Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
		Subtotal:	$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of a technology coordinator to model, train, and help teachers utilize technology effectively.	Funding of Technology Coordinator	School Title I funds/SAI funds	$55,000.00
			Subtotal: $55,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $55,000.00

End of STEM Goal(s)

Additional Goal(s)

NA 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. NA Goal NA Goal #1:	Reinherdt Holm Elementary School does not have any additional goals in their School Improvement Plan.
2012 Current level:	2013 Expected level:
NA	NA

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

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
NA	NA	NA	NA	NA	NA	NA

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00

			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of NA Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Coach	Implementation of PD, classroom modeling, and assistance to teachers in the classroom	School Title 1 Funds	$55,000.00
Reading	Reading Material for Extended Day	Text talk for K-2 Word Wisely 4-5	School Title I Funds	$5,000.00
CELLA	NA	NA	NA	$0.00
Mathematics	Training of teachers on the Go Math curriculum and the Grab and Go kit.	paper	District and State Support funding	$0.00
Science	Increase hands-on science activities in the classroom.	AIMS materials and science equipment	School Science Budget	$650.00
Writing	Teaching students effective writing strategies.	Melissa Forney Training Materials	School Title I	$500.00
Writing	Assessing student growth in the writing process monthly.	Write Score LLC, Incorporated	School Title I	$1,000.00
Attendance	Positive Behavior System Rewards	store grab bag items	Fundraisers	$0.00
Suspension	Activities scheduled through PBS	Materials for Dolphin Dollars (paper)	Title I funds	$500.00
Suspension	Activities scheduled through PBS	incentives	donations from partners	$0.00
Parent Involvement	Increase Communication between the home and school.	Student planners and home reading logs.	Title I-Parental Involvement	$1,500.00
Parent Involvement	Family Learning Activities	Refreshments and materials	Title I-Parental Involvement	$1,267.67
STEM	NA	NA	NA	$0.00
NA	NA	NA	NA	$0.00
				Subtotal: $65,417.67

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Integration of Technology into the extended hour to be used for student engagement in literacy.	Ipads and Leap frog materials	School Title I Funds/Exceptional Education Funds	$5,000.00
CELLA	NA	NA	NA	$0.00
Mathematics	Use of Discovery Education assessment for progress monitoring.	Discovery Education software	District Title I Funds	$0.00
Mathematics	Use of Study Island software for student skill practice.	Study Island software	School Title I Funds	$2,500.00
Science	Integration of technology into the extended day and school day.	Walking Classroom	School Title I Funds	$1,200.00
Science	Use of videos to introduce concepts of science.	Safari Montage	District Title I Funds	$0.00
Writing	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
Parent Involvement	NA	NA	NA	$0.00
STEM	Use of a technology coordinator to model, train, and help teachers utilize	Funding of Technology Coordinator	School Title I funds/SAI funds	$55,000.00

				technology effectively.
NA	NA	NA	NA	$0.00
				Subtotal: $63,700.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Providing training on DRA 2+, Jan Richardson Guided Reading, and PD for increasing student engagement and rigor.	Substitute teachers	School Title I Funds	$2,000.00
CELLA	NA	NA	NA	$0.00
Mathematics	PD on effectively using the Grab and Go kit and the Go Math curriculum.	Copying of materials	School Title I Funds	$1,000.00
Science	PD on how to increase student engagement through the use of hand-on activities and interactive resources.	Coaching, modeling and training	District Science Specialist	$0.00
Science	PD to increase the rigor of questioning.	Bell-ringer activities	District Science Specialist	$0.00
Writing	Training on rubrics in writing and writing strategies	paper	District Language Arts Department	$0.00
Attendance	Positive Behavior System Training for staff	paper	School Title I	$200.00
Suspension	Training monthly on PBS	materials for packets	Title I	$500.00
Parent Involvement	Reinforcement of parent involvement in the classroom.	none	none	$0.00
STEM	NA	NA	NA	$0.00
NA	NA	NA	NA	$0.00
				Subtotal: $3,700.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	$0.00
CELLA	NA	NA	NA	$0.00
Mathematics	NA	NA	NA	$0.00
Science	NA	NA	NA	$0.00
Writing	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Attendance	Utilize the school social worker when needed.	school social worker	District Funds	$0.00
Suspension	The Behavior Support Teacher will supervise students in In-School Suspension two days a week. Classroom teachers will provide appropriate work for the student to complete.	Behavior Support Teacher	Title I	$26,375.00
Parent Involvement	NA	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
NA	NA	NA	NA	$0.00
				Subtotal: $26,375.00
				Grand Total: $159,192.67

Differentiated Accountability

School-level Differentiated Accountability Compliance

🔲 Priority	🔲 Focus	🔲 Prevent	🔲 NA

Are you a reward school: ⓘ Yes ⓘ No

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

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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
There are no School Advisory Council (SAC) funds for the 2012-2013 school year.	$0.00

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

The School Advisory Council at Holm Elementary will meet at least four times during the 2012-2013 school year to discuss school curriculum initiatives, budgets, parent involvement activities, and other business related to the school. The School Advisory Council (SAC) also serves as the Title I Parent Committee and will discuss the Title I Parent Involvement Plan and Family Compact.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Escambia School District
REINHERDT HOLM ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	53%	69%	50%	239	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	61%	42%			103	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?	56% (YES)	66% (YES)			122	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					464	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Escambia School District
REINHERDT HOLM ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	62%	71%	35%	231	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	53%	51%			104	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	53% (YES)			120	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					455	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested