FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HUNGERFORD ELEMENTARY

District Name: Orange

Principal: Letecia Foster

SAC Chair: Debbie Marlowe

Superintendent: Dr. Barbara Jenkins

Date of School Board Approval: Pending

Last Modified on: 9/28/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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	Letecia Foster	Degrees (s)-B.A. Elementary Education; M. Ed.- Educational Leadership; (all Levels); English For Speakers Of Other Languages (esol), Endorsement;		13	Killarney Elementary 2011-2012 School Grade-B High Standards Reading- 51% High Standards Math-59% High Standards Writing- 83% High Standards Science- 45% Lowest 25% Reading-56 % Lowest 25% Math-79% Killarney Elementary 2010-2011 School Grade-A High Standards Reading- 81% High Standards Math-72% High Standards Writing- 90% High Standards Science- 59% Lowest 25% Reading- 61% Lowest 25% Math-60% AYP- 92%

		Elementary Education (grades K-6); School Principal (all Levels)			Killarney Elementary 2009-2010School Grade-A High Standards Reading- 77% High Standards Math-76% High Standards Writing- 75% High Standards Science- 36% Lowest 25% Reading- 67% Lowest 25% Math-83% AYP- 92%

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.

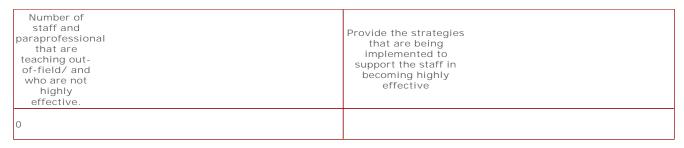| Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Miranda Brown	Elem. Ed.	10	5	• Prior Performance information- Hungerford Elementary 2011-2012; B grade; 46% met high standards in reading, 33% met high standards in math, 73% met high standards in writing; 14% met high standards in science; 77% made leaning gains reading, 46% made learning gains in math; 68% of the lowest 25% made learning gains in reading , 47% of the lowest 25% made learning gains in math; AYP-No • 2010-2011; A grade; 80% met high standards in reading, 82% met high standards in math, 69% met high standards in writing; 54% met high standards in science; 75% made leaning gains reading, 73% made learning gains in math; 77% of the lowest 25% made learning gains in reading , 71% of the lowest 25% made learning gains in math; AYP-No • 2009-2010; A grade; 78% met high standards in reading, 76% met high standards in math, 83% met high standards in writing; 48% met high standards in science; 61% made leaning gains reading, 64% made learning gains in math; 60% of the lowest 25% made learning gains in reading , 73% of the lowest 25% made learning gains in math; AYP-No • 2008-2009; A grade; 78% met high standards in reading, 83% met high standards in math, 89% met high standards in writing; 51% met high standards in science; 79% made leaning gains reading, 93% made learning gains in math; 77% of the lowest 25% made learning gains in reading , 90% of the lowest 25% made learning gains in math; AYP-Yes • 2007-2008; C grade; 72% met high standards in reading, 53% met high standards in math, 77% met high standards in writing; 47% met high standards in science; 65% made leaning gains reading, 53% made learning gains in math; 50% of the lowest 25% made learning gains in reading , 57% of the lowest 25% made learning gains in math; AYP-No

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	Hungerford Elementary School attempts to retain teachers by providing support in all areas. Support teachers work directly with each classroom teacher to meet the needs of staff members on an individual basis. The Reading Coach, CRT, and Principal provide staff development sessions based upon needs identified from Individual Professional Development Plans. In addition, resources and materials are provided to ensure that teachers have all items necessary to provide instruction.	Principal, Reading Coach, CRT	May, 2013	
2	Print resumes from attached candidates	Office Staff	August, 2012	
3	Recognize teachers that are meeting target dates	Administrative Team	Weekly	
4	Provide mentoring, training and support for all teachers	Administrative Team	Ongoing	
5	Hire highly qualified candidates that demonstrate ability to raise student achievement	Principal	August, 2012	
6	Utilize business partnerships to provide incentives for teachers	Administrative Team	Ongoing	
7	Contact References and interview candidates with "effective" assessments	Principal and Dean	August, 2012	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	

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
26	0.0%(0)	26.9%(7)	34.6%(9)	34.6%(9)	57.7%(15)	100.0%(26)	7.7%(2)	0.0%(0)	46.2%(12)

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
		Adrienne is a 2nd year teacher who will be teaching intensive math instruction. Ms. Viscardo	• Class visitations • Working together on

Patricia Viscardo	Adrienne Thompson	is a highly qualified third grade teacher whose students showed significant learning gains in math instruction over the past two years.	lesson plans and lesson design • Sharing/counseling
Chartine Griffin	Mamie Blackman	Mamie will be teaching 2nd grade. Mrs. Griffin is a highly qualified fourth grade teacher. Students who are struggling readers and in the lowest 25% are often assigned to her class each year based on the significant learning gains made in her class. Miss Blackman is a former fourth grade student of Mrs. Griffin.	• Class visitations • Working together on lesson plans and lesson design • Observing Imagine It for fidelity • Sharing/counseling
Miranda Brown	Jaime Larkins	Jaime will be teaching 2nd grade. Mrs. Brown is the Reading Coach at Hungerford Elementary. Her expertise in the content areas provides the leadership needed to assist Miss Larkins in being a highly qualified teacher.	• Class visitations • Working together on lesson plans and lesson design • Observing Imagine It for fidelity • Sharing/counseling
Kadria Brown	Denisse Jones	Merecil is a temporary teacher in KG. Ms. Kadria Brown is a highly qualified first grade teacher whose students over the past few years have shown learning gains in reading and in math. She is very familiar with the Imagine It! Reading program and will be able to assist Miss Simpson with the first grade curriculum which is essential for success.	• Classroom visitations • Working together on lesson plans and lesson design • Observing Imagine It for fidelity • Sharing/counseling • Block Planning

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

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

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Hungerford Elementary are used to provide professional development.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide after-school tutoring for Level 1 and Level 2 readers.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field trips and counseling.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.
CRT, Reading Coach
Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

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 will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a week to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will 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 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; academic and social/emotional areas that needed to be addressed; 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.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, FCAT Simulation
Midyear: Florida Assessments for Instruction in Reading (FAIR), Edusoft Benchmark
End of year: FAIR, FCAT
Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. A RtI survey will be completed in September by the Leadership Team to sustain problem solving/RtI with the RtI Coach, Miranda Stoughton. The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Letecia Foster, Principal; Shelia Jones, CRT; Miranda Brown, Reading Coach; Debbie Marlowe, Media Specialist; Sheila Williams, Staffing/Guidance Counselor; Tamara Collins, Dean

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

The LLT meets with grade level teams during block planning; Child Study Team meetings include teachers, the guidance counselor and additional LLT members. The Literacy Leadership Team meets weekly to make instructional decisions that will guide the school's direction for success. The team uses problem solving strategies to build a school-wide culture (PLC). The members meet to review student data and plan the next steps for intervention/enrichment. Each member of the Leadership Team is assigned to a grade level as an additional resource. This person meets with the grade level during block planning to answer questions and discuss student social and academic behaviors.

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

Common assessments through PLC.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

The Pre-K Program offers the students a stimulating environment that provides a well-rounded academic curriculum before entering Kindergarten. Parents and incoming pre-kindergartners are invited to attend "Meet the Teacher" before the first day of school. In addition, parents are encouraged to eat breakfast with their child and stay for a reading activity on the first day of school. This allows the students the chance to get used to the environment and lessen school anxiety before separating from their parents. The goal is to enhance cognitive, social, emotional, physical and intellectual development.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

> [ ]

*High Schools Only

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

> [ ]

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

> [ ]

Postsecondary Transition

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

> [ ]

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The reading proficiency at Hungerford needs to increase. Our goal is 70% proficiency for 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 46% of students (52) achieved proficiency (FCAT Level 3)on the 2012 FCAT Reading Test.	In grades 3-5, 70% of the students will achieve proficiency (FCAT Level 3) on the 2013 FCAT Reading Test.

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 Student Motivation	Incentive-based Programs Develop relationships with students	Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
2	Discipline Concerns	Follow School-wide academic plan with fidelity.	Leadership Team District	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
3	Lack of Understanding the Standards	Provide "Unwrapping the Standards Training" Work closely with district team	Principal Leadership team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
4	Lack of Parent Support	Provide Parent Trainings	Principal	Parent attendance at school events. Monitior effectiveness of academic programs that are assigned at home.	AR Data Homework
5	Lack of use of Supplemental Programs with Fidelity	Begin school year with teacher committment	Principal Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Observations	AR Data STAR Data Study Island Data
6	Lack of Consistent monitoring	Classroom Walkthroughs will be done daily	Principal Leadership Team District	Classroom Walkthrough checklist	Classroom Walkthrough data tool

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:	

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	To be successful in Middle and High School, our students need to achieve at the highest level in Elementary.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 12% of students (9) achieved above proficiency (FCAT Levels 4 and 5) on the 2012 FCAT Reading Test.	In grades 3-5, 30% of students will achieve above proficiency (FCAT Levels 4 and 5) on the 2013 FCAT Reading Test.

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 Student Motivation	Incentive-based Programs Develop relationships with students	Principal Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	"Imagine It"Benchmark Test Edusoft Mini assessments Star AR Data Study Island
2	Discipline Concerns	Follow School-wide academic plan with fidelity.	Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
3	Lack of Understanding the Standards	Provide "Unwrapping the Standards Training" Work closely with district team	Principal Leadership team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
4	Lack of Enrichment programs and high interest books	work with Title One for additional funds Apply for mini grants	Principal Leadership Team	Review media circulation reports	Media Circulation Reports
5	Lack of Enrichment programs for high performing students	Provide Book Novels and Readers Theatre during Intervention for those students reading above grade level	Principal, Reading Coach, CRT, Teachers	Review Benchmark data report to differentiate instruction	Printout of Benchmark assessment

6	Lack of Parental support	Encourage recreational reading at home through school-wide incentives for Accelerated Reader program	Principal, Reading Coach, CRT, Teachers	Monitoring achievement of AR goals	AR Diagnostic reports

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<div align="center" colspan="5">No Data Submitted</div>				

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:	We will continue to work with all students to achieve learning gains. Our higher level students must maintain or improve, also.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 77% of students (44) achieved learning gains on the 2012 FCAT Reading Test.	In grades 3-5, 80% of students will achieve learning gains on the 2013 FCAT Reading Test.

<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	Lack Of Student Motivation	Develop relationships with students Incentive-based Programs	Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
2	Discipline Concerns	Follow School-wide academic plan with fidelity.	Leadership Team District	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
	Lack of Understanding	Provide "Unwrapping the	Principal	Classroom Walkthroughs	Imagine It

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3	the Standards	Standards Training" Work closely with district team	Leadership team	Data Meetings PLC Meetings Team Meetings Observations	Benchmark Test Edusoft Mini assessments Star AR Data Study Island
4	Lack of High Interest/Low Reading ability books	Work with Title One to access additional funds	Principal	Review media circulation reports	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island Media Circulation Reports
5	Using reading program with fidelity	Use a reading program to increase reading skills (Imagine It!)	Principal, the Reading Coach, and the CRT	Monitoring informal assessments	Informal observations
6	Consistent monitoring and obtain accurate reading levels	Increase reading skills through direct instruction, ability grouping, and phonemic awareness; Use data from assessment to drive instruction	Principal, the Reading Coach, and the CRT	Monitoring Benchmark assessments, mini assessment data	Printouts of Benchmark assessments, mini assessments, Study Island, Write Score, FAIR, AR, STAR
7	Using Accelerated Reading and Study Island Programs with fidelity. Keeping technology working	Increase the use of technology to improve reading and language opportunities for all students (to include Study Island, Imagine It e-suite, Accelerated Reader and the implementation of Smart Boards (Grades 3-5))	Principal, Reading Coach, CRT, Dean, Guidance Counselor,Media Specialist, and Third- Fifth Grade Teachers	Review Study Island and AR reports	Printouts of Study Island and AR reports
8	Consistent monitoring	After quarterly Benchmark testing, new intervention groups will be developed to re-teach skills that were not mastered (during the school day)	Principal, Reading Coach, CRT, Teachers	Review Benchmark data report to differentiate instruction	Printout of Benchmark assessment
9	Parental support	Encourage recreational reading at home through school-wide incentives for Accelerated Reader program	Principal, Reading Coach, CRT, Teachers	Monitoring achievement of AR goals	AR Diagnostic reports

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

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

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

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:	Additional support will be provided to the lowest 25% starting at the beginning of the school year. It is extremely important for all students to make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 68% of the lowest 25% of students (36) achieved learning gains on the 2012 FCAT Reading Test.	In grades 3-5, 80% of the lowest 25% of students will achieve learning gains on the 2013 FCAT Reading Test.

	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 Student Motivation	Develop relationships with students Incentive-based Programs	Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
2	Discipline Concerns	Follow School-wide academic plan with fidelity.	Leadership Team District	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
3	Lack of Understanding the Standards	Provide "Unwrapping the Standards Training" Work closely with district team	Principal Leadership team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
4	Lack of Parent Support	Provide Parent Trainings	Principal	Parent attendance at school events.	Monitior effectiveness of academic programs that are assigned at home. AR Data Homework
5	Lack of use of Supplemental Programs with Fidelity	Begin school year with teacher committment	Principal Leadership Team	Classroom Walkthroughs	Data Meetings PLC Meetings Observations AR Data STAR Data Study Island Data
6	Student attendance	All third - fifth grade students will be identified for after-school tutoring which will take place on T & TH 3:00-4:30 (school-based) and on M & F (SES). School tutoring begins mid-September. SES tutoring begins the end of October.	Principal, Reading Coach, CRT, Teachers	Review FCAT data	FCAT reports
	Not Using program with fidelity	Use a reading program to increase reading skills (Imagine It!); use data	Principal, Reading Coach, CRT, Teachers, Dean,	Monitoring informal assessments; review reports from Study	Classroom observations; printouts of Study

7		from assessment to drive instruction	Guuidance Counselor, Media Specialist	Island, Write Score, FAIR, AR, STAR, Benchmark assessments, mini assessments	Island, Write Score, FAIR, AR, STAR, Benchmark assessments, mini assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	The reading proficiency at Hungerford needs to increase. Our goals is 70% proficiency for 2013.
	5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Hungerford is 87 percent Afican American. The majority of the AA students did not meet profinciency in reading. As of now, the state has not released the data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, % (72 students) of the Black subgroup achieved Level 3 or above on the 2012 FCAT Reading Test.	In grades 3-5, 70% of the Black subgroup will achieve Level 3 or above on the 2013 FCAT Reading Test.

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 Student Motivation	Incentive-based Programs Develop relationships with students	Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
2	Discipline Concerns	Follow School-wide academic plan with fidelity.	Leadership Team District	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
3	Student attendance	Students will be identified for afterschool tutoring which will take place on T & TH 3:00-4:30 (schoolbased) and on M & F (SES). School tutoring begins mid-September. SES tutoring begins the end of October.	Principal, Reading Coach, CRT, Teachers	Review FCAT data	FCAT reports
	Using program with fidelity	Use a reading program to increase reading skills (Imagine It!); use data	Principal, Reading Coach, CRT, Teachers, Dean,	Monitoring informal assessments; review reports from Study	Classroom observations; printouts of Study

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4		from assessment to drive instruction	Guuidance Counselor, Media Specialist	Island, Write Score, FAIR, AR, STAR, Benchmark assessments, mini assessments	Island, Write Score, FAIR, AR, STAR, Benchmark assessments, mini assessments
5	Keeping technology working	Use technology to increase reading and language opportunities for all students (to include Study Island, Accelerated Reader)	Reading Coach, Teachers, the CRT	Review Study Island and AR reports	Printouts of Study Island and AR reports
6	Consistent monitoring	After quarterly Benchmark testing, new intervention groups will be developed to re-teach skills that were not mastered (during the school day)	Principal, Reading Coach, CRT, Teachers	Review Benchmark data report to differentiate instruction	Printout of Benchmark assessment
7	Lack of Parental Support	Encourage recreational reading at home through school-wide incentives for Accelerated Reader program	Principal, Reading Coach, CRT, Teachers	Monitoring achievement of AR goals	AR Diagnostic reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Motivation	Incentive-based Programs Develop relationships with students	Leadership Team	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations
2	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Motivation	Incentive-based Programs Develop relationships with students	Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
2	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	54% of Economically Disadvantaged did not make satifactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 46% (64 students) of the Economically Disadvantaged subgroup achieved Level 3 or above on the 2011 FCAT Reading Test.	In grades 3-5, 70% of the Economically Disadvantaged subgroup will achieve Level 3 or above on the 2013 FCAT Reading Test.

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	Discipline Concerns	Follow School-wide academic plan with fidelity.	Leadership Team District	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
2	Lack of Motivation	Incentive-based Programs Develop relationships with students	Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
3	Lack of Parent Support	Provide Parent Trainings	Principal	Parent attendance at school events.	Monitior effectiveness of academic programs that are assigned at home. AR Data Homework
4	Student attendance	Students will be identified for afterschool tutoring which will take place on T & TH 3:00-4:30 (schoolbased) and on M & F (SES). School tutoring begins mid-September. SES tutoring begins the end of October.	Principal, Reading Coach, CRT, Teachers	Review FCAT data	FCAT reports
	Using program with fidelity	Use a reading program to increase reading skills	Principal, Reading Coach, CRT,	Monitoring informal assessments; review	Printouts of Study Island, Write Score,

5		(Imagine It!); use data from assessment to drive instruction. Implement Destination College for Grades 3-5	Teachers, Dean, Guidance Counselor, Media Specialist, Leadership Team	reports from Study Island, Write Score, FAIR, AR, STAR, Benchmark assessments, mini assessments	FAIR, AR, STAR, Benchmark assessments, mini assessments,student binders, classroom observations
6	Consistent monitoring	Increase reading skills through direct instruction, skill grouping, and phonemic awareness	Principal, the Reading Coach, and the CRT	Monitoring Benchmark assessments, mini assessment data	Printouts of Benchmark assessment, mini assessments
7	Keeping technology working	Use technology to increase reading and language opportunities for all students (to include Study Island, Accelerated Reader, Whole group instruction using Smart Boards)	Reading Coach, Teachers, the CRT	Review Study Island and AR reports	Printouts of Study Island and AR reports
8	Consistent monitoring	After quarterly Benchmark testing, new intervention groups will be developed to re-teach skills that were not mastered (during the school day)	Principal, Reading Coach, CRT, Teachers	Review Benchmark data report to differentiate instruction	Printout of Benchmark assessment
9	Parental support	Encourage recreational reading at home through school-wide incentives for Accelerated Reader program	Principal, Reading Coach, CRT, Teachers	Monitoring achievement of AR goals	AR Diagnostic reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading	K-5	Principal	Marzano Strategies	Monthly	Classroom Walkthrough observations Monitoring lesson plans Weekly Data Meetings Monthly PLC/Faculty Meetings	Principal Instructional Dean Reading Coach CRT Staffing Specialist
Reading	3-5	Region 3	Unwrapping the Standards	August 10th and August 13th	Classroom Walkthrough Monitoring lesson plans Weekly Data Meetings Monthly PLC/Faculty Meetings	Principal Instructional Dean Reading Coach CRT Staffing Specialist
Reading	K-5	District	Imagine It Training	September	Classroom Walkthrough Monitoring lesson plans Weekly Data Meetings Monthly PLC/Faculty Meetings	Principal Instructional Dean Reading Coach CRT Staffing Specialist

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement "Imagine It" with Fidelity	"Imagine It" Curriculum	General	$3,190.55
Use Supplemental Programs for Intervention	Corrective Reading	General	$1,452.15
			Subtotal: $4,642.70
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use Accelerated Reading Program with Fidelity	Renaissance Learning	General	$1,000.00
Use Study Island with Fidelity	Study Island	General	$2,200.00
			Subtotal: $3,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Marzano Strategies	Principal	N/A	$0.00
"Imagine It" Training	District	N/A	$0.00
"Unwrapping the Standards" Training	Region 3	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,842.70

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.

CELLA Goal #1:

2012 Current Percent of Students Proficient in listening/speaking:

Problem-Solving Process to Increase Student Achievement

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

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

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

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

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

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The math proficiency at Hungerford needs to increase. Our goal is 70% proficiency for 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 33% of students (40) achieved FCAT Level 3 on the 2012 FCAT Mathematics Test.	We expect 70% of our students to score Level 3.

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 Student Motivation	Incentive-based Programs Develop relationships with students	Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
2	Discipline Concerns	Follow School-wide academic plan with fidelity.	Leadership Team District	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
3	Lack of Understanding the Standards	Provide "Unwrapping the Standards Training" Work closely with district team	Principal Leadership team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
4	Lack of Parent Support	Provide Parent Trainings	Principal	Parent attendance at school events. Monitior effectiveness of academic programs that are assigned at home.	AR Data Homework
5	Lack of use of Supplemental Programs with Fidelity	Begin school year with teacher committment	Principal Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Observations	AR Data STAR Data Study Island Data
6	Lack of using Envision intervention Program with Fidelity	Provide Envision Math Intervention Training	Principal, Leadership team	Benchmark assessments, Envision unit tests	Printouts of Benchmark assessments
7	Keeping technology working Tech coordinator half-time	Utilize computer technology to improve math skills through scheduled time in computer lab (Study Island, Math Facts-in-a-Flash)	Principal, CRT,Math Resource Teacher, Dean, Teachers	Reports will be discussed at weekly data meetings	Printouts of Study Island reports
8	Consistent monitoring	Use data from assessments to inform instruction	Principal, CRT, Teachers	Use data reports from Benchmark assessments and Study Island	Printouts of Benchmark data, Study Island data
	Consistent planning and	Implement small group	Leadership Team	Informal walk-throughs,	Edutest, mini-

9	monitoring	instruction at student's level and use data to drive instruction (Everglades Resources)		data meetings, team collaboration	benchmarks
10	Ensure all essential content is effectively taught appropriately	Implement vertical PLC	Leadership Team and Teachers	PLCs ability to plan instruction to meet Rigor of NGSSS	FCAT and Benchmark Assessments

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	To be successful in Middle and High School, our students need to achieve at the highest level in Elementary.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 1% of students (1) achieved above proficiency (FCAT Levels 4 and 5) on the 2012 FCAT Mathematics Test.	In grades 3-5, 30% of students will achieve above proficiency (FCAT Levels 4 and 5) on the 2013 FCAT Mathematics Test.

<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	Lack Of Student Motivation	Incentive-based Programs Develop relationships with students	Principal Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	"Imagine It"Benchmark Test Edusoft Mini assessments Star AR Data Study Island
2	Discipline Concerns	Follow School-wide academic plan with fidelity.	Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
	Lack of Understanding	Provide "Unwrapping the	Principal	Classroom Walkthroughs	Imagine It

3	the Standards	Standards Training" Work closely with district team	Leadership team	Data Meetings PLC Meetings Team Meetings Observations	Benchmark Test Edusoft Mini assessments Star AR Data Study Island
4	Lack of Enrichment programs and high interest books	work with Title One for additional funds Apply for mini grants	Principal Leadership Team	Review media circulation reports	Media Circulation Reports
5	Use materials with fidelity	Continue using comprehensive math program to improve math skills (Envision)	Principal, CRT, Math Resource Teacher	Benchmark assessments	Printouts of Benchmark assessments
6	Keeping technology working Tech coordinator half-time	Utilize computer technology to improve math skills through scheduled time in computer lab (Study Island, Math Facts-in-a-Flash)	Principal, CRT,Math Resource Teacher, Dean, Teachers	Reports will be discussed at weekly data meetings	Printouts of Study Island reports
7	Enrichment for high performing students	Develop a Math/Science Club	Dean	Increase percentage of students scoring Level 4 and 5	FCAT and Edusoft
8	Consistent planning and monitoring	Use data from assessments to inform instruction. Implement small group instruction at student's level and use data to drive instruction (Everglades Resources)	Leadership Team	Use data from FCAT, Benchmark assessments, and Study Island; Informal walk-throughs, data meetings, team collaboration	Printouts of FCAT, Benchmark,and Study Island data, Edusoft, mini-benchmarks

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	All students need to improve their proficiency in mathematics-at all levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:

In grades 3-5, 46% of students (36) made learning gains on the 2012 FCAT Mathematics Test.	In grades 3-5, 70% of students will make learning gains on the 2013 FCAT Mathematics Test.

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 Student Motivation	Develop relationships with students Incentive-based Programs	Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
2	Discipline Concerns	Follow School-wide academic plan with fidelity.	Leadership Team District	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
3	Lack of Understanding the Standards	Provide "Unwrapping the Standards Training" Work closely with district team	Principal Leadership team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
4	Use materials with fidelity	Continue using comprehensive math program to improve math skills (Envision)	Principal, CRT	Benchmark assessments, Envision unit tests	Printouts of Benchmark assessments
5	Keeping technology working Tech coordinator half-time	Utilize computer technology to improve math skills through scheduled time in computer lab (Study Island, Math Facts-in-a-Flash)	Principal, CRT,Math Resource Teacher, Dean, Teachers	Reports will be discussed at weekly data meetings	Printouts of Study Island reports
6	Lack of Enrichment for High Performing Students	Develop Math/Science Club	Dean	Increase percentage of students scoring at Levels 4 and 5	FCAT and Edusoft
7	Consistent planning and monitoring	Implement small group instruction at student's level and use data to drive instruction Use data from assessments to inform instruction	Principal, Leadership Team, Teachers	Informal walk-throughs, data meetings, team collaboration. Use data reports from Benchmark assessments and Study Island	Printouts of Benchmark data, Study Island data, and mini-benchmarks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Additional support will be given to the lowest 25%-during school and in after-school tutoring. It is extremely important for all students to make a learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 47% of the lowest 25% of students (9) made learning gains on the 2011 FCAT Mathematics Test.	In grades 3-5, 70% of the lowest 25% of students will make learning gains on the 2013 FCAT Mathematics Test.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Lack Of Student Motivation	Develop relationships with students Incentive-based Programs	Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
2	Discipline Concerns	Follow School-wide academic plan with fidelity.	Leadership Team District	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
3	Lack of Understanding the Standards	Provide "Unwrapping the Standards Training" Work closely with district team	Principal Leadership team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
4	Lack of Parent Support	Provide Parent Trainings	Principal	Parent attendance at school events.	Monitior effectiveness of academic programs that are assigned at home. AR Data Homework
5	Lack of use of Supplemental Programs with Fidelity	Begin school year with teacher committment	Principal Leadership Team	Classroom Walkthroughs	Data Meetings PLC Meetings Observations AR Data STAR Data Study Island Data
6	Not Identifying students early in school year	Utilize supplemental math programs to improve math skills for Tier 3 tutoring	Principal, CRT	Use data collected from assessment	Printouts of Benchmark assessment results
	Parental support, student attendance	The lowest 25% and "bubble" students will be identified for after-school tutoring which will take	Principal, CRT	Informal assessment, observation	Printouts of Benchmark assessment results

7		place on T & TH 3:00-4:30 (school-based) and on M & F (SES). School tutoring begins mid-September. SES tutoring begins the end of October			
8	Keeping technology working Tech coordinator half-time	Utilize computer technology to improve math skills through scheduled time in computer lab (Study Island, Math Facts-in-a-Flash)	Principal, CRT, Math Resource Teacher, Dean, Teachers	Reports will be discussed at weekly data meetings	Printouts of Study Island reports
9	Consistent monitoring	Use data from assessment to inform instruction	Principal, CRT, Teachers	Use data reports from Benchmark assessments and Study Island	Printouts of Benchmark data, Study Island data
10	Consistent planning and monitoring	Implement small group instruction at student's level and use data to drive instruction (Everglades Resources)	Leadership Team	Informal walk-throughs, data meetings, team collaboration	Edutest, mini-benchmarks

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # The math proficiency at Hungerford needs to increase. Our goals is 70% proficiency for 2013. 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Hungerford is 87 percent Afican American. The majority of the AA students did not meet proficiency in math. As of now, the state has not released the data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% of the Black students achieved proficiency on the 2011-12 FCAT.	70% of the Black students in grades 3-5 will meet proficiency in math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack Of Student Motivation	Incentive-based Programs Develop relationships with students	Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
2	Discipline Concerns	Follow School-wide academic plan with fidelity.	Leadership Team District	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star

					AR Data Study Island
3	Parental support, student attendance	The lowest 25% and "bubble" students will be identified for after-school tutoring which will take place on T & TH 3:00-4:30 (school-based) and on M & F (SES). School tutoring begins mid-September. SES tutoring begins the end of October	Principal, CRT	Informal assessment, observation	Printouts of Benchmark assessment results
4	Use materials with fidelity	Continue using comprehensive math program to improve math skills (Envision)	Principal, CRT	Benchmark assessments, Envision unit tests	Printouts of Benchmark assessments
5	Identifying students early in school year	Utilize supplemental math programs to improve math skills for Tier 3 tutoring	Principal, CRT	Use data collected from assessment	Printouts of Benchmark assessment results
6	Keeping technology working Tech coordinator half-time	Utilize computer technology to improve math skills through scheduled time in computer lab (Study Island, Math Facts-in-a-Flash)	Principal, CRT,Math Resource Teacher, Dean, Teachers	Reports will be discussed at weekly data meetings	Printouts of Study Island reports
7	Consistent planning and monitoring	Implement small group instruction at student's level and use data to drive instruction (Everglades Resources)	Leadership Team	Informal walk-throughs, data meetings, team collaboration	Edutest, mini-benchmarks
8	Consistent monitoring	Use data from assessment to inform instruction	Principal, CRT, Teachers	Use data reports from Benchmark assessments and Study Island	Printouts of Benchmark data, Study Island 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 subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Motivation	Incentive-based Programs Develop relationships with students	Leadership Team	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making	

satisfactory progress in mathematics.

Mathematics Goal #5D:

N/A

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Motivation	Incentive-based Programs Develop relationships with students	Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	It is critical for all of our students to demonstrate proficiency in math. Additional support will be given to any student not on grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 3-5, 33% (students) of the economically disadvantage achieved Level 3 or above on the 2012 FCAT Reading Test.	70% of students will be at or above grade level in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Discipline Concerns	Follow School-wide academic plan with fidelity.	Leadership Team District	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
2	Lack of Motivation	Incentive-based Programs Develop relationships with students	Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
3	Lack of Parent Support	Provide Parent Trainings	Principal	Parent attendance at school events.	Monitior effectiveness of academic programs that are assigned at home. AR Data Homework
4	Use materials with fidelity	Continue using comprehensive math program to improve math skills (Envision)	Principal, CRT	Benchmark assessments, Envision unit tests	Printouts of Benchmark assessments
	Identifying students early	Utilize supplemental math	Principal, CRT	Use data collected from	Printouts of

	5	in school year	programs to improve math skills for Tier 3 tutoring		assessment	Benchmark assessment results
	6	Parental support, student attendance	The lowest 25% and "bubble" students will be identified for after-school tutoring which will take place on T & TH 3:00-4:30 (school-based) and on M & F (SES). School tutoring begins mid-September. SES tutoring begins the end of October	Principal, CRT	Informal assessment, observation	Printouts of Benchmark assessment results
	7	Keeping technology working Tech coordinator half-time	Utilize computer technology to improve math skills through scheduled time in computer lab (Study Island, Math Facts-in-a-Flash)	Principal, CRT,Math Resource Teacher, Dean, Teachers	Reports will be discussed at weekly data meetings	Printouts of Study Island reports
	8	Consistent planning and monitoring	Implement small group instruction at student's level and use data to drive instruction (Everglades Resources)	Leadership Team	Informal walk-throughs, data meetings, team collaboration	Edutest, mini-benchmarks
	9	Consistent monitoring	Use data from assessment to inform instruction	Principal, CRT, Teachers	Use data reports from Benchmark assessments and Study Island	Printouts of Benchmark data, Study Island data

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math	K-5	Principal	Marzano Strategies	Monthly	Classroom Walkthrough Monitoring lesson plans Weekly Data Meetings Monthly PLC/Faculty Meetings	Leadership Team
Math	3-5	Region 3	Unwrapping the Standards	August 10 and August 13th	Classroom Walkthrough Monitoring lesson plans Weekly Data Meetings Monthly PLC/Faculty Meetings	Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use Envision Math Curriculum with Fidelity	Envision Math Curriculum	District	$0.00
			Subtotal: $0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Use Study Island Program with Fidelity	Study Island Program	General	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Marzano Strategies	Principal	N/A	$0.00
Unwrapping the Standards Training	Region 3	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	14% of students in fifth grade achieved Level 3 or above on FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT Science data, 14% (6) students achieved an FCAT Level 3.	Given instruction based on the Sunshine State Standards, 50% will score at Level 3 on the 2013 FCAT Science Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Student Motivation	Incentive-based Programs Develop relationships with students	Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
2	Discipline Concerns	Follow School-wide academic plan with fidelity.	Leadership Team District	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
3	Lack of Understanding the Standards	Provide "Unwrapping the Standards Training" Work closely with	Principal Leadership team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings	Imagine It Benchmark Test Edusoft Mini assessments

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		district team		Observations	Star AR Data Study Island
4	Lack of Parent Support	Provide Parent Trainings	Principal	Parent attendance at school events. Monitior effectiveness of academic programs that are assigned at home.	AR Data Homework
5	Lack of use of Supplemental Programs with Fidelity	Begin school year with teacher committment	Principal Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Observations	AR Data STAR Data Study Island Data
6	Accurate analysis	Analyze FCAT Science scores to identify areas to target for improvement	Principal, CRT, Teachers	Review and discuss FCAT data report	FCAT Results
7	Lack of Consistent monitoring and planning	Continue using Fusion, Boot Camp, Write Score Strategies, Study Island,	Principal, Dean, Teachers	Teacher will identify strategies in lesson plans	Classroom observation
8	Timely analysis of date	Provide ongoing assessment in the form of screenings, monitoring, diagnosis, and checks for desired outcomes	Principal, CRT, Teachers	Review and discuss FCAT and other data reports	Printouts of FCAT and supplemental data reports
9	Having enough materials	Provide students with high-interest science reading materials appropriate to their level to promote reading for pleasure; implement 5th grade Science Fair to showcase science experiments	Teachers	Teachers will require students to read non-fiction material; teachers will provide students with materials for science projects	Review AR report and classroom observation
10	Students' reading and comprehension skills are below grade level	Students receive intensive small group instruction	Leadership Team, Principal	Classroom observations, Write Score Science data	Science Fusion assessments, Write Score Science
11	Having enough materials	Implement schedule for hands-on science experiments in Science Lab	Teachers, Dean	Discussions during data meetings to determine effectiveness	Classroom observations

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Our Science scores need to improve. We are increasing science instruction at all grade levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (1) of the 40 students achieved a Level 4 or 5 on the 2012 FCAT Science Test.	At least 40% of students will score Level 4 or 5 on the 2012 FCAT Science Test.

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	Accurate analysis	Analyze FCAT Science scores to identify areas to target for improvement	Principal, CRT, Teachers	Review and discuss FCAT data report	FCAT Results
2	Consistent monitoring and planning	Continue using Write Score strategies, Study Island, Science Snapshots, and Florida Coach	Principal, CRT, Teachers	Teacher will identify strategies in lesson plans	Classroom observation
3	Timely analysis of date	Provide ongoing assessment in the form of screenings, monitoring, diagnosis, and checks for desired outcomes	Principal, CRT, Teachers	Review and discuss FCAT and other data reports	Printouts of FCAT and supplemental data reports
4	Having enough materials	Provide students with high-interest science reading materials appropriate to their level to promote reading for pleasure; implement 5th grade Science Fair to showcase science experiments	Teachers	Teachers will require students to read non-fiction material; teachers will provide students with materials for science projects	Review AR report and classroom observation
5	Students' reading and comprehension skills are below grade level	Students receive intensive small group instruction	CRT, Principal	assroom observations, Write Score Science data	Scott Foresman Science Unit Assessment, Write Score Science
6	Having enough materials	Implement schedule for hands-on science experiments in Science Lab	Teachers, Dean	Discussions during data meetings to determine effectiveness	Classroom observations

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano Strategies	Science	Principal	K-5	Monthly	Classroom Walkthrough Monitoring lesson plans Weekly Data Meetings	Leadership Team
Science	5th	District-PSell	5th	Monthly	Classroom Walkthrough Monitoring lesson plans Weekly Data Meetings	Leadership Team
Science Boot Camp	5th	Science Boot Camp Trainers	5th	October	Classroom Walkthrough Weekly Data Meetings	Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Science Boot Camp Curriculum	Science Boot Camp Curriculum	General	$2,113.50
Implement Science Fusion Curriculum	Science Fusion Curriculum	District	$0.00
Implement P-Sell Curriculum	P-Sell Curriculum	District	$0.00
		Subtotal: $2,113.50	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use Study Island Program with Fidelity	Study Island Program	General	$0.00
		Subtotal: $0.00	

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Attend P-Sell Training	District	District	$0.00
Attend Science Fusion Training	District	District	$0.00

Attend Science Boot Camp Training	Science Boot Camp Trainers	General	$200.00
			Subtotal: $200.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,313.50

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:	Our goal is to have at least 80% of our fourth graders achieve Level 4 or above on the Writing Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2012 administration of the FCAT Writing Test, 73% of students in 4th grade scored at Level 3 or above.	On the 2013 administration of the FCAT Writing Test, 80% of the 4th grade students will achieve a 4 or above.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No School-Wide Program	Work with District to help with input on providing a school-wide writing program	Principal, CRT, Teachers	Review the use of different strategies	Write Score data report Observations
2	Lack of Monitioring and Team Planning to Ensure all Essential Content is Effectively Taught Appropriately	Implement vertical PLC	Leadership Team and Teachers	PLCs ability to plan instruction to meet Rigor of NGSSS	FCAT and Benchmark Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use Write Score Program	Write Score Program	General	$2,129.60
			Subtotal: $2,129.60
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,129.60

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:	Goal is to keep attendance rate at 95% or above
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.08%	97.0%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
65	35
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
66	35

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental compliance	Careful monitoring of absences	Teachers, Registrar, Principal	Use of data	Data Warehouse spreadsheet
2	Lack of Motivation for students	Build Relationships with students	Entire School	Data	Data Warehouse Spreadsheet

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

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

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

Attendance Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Goal is to decrease number of student suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
N/A	N/A
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
N/A	N/A
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The number of offenses resulting in Out-of-School suspensions was 36.	The expected number of Out-of-School suspensions for 2012-2013 will be 25.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The number of students suspended Out-of-School 2011-2012 was 24.	The expected number of Out-of-School suspensions for 2012-2013 will be 15.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New students learning procedures and behavior system	Continue using Lesson One: ABC's of Life (Character Ed/Behavior management program)	Teachers, Dean, Principal	Student behavior observations	Data regarding reduced suspensions
	Teachers begin the year implementing	Continue program throughout the year.	Teachers, Dean, Principal	Student behavior observations	Data regarding reduced

2	Lesson One: ABC's of Life behavior program and discussing OCPS Code of Conduct. As students enter, the dean will briefly discuss the Code of Conduct with them.				suspensions
3	Student Motivation	Build Relationships with students	Teachers, Dean, Principal	student behavior observation	Data regarding reduced suspensions

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

in need of improvement:

1. Parent Involvement	
Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	School staff survey indicated need for more parents attending school events
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
100% of parents attended October parent-teacher conferences. Approximately 30-40% attend school activities.	100% of parents attending parent/teacher conferences and 60% attending school activities.

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	Phone numbers not valid in system	Continue using phone calls and School Messenger to inform parents of events; provide more communication through workshops and phone trees	Principal, Dean, CRT, Classroom Teachers ,PTA President, SAC	Increased number of parents attending school events	Sign-in sheets
2	Home situations of parents	Provide incentives to parents for attendance at events	Principal, Dean, CRT	Increased number of parents attending school events	Sign-in sheets

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

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

STEM Budget:

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

Technology

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

Professional Development

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

Other

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

End of STEM Goal(s)

Additional Goal(s)

Essential Outcome #2 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. Essential Outcome #2 Goal Essential Outcome #2 Goal #1:	All elementary students will become fluent in all four basic mathematical operations (whole numbers) by grade four; adding and subtracting fractions and decimals by the end of fifth grade.
2012 Current level:	2013 Expected level:
33% of our students scored on or above grade level on FCAT Math.	70% of our students will score on or above grade level on 2012 FCAT Math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of automaticity	Students will practice their math facts to gain automaticity using Math Facts in a Flash	Teachers, Principal, Leadership Team	AR Math Facts in a Flash	Benchmark, Mini Assessments, Envision and AR Math Facts reports
2	Using Order of Instruction with fidelity	Develop vertical math PLC's	Teachers, Principal, Leadership Team	Monthly math PLC meetings, staff development for DQ 1- Marzano, CIA Blueprint training	Classroom observations, Common Boards, Envision Pre and Post tests, Benchmark and Mini Assesments

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

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

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

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

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

End of Essential Outcome #2 Goal(s)

Essential Outcome #1 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. Essential Outcome #1 Goal Essential Outcome #1 Goal #1:	All Elementary Students will Read Independently on Grade Level by Age Nine.
2012 Current level:	2013 Expected level:
27% of Hungerford's third graders scored at proficiency or above on the 2012 FCAT 2.0.	At least 70% of Hungerford's third graders will score at proficiency or above.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Student Motivation	Develop relationships with students Incentive-based Programs	Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings	Observations Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island
2	Lack of Understanding the Standards	Provide "Unwrapping the Standards Training" Work closely with district team	Principal Leadership team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Benchmark Test Edusoft Mini assessments Star AR Data Study Island

Professional Development (PD) aligned with Strategies through Professional Learning Community

(PLC) or PD Activity

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

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

Budget:

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

End of Essential Outcome #1 Goal(s)

Essential Outcome #4
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. Essential Outcome #4 Goal Essential Outcome #4 Goal #1:	All Students will be Proficient in FCAT Reading, Mathematics, Science and Writing and all Students will Demonstrate Learning Gains in Reading and Math.
2012 Current level:	2013 Expected level:
77% of Hungerford's Students made learning gains on the 2012 Reading FCAT and 46% made learning gains on the Math FCAT.	At least 80% of Hungerford's Students will make learning gains on the 2013 Reading FCAT and 50% will make learning gains on the Math FCAT.
Problem-Solving Process to Increase Student Achievement	
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Understanding the Standards	Provide "Unwrapping the Standards Training" Work closely with district team	Principal Leadership team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Envision Math Benchmark Test Edusoft Mini assessments Star AR Data Study Island
2	Lack of Student Motivation	Incentive-based Programs Develop relationships with students	Leadership Team	Classroom Walkthroughs Data Meetings PLC Meetings Team Meetings Observations	Imagine It Envision Math Benchmark Test Edusoft Mini assessments Star AR Data Study Island

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

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

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

Budget:

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

End of Essential Outcome #4

Essential Outcome #10 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. Essential Outcome #10 Goal Essential Outcome #10 Goal #1:	All Schools will Eliminate the Disproportionate Classification and Placement of Minority Students in Special Education.
2012 Current level:	2013 Expected level:
5% of Hungerford's Students are currently classified as ESE. All of Hungerford's ESE students are minority.	Through the MTSS process, we will decrease the number of students currently enrolled in our ESE programs.

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 knowledge of the MTSS process.	Work with School Psycologist and Staffing Specialist to educate and train faculty on process.	Principal School Psycologist Staffing Specialist	Data Collection for MTSSS process	Data collected to determine if MTSSS are making progress

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

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

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

Budget:

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

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

End of Essential Outcome #10 Goal(s)

Essential Outcome #11 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. Essential Outcome #11 Goal Essential Outcome #11 Goal #1:	All Schools will Decrease Drop-out Rates and Increase the Graduation Rate for all Students.
2012 Current level:	2013 Expected level:
Attendance rate is 95% for 2012	In order to decrease the drop-out rate we want to increase the attendance rate to 97%
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 Student Motivation	Incentive-based Programs Develop relationships with students	Classroom Teachers Registrar Principal	Constantly Monitoring Attendance Data	Attendance Data Information

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

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

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

Budget:

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

End of Essential Outcome #11 Goal(s)

Essential Outcome #5 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. Essential Outcome #5 Goal Essential Outcome #5 Goal #1:	All Schools will Increase Enrollment and Performance in Advance Programs with an Emphasis on Under represented populations
2012 Current level:	2013 Expected level:
5% of Hungerford's Students are enrolled in the Gifted Program.	At Least 10% of Hungerford's Students will be enrolled in the Gifted Program for the 2013 School Year.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not Identified by Teachers for Gifted Program	Work with teachers on Criteria for identifying students to be screened for the Gifted Program	Leadership Team School Psycologist	Team Meetings Discussing Identified Students Data meetings	Final Data on Number of Students Identified for Gifted Program

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

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

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

Budget:

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

End of Essential Outcome #5 Goal(s)

Essential Outcome #8 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. Essential Outcome #8 Goal Essential Outcome #8 Goal #1:	All Elementary Schools will Successfully Implement the "Destination College" Program.
2012 Current level:	2013 Expected level:
"Destination College" was Successfully Implemented in grades 3-5 during the 2011-2012 school year.	"Destination College" will continue to be Implemented in grades 3-5 during the 2012-2013 school year.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not Maintaining and Checking Binders	Teachers teach Organization, Goal Setting, Self Advocacy,	CRT	Binders and Portfolios	End of Year Binder Check

		and Study Skills				

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

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

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

Budget:

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

End of Essential Outcome #8 Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement "Imagine It" with Fidelity	"Imagine It" Curriculum	General	$3,190.55
Reading	Use Supplemental Programs for Intervention	Corrective Reading	General	$1,452.15
Mathematics	Use Envision Math Curriculum with Fidelity	Envision Math Curriculum	District	$0.00
Science	Implement Science Boot Camp Curriculum	Science Boot Camp Curriculum	General	$2,113.50
Science	Implement Science Fusion Curriculum	Science Fusion Curriculum	District	$0.00
Science	Implement P-Sell Curriculum	P-Sell Curriculum	District	$0.00
Writing	Use Write Score Program	Write Score Program	General	$2,129.60
				Subtotal: $8,885.80

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use Accelerated Reading Program with Fidelity	Renaissance Learning	General	$1,000.00
Reading	Use Study Island with Fidelity	Study Island	General	$2,200.00
Mathematics	Use Study Island Program with Fidelity	Study Island Program	General	$0.00
Science	Use Study Island Program with Fidelity	Study Island Program	General	$0.00
				Subtotal: $3,200.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Marzano Strategies	Principal	N/A	$0.00
Reading	"Imagine It" Training	District	N/A	$0.00
Reading	"Unwrapping the Standards" Training	Region 3	N/A	$0.00
Mathematics	Marzano Strategies	Principal	N/A	$0.00
Mathematics	Unwrapping the Standards Training	Region 3	N/A	$0.00
Science	Attend P-Sell Training	District	District	$0.00
Science	Attend Science Fusion Training	District	District	$0.00
Science	Attend Science Boot Camp Training	Science Boot Camp Trainers	General	$200.00
				Subtotal: $200.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $12,285.80

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.

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.

 No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

There will be a total of 8 meetings for the 2012-2013 school year. The meetings will include SAC orientation, presentation of the School Improvement Plan, review of plan, yearly progress presentation, working session for parent involvement plan, presentation of parent involvement plan, working session for needs assessment, and review of needs assessment results.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Orange School District
HUNGERFORD ELEMENTARY
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	82%	69%	54%	285	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	75%	73%			148	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?	77% (YES)	71% (YES)			148	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					581	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Orange School District
HUNGERFORD ELEMENTARY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	76%	83%	48%	285	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%	64%			125	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?	60% (YES)	73% (YES)			133	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					543	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested