FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HYDE GROVE ELEMENTARY SCHOOL

District Name: Duval

Principal: Jeffrey Royal

SAC Chair: Crystal Timmons

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/17/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		Master of Education Degree in Educational Leadership, University of North Florida Bachelor of Arts in Education, Jacksonville University			Greenfield Elementary- 2008 – B High Standards Reading – 68% Math - 72% Writing – 84% Gains – Reading – 66%, Math – 75% 2009 – A High Standards Reading – 74% Math - 76% Writing – 69% Gains – Reading – 73%, Math – 75%

| Principal | Jeff Royal | State of Florida Professional Educators Certification in , Educational Leadership (all levels), School Principal, Middle School Integrated Curriculum, and Elementary Ed (1-6) | | 5 | 2010 – B
High Standards
Reading – 74%
Math - 73%
Writing – 84%
Gains –
Reading – 69%,
Math – 60%

Bartram Springs Elementary 2011 - A
High Standards
Reading- 95%
Math- 96%
Writing- 85%
Gains:
Reading-80%
Math-76% |

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)
Instructional Coach	Sara Dean	BA in Elementary Education; Pre-K Primary Age 3-Grade 3; Elementary Education K-6; ESOL endorsement	10		Teacher of the Year 2007-2008 2010-2011 Grade: C Reading Mastery: 55% Math Mastery: 63% Science Mastery 43% AYP: Not met for Blacks and Economically Disadvantaged. (77%)
Reading Coach	Tamisha Curry	Master of Education Bachelors of Education Reading Endorsement Elementary Education K-6 ESOL Reading K-12			2011-2012 Oak Hill Boulevard Elementary School C Math Achievement Level: 67% Reading Achievement Level: 60% Writing Achievement Level: 67% Science Achievement Level: 37% Learning Gains Reading: 51% Learning Gains Math: 64% Lowest % Reading: 36% Lowest % Math: 75%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.DCPS Human Resource Department will provide the school with a list of all highly qualified applicants that have applied for available positions. Administration will interview applicants and offer positions to those most qualified. Once teachers are on staff, a mentor, along with a team leader will be provided to those teachers to assist in transitioning into the Duval County School System. New hires will also meet with an administrator on a monthly basis to discuss any issue that teacher may need to address or want assistance	Principal	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

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

effective.	
13% [3] teachers are not currently highly qualified	They will be HQ when their professional certificate is issued from the state.

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
31	9.7%(3)	22.6%(7)	25.8%(8)	41.9%(13)	41.9%(13)	90.3%(28)	9.7%(3)	3.2%(1)	45.2%(14)

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
Sara Dean	Kimberly Mills Patricia Yon	Both Kimberly Mills and Patricia Yon are new to Hyde Grove Elementary. Mrs. Mills serves as a 5th grade teacher, and Mrs. Yon serves as the school Guidance Counselor. As a member of the school Instructional Support Team, Mrs. Dean is able to provide support for all the responsibilities of a guidance counselor as well as a classroom teacher; including but not limited to Planning effective instruction, implementing positive discipline and CHAMPs, and differentiating instruction.	Teachers new to Hyde Grove Elementary School or new to a grade level will be provided a mentor teacher. Teachers with and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district. If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching opportunities with the reading coach; assignment to a mentor teacher; or assigned to ongoing professional development offered by the district.
			Teachers new to Hyde Grove Elementary School or new to a grade level will be provided a mentor

Jenny Lyon	Banyan Botkin	Ms. Botkin is new to our VE Pre-K Team. She has experience out-of-county in this area, and Ms. Lyon is also a VE Pre-K teacher. Ms. Lyon is National Board Certified, and has extensive experience with Pre-K students.	teacher. Teachers with and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district. If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching opportunities with the reading coach; assignment to a mentor teacher; or assigned to ongoing professional development offered by the district.
Tamisha Curry	Jill Flores	Mrs. Flores is new to DCPS and also to fifth grade. As the Reading Coach, Mrs. T. Curry will serve as her mentor. Mrs. Curry is an experienced teacher with a proven record of high student achievement.	Teachers new to Hyde Grove Elementary School or new to a grade level will be provided a mentor teacher. Teachers with and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district. If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may

			identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching opportunities with the reading coach; assignment to a mentor teacher; or assigned to ongoing professional development offered by the district.
Sheila Foster	Lauren Tanner	Mrs. Tanner is new to Hyde Grove in the 2/3 STAR program. Ms. Foster has experience as a 2/3 STAR teacher, and is currently serving in third grade. She would be readily available to model, guide, and answer questions. Her experience in high student achievement will ensure success.	Teachers new to Hyde Grove Elementary School or new to a grade level will be provided a mentor teacher. Teachers with and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.

If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching opportunities with the reading coach; assignment to a mentor teacher; or assigned to ongoing professional development offered by the district. |

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 a 1 hour remediation time built into every classroom teacher instructional schedules to address reading and math deficiencies. Also, the school added an additional hour after school to address deficiencies in the area of Reading.

Title I, Part C- Migrant

District Social Worker provides resources and support to migrant students and parents.

Title I, Part D

Title II

Continue to purchase small equipment to support classroom instruction

Title III

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

Title X- Homeless

The district Homeless Social Worker will provide resources such as clothing, school supplies, and social services referrals for students identified as homeless to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

We will use our SAI funds to fund or supplement teacher salaries to facilitate before, after, and/or Saturday school tutoring

Violence Prevention Programs

In support of the Superintendant's goal to establish safe and secure schools, the district provides Foundations and Champs training to our school's behavior team. Through this training Hyde Grove Elementary established core beliefs and systems that reduced and eliminated school violence. We will continue to use Second Steps Violence Prevention Program along with CHAMPS and Foundations.

Nutrition Programs

We will continue to participate in Breakfast in the Classroom which allows every child regardless of economic need to have a free breakfast to begin the day.
Free and Reduced lunch applications will be distributed at the beginning of the year and updated as needed.
Blessings in a Back Pack: Students who receive free and reduced lunch receive a bag of food items each Friday for the weekend. The food is provided through community donations and Publix.

Housing Programs

Head Start

Hyde Grove offers VPK so transitions from Pre-K to Kindergarten will be seamless for our students. District Head start staff works from Hyde Grove once a week to test incoming Pre-K Students.

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team.

Mrs. Yon, School Guidance Counselor
School Psychologist
Mrs. Curry, School Based Reading Coach Mrs. Dean: School Based Science/Writing Coach
Mrs. Murray, School ESE Liaison
K-5 Grade level Chairs

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 team meets on a monthly basis to analyze data and discuss success of intervention programs that have been implemented. If intervention is not being successful with a student, team makes a decision on whether to implement another intervention strategy or change tiers.

Guidance counselors and Grade Level Chair (classroom teacher) maintain documentation and share any information that is pertinent to child's success.

School psychologist assures that intervention strategies have been implemented with fidelity. She is also considered the case manager for each individual student.

Reading coach's role is to assist in gathering and analyzing the literacy data. She will also assist in providing the intervention specialists with strategies.

Math coach's role is to assist in gathering and analyzing the math data. She will also assist in providing the intervention specialist with strategies.

ESE Teacher's role is to assist with the implementation of Tier II and Tier III interventions that the team develops.

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 school based RtI Leadership team provides input for the development of the SIP. The team will meet following interim assessment tests throughout the year to review the goals of the SIP and evaluate the school's progress towards meeting those goals.

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.

All instructional staff will utilize Inform for District managed data, each teacher will maintain a data notebook with specific concerns and intervention that are appropriate for each student.

Describe the plan to train staff on MTSS.

RtI training will initially be conducted during the initial PLCs so teachers understand the importance of evaluating students and developing a plan for intervention immediately.

Describe the plan to support MTSS.

Follow up support will be provided during grade level common planning, early release training, and on an as needed basis with individual teachers by the RtI Leadership Team.

Literacy Leadership Team (LLT)

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

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

Jeffrey Royal, Principal
Stacy Barnett, Fifth Grade Teacher
Ellen Menendez, Second Grade Teacher
Tamisha Curry, Reading Coach
Sara Dean, Science/Writing Coach

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

The Reading Coach will coordinate the monthly LLT team meetings. The goal of the Literacy Leadership Team will be to create reading leaders across the campus. These reading leaders will participate in discussion and problem solving during the meetings and will turn-key the information to their grade level teammates. The team will function as a Professional Learning Community. Each member will be vested in the success of all students and work towards meeting the identified goals that mirror that of the DCPS Blueprint for Reading. Additionally, the Reading Coach will be the spearhead of the Read It Forward Jax. Program at our school.

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

The Literacy Leadership Team will meet to review the most recent data and problem solve ways to meet the needs of students at the individual, class and school levels. The team will also spend time developing ways to provide enrichment to those students who are showing continual mastery. Professional development needs will also be discussed, planned and implemented through the input of the team. Community involvement activities will be planned to bridge the gap between home and school literacy. These activities will be aligned with RIFJ and the superintendent's six reading strategies we are focusing on.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/14/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Hyde Grove houses 2 VPK programs, and 3 Pre-K DD programs that will transition students to Kindergarten by the end of the year. Students will constantly observe Kindergarten classes and take a "In-School Field Trip" to be immersed in the Kindergarten setting.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	35% (47)of all students will score at level 3
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (21)of Students scored at level 3	35% (47)of all students will score at 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	1A.1.Teacher's ability to scaffold instruction to build students up to grade level text.	1A.1. Read aloud using grade level and complex text	1A.1.Reading Coach Reading Interventionist	1A.1.Ongoing Progress Monitoring – Bi weekly FCIM assessments	1A.1. FAIR Tool Kit/Limelight
2	1A.2.Students demonstrate difficulty reading with stamina	1A.2. Whole group progression reading time that includes teacher monitoring	1A.2. Reading Coach Classroom Teacher	1A.2.Checklist	1A.2. Monthly analysis of checklist
3	1A.3. Reading Skills and Reading Benchmarks are not being addressed in isolation during instruction.	1A.3. Reading Coach will plan lessons with teachers after each assessment to separate skills from benchmarks Teacher will provide 30 minutes of instructional time during reading to address Reading skills	1A.3 Reading Coach Classroom Teacher	1A.3. Ongoing progress monitoring	1A.3. FAIR Tool Kit/Limelight

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:	20% (27)of all students will score a 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(12) of all students scored a level 4or above.	20%(27) of all students will score 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

	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:	20% (27)of all students will score a 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9%(12) of all students scored a level 4or above.	20%(27) of all students will score 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	2A.1. Students scoring level 4 or higher lacked critical thinking and/or high interest content that promoted sustainability of proficiency	2A.1. Teacher will give reading inventory to determine student interests Teacher will create enrichment groups that promote critical thinking during Core instruction	2A.1.Classroom teacher Reading Coach	2A.1. Student Samples and Products	2A.1. Rubric for Final Project/Student Samples
2	2A.2.Students lack at home reinforcement	2A.2.Provide enrichment sessions during state provided additional hour	2A.2. Reading Coach	2A.2. Observation of Independent Student work	2A.2. Rubric for Final Project/Student Samples

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning

gains in reading.

Reading Goal #3a: | 75% (100) of students will make learning gains

2012 Current Level of Performance:	2013 Expected Level of Performance:
51%(68) of students made learning gains	75% (100) of students will make learning gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Teacher's ability to scaffold instruction to build students up to grade level text.	3A.1. Read aloud using grade level and complex text	3A.1.Reading Coach Reading Interventionist	3A.1.Ongoing Progress Monitoring – Bi weekly FCIM assessments	3A.1. FAIR Tool Kit/Limelight
2	3A.2. Students lack at home reinforcement	Target small groups using the Reading XL extra hour of instruction	Instructional Support Team	3A.1.Ongoing Progress Monitoring – Bi weekly FCIM assessments	3A.1. FAIR Tool Kit/Limelight

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	75%(26) of students in the lowest 25% in reading will make gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (15)of students in the bottom quartile will make learning gains	75%(26) of students in the lowest 25% in reading will make gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Students demonstrate difficulty using grade level text	4A.1. Read aloud using grade level and complex text	4A.1. Reading Coach Reading Interventionist	4A.1. Ongoing Progress Monitoring – Bi weekly FCIM assessments	4A.1. FAIR Tool Kit/Limelight/
2	4A.2. Guided Reading Groups using pause and check	4A.2. Reading Coach will model for teacher and gradually release the teacher after mastery.	4A.2. Weekly Comprehension Assessment	4A.2. Administration of Houghton Mifflin selection tests	4A.2. FAIR Tool Kit/Limelight/

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 #
	Reading Goal #5A: In six years, 69% of students will be proficient in reading 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:	48% of students will be proficient
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: N/A Black: 54% Hispanic: N/A Asian: N/A American Indian: N/A	White: Black: 59% Hispanic: Asian: American Indian:

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	5B.1. Reading Skills and Reading Benchmarks are not being addressed in isolation during instruction.	5B.1. Reading Coach will plan lessons with teachers after each assessment to separate skills from benchmarks Teacher will provide 30 minutes of instructional time during reading to address Reading skills	5B.1 Reading Coach Classroom Teacher	5B.1. Ongoing progress monitoring	5B.1. FAIR Tool Kit/Limelight
2	5B.2. Students demonstrate difficulty reading with stamina	5B.2. Guided Reading Groups using pause and check Whole group progression reading time that includes teacher monitoring	5B.2. Reading Coach & Classroom Teacher	5B.2. Weekly Comprehension Assessment	5B.2. Houghton Mifflin

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

<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	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:	50% (18)of students with disabilities will make Satisfactory progress in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
86%(30) of students did not make satisfactory progress in Reading	50%(18) of students with disabilities will make satisfactory progress in reading

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Students demonstrate difficulty using grade level text	5D.1. Read aloud using grade level and complex text	5D.1. Reading Coach Reading Interventionist	5D.1. Ongoing Progress Monitoring – Bi weekly benchmark assessments	5C.1. FAIR Tool Kit/Limelight/
2	5D.2. Students demonstrate difficulty reading with stamina	5D.2. Guided Reading Groups using pause and check Whole group progression reading time that includes teacher monitoring	5D.2. Reading Coach	5D.2. Weekly Comprehension Assessment	5D.2. Houghton Mifflin

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:	The number of economically disadvantaged students not making satisfactory progress in reading will be reduced by 10%
2012 Current Level of Performance:	2013 Expected Level of Performance:

51% (64)of students made satisfactory progress in reading		56% (70) of students will make satisfactory progress in reading	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. Students demonstrate difficulty using grade level text	5E.1. Read aloud using grade level and complex text	5E.1. Reading Coach Reading Interventionist	5E.1. Ongoing Progress Monitoring – Bi weekly benchmark assessments	5E.1. FAIR Tool Kit/Limelight/
2	5E.2. Students demonstrate difficulty reading with stamina	5E.2. Guided Reading Groups using pause and check Whole group progression reading time that includes teacher monitoring	5E.2. Reading Coach	5E.2. Weekly Comprehension Assessment	5E.2. Houghton Mifflin

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 f Monitoring
Using Complex Text	3-5	Reading/Instructional Coaches	Grade Levels 3-5	Early Release Monthly	Observation of Read Alouds	Reading Coach
Using FAIR Matrix	3-5	Reading/Instructional Coaches	Grade Levels 3-5	Common Planning Days Following Each FAIR Assessment Period	Observation of Small groups	Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading XL	Florida Ready (Curriculum Associates)	Title I	$2,028.92
Book of the Month	Individual Teacher Copies	Title I	$3,000.00
			Subtotal: $5,028.92
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Success Maker	30 Licenses	Title I	$10,000.00
			Subtotal: $10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Success Maker Training	District Technology Support	District	$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: $15,028.92

End of Reading Goa

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

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:	40%(54) of students will score a Level 3 or higher on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (29)of students scored a level 3	40% (54)of students will score a level 3 or higher.

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	40% (54)of students will score a level 3 or higher.	Utilize framework created by the district to align benchmark/using Envisions and Math Investigations	Principal Math Coach	Classroom Observations	Classroom Observations
2	Lack of planning instruction using the appropriate level of complexity based on tested benchmarks/standards	Teachers will differentiate Higher Order Questions in their lesson plans and label pre-scripted questions as High complexity, Medium complexity, and Low complexity	Math Coach	Observe use of differentiation strategies during lessons.	-Classroom Observation
3	Teachers ability to use and create item analysis to help increase student performance	Math coach will facilitate professional development on how to use and create item analysis to increase student performance	Math Coach	Classroom Observation	Classroom Observation

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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:	20% (27)of students will score a level 4 or 5 on the FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (13) of students scored a level 4 or 5 on the FCAT	20% (27) of students will score a level 4 or 5 on the FCAT

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Novice intermediate teachers lack of experience and knowledge using Core curriculum: Envisions and Math Investigations	Utilize framework created by Math Coach to align benchmark/using Envisions and Math Investigations	Principal Math Coach	Classroom Observations	- Classroom Observations - Mini-assessment based on benchmarks
2	Level 4 and Level 5 students becoming potential Level 3 and Level 4 due to not being challenged	Teachers will differentiate lessons to challenge students by asking Higher Order Questions	Principal Math Coach	Classroom observations Monitor Lesson Plans	Classroom observations Monitor Lesson Plans
3	Lack of Differentiation Instruction during instruction time	Math coach will provide professional development using student data to develop small group instruction	Math Coach	Classroom observations	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 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:	70 %(94) of students will make learning gains on the math FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (72)of students made learning gains	70%(94) of students will make learning gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of High Order Questioning Skills during Instruction	Teachers will plan lessons to challenge students by asking Higher Order Questions	Principal Math Coach	Classroom observation Monitor Lesson Plans	Classroom observation Monitor Lesson Plans
2	Lack of Differentiation Instruction during instruction time	Math coach will provide professional development to all 3-5 Math Teachers using student data to help develop small group instruction	Math Coach Classroom Teacher	Classroom observations	Classroom observations
3	Students not receiving Tier 2 and Tier 3 instruction	Math Interventionist will be providing Tier 2 and Tier 3 instruction through push-in or pull-out intervention	Principal Math Coach	Classroom Observations	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:

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.	70% (94)of students in the lowest quartile will show gains on

		the FCAT
Mathematics Goal #4:		

2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (74) of students in the lowest quartile showed math gains	70%(94) of students in the lowest quartile will show gains

<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	Students not receiving Tier 2 and Tier 3 instruction	Math Interventionist will be providing Tier 2 and Tier 3 through push-in or pull-out intervention	Principal Math Coach	Interventionist Logs	Classroom observations
2	Lack of Differentiation Instruction during instruction time	Math coach will provide professional development using student data to develop small group instruction	Math Coach	Classroom observation	Lesson Plan Checks
3	Teachers ability to use and create item analysis to help increase student performance	Math coach will facilitate professional development on how to use and create item analysis to increase student performance	Math Coach	Classroom Observation	Classroom Observation

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	In six years school will reduce their achievement gap by 50%.
	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:	By 2013, 57% (57)of students in subgroups will show satisfactory progress in mathematics

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black: 38% (38) Hispanic: Asian: American Indian:	White: Black: 57% (57) Hispanic: Asian: American Indian:

<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
	Lack of identification of	Math Interventionist will	Principal	Item Analysis data	Item Analysis data

1	students not making satisfactory progress in Mathematics	be providing Tier 2 and Tier 3 through push-in or pull-out intervention	Math Coach Classroom Teachers	Formal and Informal Assessments District Benchmark Data	Formal and Informal Assessments District Benchmark Data
2	Lack of Differentiation Instruction during instruction time	Math coach will provide professional development using student data to develop small group instruction	Math Coach	Classroom observation	Classroom observation
3	Students not receiving Tier 2 and Tier 3	Math Interventionist will be providing Tier 2 and Tier 3 through push-in or pull-out intervention	Principal Math Coach	Classroom Observations	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 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

<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	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 mathematics. Mathematics Goal #5D:	55% of the students with disabilities will make Adequate Yearly Progress on the Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3rd grade 47% (7) 4th grade 40% (4) 5th grade 13% (2)	3rd grade 55% 4th grade 50% 5th grade 25%

<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 subgroup:

			50% (63)of ED students will show satisfactory progress on the Mathematics FCAT

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	50% (63)of ED students will show satisfactory progress on the Mathematics FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (48)of ED students made satisfactory progress	50 % (63)of students will show satisfactory progress

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	5D.1. Adequate time to ensure that teachers understand the process of scaffolding instruction	5D.1. Assist teachers in developing a better understanding of scaffolding instruction and the use of oral assessments to determine next instructional steps.	5D.1. Administration, academic coaches and teachers	5D.1. Monitoring student progress using the ongoing mini assessments; Track student understanding of the level of questions to determine where additional support is needed	5D.1. Evidence of scaffolding instructions in lesson plans; Classroom visits.
2	5D.2. Conducting a survey/inventory to determine what interests students and integrate the information in to lessons	5D.2. Integrate topics that interest a variety of students in content (using basketball to teach percentages)	5D.2. Administration, academic coaches and teachers	5D.2. Monitoring student progress using the ongoing mini assessments; Track student understanding of the level of questions to determine where additional support is needed	5D.2. Evidence of the FOCUS lessons an FCIM in the lessor plans; Classroom visits.
3	5D.3. Allocation of time within the school day to meet with every student	5D.3. Conduct data chats twice each month to discuss performance and areas in need of improvement based on the students' performance on the ongoing mini-assessments.	5D.3. Administration, academic coaches and teachers	5D.3. Track student progress via an online tracking tool (spreadsheet) to determine student mastery of content.	5D.3. Use of data notebooks to monitor student academic performance; Evidence of next instructional steps and the outcomes

End of Elementary School Mathematics Goa

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
FCAT Type Questioning	3-5	Math Coach	3-5 Grade Teachers	November	Lesson Plan Monitoring	Principal

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
FCAT Type Questioning	Florida Ready	Title I	$3,000.00
			Subtotal: $3,000.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Successmaker	Computer Based	Title I	$5,000.00
Quantiles	Computer Based Diagnostics	Title I	$2,000.00
			Subtotal: $7,000.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Successmaker Training	District Training	District	$0.00
Envisions Update	District Math Coach	District	$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: $10,000.00

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:	By 2013, 30% (12) of our fifth grade students will score at proficiency on the FCAT 2.0 science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (8) students scored proficient	30%(12) students will score proficient

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 teacher pedagogy in science instruction.	Professional development and side by side coaching with teacher in science instruction	Administration Classroom teacher Instructional Coach	. Observation of science workshop model - Student Focused Talks on what they've learned	Instruction Rubric -Classroom walk throughs -Science Look-Fors - Teacher Observations
2	Inability of students to read grade level text	Explicit teaching of non-fiction text features/ Structures by collaborating with reading teacher and teach science non-fiction texts as a part of the reading block	-Classroom teachers (Science and Reading) -Instructional Coach -Reading Coach	-Classroom walk throughs - Science Journals - Small group observations	-District Benchmarks/PMA's -Write Score! Assessments -Anecdotal Notes

		- Integrate writing into science instruction.		
3	Lack of student opportunities/exposure- prior knowledge to build schema and lack of experiences to understand content knowledge	Virtual tours/web-based exploration that supports our current curriculum - (5 E's) and denoted as part of the Curriculum Framework -Inquiry-based hands-on learning	Classroom Teachers Instructional Coach Administration	Interdisciplinary units -Diagnostics/Surveys for student knowledge -Science Journals -Focus Walks	-Surveys -Diagnostics Assessments -Lesson Plans -Student Work

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:

<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 science. Science Goal #2a:	By 2013, 10% (4)of students will score at levels 4 and 5 on the FCAT 2.0 Science Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0) of students scored above 4 on the Science FCAT	10% (4) students will score above a 4 on the Science FCAT

<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 enrichment for above proficiency students and their learning styles/intelligence	Provide materials to increase the knowledge and interest of these students i.e., web quests, self-directed experiments	Administration Classroom teachers Instructional Coach	Maintain and update bank of enrichment activities/tasks -Collaborative planning	Observations Focus Walks Lesson Plans Benchmarks /PMAs Assessments for/of learning
2	Curriculum is not relevant to student interest	Use hands-on materials and involve students in demonstrations	Administration Classroom teachers	-Science Journals -Collaborative Planning across grade levels	Observations Focus Walks Lesson Plans Benchmarks /PMAs

		Instructional Coach		Assessments for/of learning
3	No transfer from the concrete to the abstract	Scaffolding of student instruction as they move from concrete to abstract scientific concepts	Administration	Analysis of student scores and data from various curriculum based assessments	Science Journals
			Classroom teachers		-District Benchmarks/ PMA's
		Use of Write Score! Science to guide instruction to meet the needs of students.	Instructional Coach	-Evaluation of student work	-Write Score! Science

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
Use of technology to enhance science instruction	K – 5th	Instructional Coach/ Reading Coach	K – 5th Teachers	Grade Level PLCs	Teachers will create a grade level bank of technology rich centers to enhance and scaffold science instruction.	Administration Instructional Coach
Integrating writing and reading into science instruction.	K – 5th	Instructional Coach/ Reading Coach	K – 5th Teachers	Grade Level PLCs	Teachers will collaborate with their grade level to gain a better pedagogy of science and science instruction when integrating into reading and writing	Instructional Coach

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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score Science	Science Assessments for scrimmage of big Ideas and FCAT cumulative	Title I	$1,500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Gizmos	Computer based	District	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	By 2013, 60% (31) of our students will score a level 3.00 or higher as required by the state of Florida on FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (27) students scored level 3 or higher on Writing	65% (31) students will score a 3 or higher on Writing

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack of prior effective writing instruction	Work with all the teachers on various effective writing strategies tied directly to reading	Principal Instructional Coach Reading Coach	Class walk throughs Plan Checks Chats with students Student work tied to a rubric	Dist. Prompts Scores on prompts showing growth
2	Teacher knowledge of how to differentiate writing with small group instruction	Teachers will implement differentiated writing groups and students will participate in small groups based on their writing needs Teacher will administer Write Score! Writing	Principal Classroom Teachers Instructional Coach	Review/Analyze student writing products Differentiated Group documentation Anecdotal notes	District Writing Prompt data Writing Portfolios FCAT results Write Score! Writing

		assessments to assist in analyzing student work for small group differentiation.			
3	Lack of teacher / student conferences during writing instruction.	Model for teachers using the Coaching Learning Cycle ways to use student conferencing to increase achievement	Instructional Coach Classroom Teachers	Review/Analyze student writing products Class walk throughs	District Writing Prompt Data Write Source! Writing Data Portfolios FCAT Writing Results

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

| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

Writing Goal #1b:	
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
Conferencing during Writing	K-5	Instructional Coach	School Wide	Grade Level PLC	Classroom teachers will work collaboratively to ensure full implementation of Writer's Workshop	Principal School Coach
Scoring Diagnostic Writing Prompts: FCAT Writing Holistic Scoring Rubric	K-5	Instructional Coach	School Wide	Grade Level PLC	Review scoring of writing as well as peer scoring	Principal School Coach
Writing Portfolios	K-5	Instructional Coach	Analyzing Student Work in writing to differentiate instruction	Grade Level PLC	School-wide portfolio system Student Writing Pieces	Principal School Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score! Writing	Writing Assessments that are then analyzed and provide teacher feedback to differentiate instruction.	Title 1	$1,500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,500.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The number of students with excessive absences will decrease by 10%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93% (392)	95%(401)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
125	100
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
136	100
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	Children miss the bus and then their parents do not bring them to school.	Parents will be notified via School Messenger phone call each day that their child is absent from school. The Attendance Intervention Team will meet weekly to analyze attendance data and sign attendance contracts with parents.	Guidance Counselor Principal	Analyzing student absentee data to observe for decrease in AIT referrals Attendance Referrals that are submitted to the State Attorney for follow up	1.1. Data from School Messenger reports School absentee data Weekly data on the number of referrals submitted to the State Attorney.
2	Unexpected illness or death in the student's family.	Creating a positive and safe learning environment by building an open line of communication with parents and caregivers concerning the student.	Classroom Teachers, Administrators, Social Worker	Phone calls, conferences, communication through student agenda.	Monthly attendance 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
Attendance Services Overview	K-5	Guidance	PLC, School-wide	Early release	Monitor that daily attendance is entered into Oncourse. Review the weekly calendar for AIT meetings with parents	CRT Operator Guidance Counselor

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

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:	Reduce the number of suspensions by 33%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
299	199
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
225	175

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 aware of the expectations for acceptable behavior in the classroom and common areas	Develop a school wide discipline plan through Foundations that is articulated to teachers and modeled for students during the first weeks of school.	Foundations Committee, Principal, Guidance	Communicate with teachers about the use of classroom referrals designed to shape behavior rather than punish for misbehavior	Analysis of classroom referrals each month

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
Second Step Training	K-5	Guidance	K-5 Teachers	End of First Nine Weeks	Analysis of data from classroom and administrative referrals	Foundations Committee

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.*	Our goal for this school year is to increase parental involvement at Hyde Grove Elementary School by offering events at a variety of times in order to accommodate the various schedules that our parents maintain.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
2249 volunteer hours	3000 volunteer hours
Problem-Solving Process to Increase Student Achievement	

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

			Monitoring	Strategy	
1	Parents are not able to attend at any time because they have small children at home and have no one to care for them.	Schedule and structure events that the entire family can attend and support the students at Ramona Elementary.	Volunteer Liaison	Attendance sign in sheets and survey forms from parent involvement activities	Analysis of data gleaned from parent participation surveys.
2	Methods of communication between school and home change frequently limiting the ways information can be shared with parents.	Weekly communication folders, email newsletters and announcements, maintain a current web page and more frequent use of School Messenger to deliver messages via voice, text and email to parents.	Guidance Principal Classroom Teachers	Install a counter on the web page to determine is there is increased traffic on the site, records from School Messenger that illustrate how many messages were delivered and how many were rejected by parents.	Analysis of data regarding parent communication gathered on the school climate survey.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Communicating with Parents: Practical Strategies for Developing Successful Relationships (Dyches, Carter & Prater)	K-5	Instructional Coaches	Grade Level Professional Learning Communities School Wide	Once a month during PLCs on Thursday and Friday Early Release Training	Wiki/Blog	Volunteer Liason

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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

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)

School Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. School Safety Goal School Safety Goal #1:	Decrease the number of accidents in the school by 10%
2012 Current level:	2013 Expected level:
30 accident reports were filled out for injuries at school in 2012	27 or fewer accidents were will be reported in 2013
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	Play ground equipment is old and needs to be replaced with equipment that meets current code requirements.	Apply for grants to replace existing playground equipment	School Advisory Council Principal	Playground will be replaced	Observe playground replacement process.

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 School Safety Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading XL	Florida Ready (Curriculum Associates)	Title I	$2,028.92
Reading	Book of the Month	Individual Teacher Copies	Title I	$3,000.00
Mathematics	FCAT Type Questioning	Florida Ready	Title I	$3,000.00
Science	Write Score Science	Science Assessments for scrimmage of big Ideas and FCAT cumulative	Title I	$1,500.00
Writing	Write Score! Writing	Writing Assessments that are then analyzed and provide teacher feedback to differentiate instruction.	Title 1	$1,500.00
				Subtotal: $11,028.92

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Success Maker	30 Licenses	Title I	$10,000.00
Mathematics	Successmaker	Computer Based	Title I	$5,000.00
Mathematics	Quantiles	Computer Based Diagnostics	Title I	$2,000.00
Science	Gizmos	Computer based	District	$0.00
				Subtotal: $17,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Success Maker Training	District Technology Support	District	$0.00
Mathematics	Successmaker Training	District Training	District	$0.00
Mathematics	Envisions Update	District Math Coach	District	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $28,028.92

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꙩ Priority	ꙩ Focus	ꙩ Prevent	ꙩ NA	

Are you a reward school: ꙩ Yes ꙩ No

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

View uploaded file (Uploaded on 10/17/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District HYDE GROVE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	65%	63%	30%	211	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	65%			127	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?	57% (YES)	50% (YES)			107	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					445	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Duval School District HYDE GROVE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	55%	62%	64%	25%	206	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	56%	56%			112	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?	46% (NO)	62% (YES)			108	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					426	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested