FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HOGAN-SPRING GLEN ELEMENTARY SCHOOL

District Name: Duval

Principal: Barbara Sistrunk

SAC Chair: Cory Dawson

Superintendent: Ed Pratt/Dannals

Date of School Board Approval:

Last Modified on: 10/24/2012

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)
Assis Principal	N/A				
Principal	Barbara Sistrunk	BS Business Education; Masters Integrated Technology in Education; and Masters Educational Leadership. Education	1	4	Principal of Hogan-Spring Glen Elementary in 2011 – 2012: Reading Mastery: 45%, Math Mastery 44%, Science Mastery 51%. Learning Gains: Reading 64% & Math 52%; Lowest 25%: Reading 60% & Math 40%. AYP Not Met. Grade C Assistant Principal of Oceanway Elementary 2010-11 Proficiency: Reading 67% Math 66% Science 38%; Learning Gains: Reading 57% Math 50%; Lowest 25%: Reading 58% & Math 63%. AYP Not Met. Grade C Assistant Principal of Greenland Pines Elementary 2009-10 Proficiency: Reading 89% Math 92% Science 66%; Learning Gains: Reading 63% Math 71%; Lowest 25%: Reading 54% & Math 83%. AYP Not Met. Grade A

Leadership K-12 and Business Education 6-12 Certification.	Assistant Principal of Greenland Pines Elementary in 2008 – 2009: Reading Mastery: 92%, Math Mastery 91%, Science Mastery 76%; Learning Gains: Reading 75% & Math 77%; Lowest 25%: Reading 67% & Math 75%. AYP Met. Grade A

Assistant Principal of Greenland Pines Elementary in 2007 – 2008: Reading Mastery: 92%, Math Mastery 89%, Science Mastery 79%. Learning Gains: Reading 77% & Math 73%; Lowest 25%: Reading 74% & Math 79%. AYP Met. Grade A |

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)
N/A	N/A	N/A			N/A

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	Bi-weekly professional development with onsite administrator.	Principal and Professional Development Facilitator(PDF)	On-going to June 2013	
2	Bi-monthly Leadership meetings to analyze school data and plan activities to improve academics.	Principal, Guidance Counselor, and Leadership Team	On-going to June 2013	
3	Local Colleges and Universities Intern Program	Professional Development Facilitator and University Placement Coordinator	On-going to June 2013	
4	Monthly Data Discussions to analyze student data and plan and implement best practices.	Principal and Teachers	On-going to June 2013	

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
No data submitted	

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
21	0.0%(0)	23.8%(5)	38.1%(8)	42.9%(9)	42.9%(9)	100.0%(21)	0.0%(0)	0.0%(0)	57.1%(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
Margaret Mayes	Sonia Hill	To foster collaboration and mentorship between Ms. Hill, 4th Grade Math and Ms. Mayes, a veteran 5th Grade Math Teacher.	Class observations and modeling lessons

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

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.

Barbara Sistrunk, Principal
• Provides a common vision for the use of data-based decision-making. Oversees the school-based team in implementing assessment. Ensures the implementation of intervention support and documentation requirements. Provides adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
Deeanna Durden, RtI Facilitator
• Participates with building the Leadership Team; acts as liaison for implementation of RtI at the school level; receives ongoing RtI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to a make decisions about interventions and strategies that support RtI.
Sonia Hill, Intermediate General Education Teacher
• Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities
Kathleen Zeigler, Primary General Education Teacher
• Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Sylvia Heekin, Guidance Counselor
• Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success, provides consultation services to general and special education teachers, parents, and administrator; provides group and individual student interventions; and conducts direct observation of student behavior.
Alex Griffin , Exceptional Student Education Teacher (ESE)
• 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.

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 school-based MTSS Leadership team meets regularly to review universal screening data, diagnostic data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create

effective learning environments. After determining that effective Tier 1- Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS Leadership Team. The four step Problem Solving Model including Problem Identification, Problem Analysis, Intervention Design and Implementation, and Evaluation will be used to achieve the best outcomes for targeted students.

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 MTSS Team assisted with the development plan by providing input from their areas of expertise that will assist the school in meeting the needs of our students who are struggling. As the team meets, team members will use their expertise as we create and implement plans to assist individual students with their weak areas. Members of the team will meet with their grade levels and departments to discuss school-wide data and the instructional implications. These discussions will spring board grade level initiatives to address common deficiencies.

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.

- Pearson/Limelight Progress Monitoring Network
- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Duval County Interim Benchmarks (Math, Reading, and Science)
- Duval County Writing Prompts
- Duval County Formatives/Summatives
- Calendar Math Pre-/Post Test

Mid Year data:
- FAIR
- DRA2
- Duval County Interim Benchmarks
- Duval County Writing Prompts
- Houghton Mifflin Reading Assessments
- Duval County Formatives/Summatives

End of Year data:
- FAIR
- FCAT Writes
- FCAT (Math, Reading, and Science)
- DRA2
- Comprehensive English Language Learning Assessment (CELLA)
- Houghton Mifflin Reading Assessments
- Diagnostic Reading Assessment (DRA2)
- FAIR – Florida Assessment for Instruction in Reading (PMRN - Progress Monitoring and Reporting Network)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retention Information
- Absentee Data
- Progress Monitoring Plan (PMP)

Describe the plan to train staff on MTSS.

We will utilize the following methods to train staff:

- Problem Solving Model
- Positive Behavioral Intervention and Support
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions

Describe the plan to support MTSS.

• Monthly scheduled meeting dates to ensure interventions/strategies are implemented as well as provide feedback to

teachers to ensure student growth.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Barbara Sistrunk, Principal
Alonda Billings, General Education Teacher, Reading Chairperson
Deeanna Durden, General Education Teacher, Writing Chairperson
Sharon Meadows, General Education Teacher
Katherine Zeigler, General Education Teacher
Melanie Boyer, Media Specialist
Alex Griffin, Exceptional Student Education Teacher
Sonia Hill, General Education Teacher

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

The Reading and Writing teams are represented by various grade levels. The Writing committee meets and chooses a Book of the Month and will monitor the results of the Writing Prompts for third – fifth grade. We will celebrate student authors with audiences monthly. Then there is a school wide response to Literature with the Book of the Month. The Reading committee functions are to support the implementation of the revised District Learning Schedules and the beginning of the Common Core Standards Implementation.

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

• For Writing the committee will maintain a bulletin board that will display the students writing samples of Response to Literature K-5. In Reading Literacy teachers will have the opportunity to participate in a Professional Learning Community for developing comprehension strategies and school-wide participation in the Read It Forward Jax district initiative.

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.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that

students' course of study is personally meaningful?

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	51% (84) of students will achieve a level 3 on the 2013 FCAT 2.0 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (71)	51% (84)

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. Academic Achievement: Teacher's lack of understanding of instructional strategies that will increase students reading ability in the following areas: • Decoding • Comprehension • Fluency • Stamina	1A.1. Teachers will include Text Talk to develop Vocabulary(Primary) Use Targeted Diagnostic Inventory games to provide specific strategies for students. (FCRR) Utilize Running records to increase Fluency Utilize Destinations Success to develop individual needs. Professional development for teachers using Making Sense of Phonics (Primary)and Re-tell, Re-write and Re-visit (Intermediate) Incorporate "Books of the Month" in lessons Utilize the Super Six Research based Comprehension Strategies	1A.1. Classroom teacher, Principal, Leadership Team	1A.1. Give scheduled assessment: (FAIR, DRA, Benchmark, FCAT) Provide and document interventions. Documented PMP for struggling students. Meeting vertically and horizontally with grade level to share work	1A.1. FAIR, DRA2, Houghton Mifflin Theme Tests, District Interim Reading Benchmark Assessments, FCAT, curriculum based measurements, and PMPsand PMPs
2	1A.2. Lack of resources such as: money, physical space for tutoring, and materials.				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment:	

Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:		N/A			

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	22% (37) of students will score at or above a Level 4 on the FCAT 2.0

2012 Current Level of Performance:	2013 Expected Level of Performance:
20 % (32)	22% (37)

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. Academic Achievement: Teacher's lack of understanding of instructional strategies that will increase students reading ability to advance above grade level in the following areas: • Comprehension • Vocabulary • Fluency	2A.1 Teachers will provide access to FCAT Explorer. Use Targeted Diagnostic Inventory games to provide specific strategies for students. Utilize Destinations Success to develop student's individual needs and professional development for teachers. Teachers will utilize Great Leaps/ Direct Instruction Teacher will incorporate "Books of the Month" in lesson plans. Teachers will implement student lead Partner/Paired reading during center time. Teachers will utilize the	2A.1. Classroom Teacher, Principal, Guidance Counselor, Leadership team.	2A.1 Analyze assessment data: (FAIR, DRA, Benchmarks, FCAT, Houghton Mifflin Theme tests) Review documented interventions Meeting vertically and horizontal with grade level to share work Review assessment given during Great Leaps Instruction. Monitor growth in WPM Meeting vertically and horizontal with grade level to share work Review assessment given during Great Leaps Instruction. Monitor growth in WPM	2A.1 FAIR, DRA2, Houghton Mifflin Theme Tests, District Interim Reading Benchmark Assessments, FCAT

		Super Six Research based Comprehension Strategies.			

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

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	70% (75) of students will make learning gains in Reading on the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (68)	70% (75)

<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	3A.1. Academic Achievement: Teacher's lack of understanding of instructional strategies that will increase students reading ability on grade level in the following areas: • Decoding • Comprehension • Vocabulary • Fluency • Phonemic Awareness	3A.1. Teachers will provide access to FCAT Explorer. Use Targeted Diagnostic Inventory games to provide specific strategies for students. Teachers will utilize Destination Success to develop individual needs and professional development for teachers. Teachers will utilize Great Leaps/ Direct Instruction	3A.1. Classroom Teachers, Principal, ESE Teacher and leadership team	3A.1. Analyze informal and Formal assessments and teacher made tests Review assessment given during reading mastery checks in Great Leaps and Direct Instruction The principal will meet monthly with teachers to discuss student progress, lesson plans, data assessments, and student portfolios will be utilized to provide evidence of instructions, assessments, and	3A.1. FAIR, DRA2, Houghton Mifflin Theme Tests, District Interim Reading Benchmark Assessments, FCAT, and PMP

| | | Teachers will incorporate "Books of the Month" in lessons

Teacher utilize the Super Six Research based Comprehension Strategies | | differentiation to address individual student needs for future instruction. | |
| --- | --- | --- | --- | --- | --- |
| 2 | 3.2. Insufficient tutoring resources available for teachers and students. | 3.2. Access and use free web resources.

Allot time for exploration of teacher resources and student materials available in library and computer lab.

Incorporate "Books of the Month" in lessons | 3.2 Teachers, Principal and Leadership Team | 3.2. Review FAIR, Interim Benchmarks, DRA2 data reports, and PMPs.

The principal will observe teachers utilizing available materials to address individual student needs. | 3.2. FAIR, DRA2, Houghton Mifflin Theme Tests, District Interim Reading Benchmark Assessments, FCAT, PMPs, formal and informal teacher evaluations. |

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:	66% (71) of our lowest quartile students will make gains in Reading on the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (64)	66% (71)

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
4A.1. Academic	4A.1 Teachers will use	4A.1. Teachers,	4A.1. Review scheduled	4A.1. FAIR, DRA2,

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Achievement: Teacher's lack of understanding of instructional strategies that will students reading ability is below grade level. • Decoding • Comprehension • Vocabulary • Fluency • Phonemic Awareness	Soar To Success to increase Reading areas of Success. Text Talk to develop Vocabulary Use Targeted Diagnostic Inventory games to provide specific strategies for students. Running records to increase Fluency Destinations Success to develop individual needs and professional development for teachers. Great Leaps to increase Fluency Open Media Center	ESE Teacher, Media Specialist, Principal, and Leadership Team	assessment data: (FAIR, DRA, Benchmark, FCAT) as well as teacher made tests Review and discuss documented interventions. Discuss documented PMP for struggling students. Meeting vertically and horizontal with grade level to share work Review assessment given during reading mastery checks in Great Leaps and Direct Instruction The principal will meet monthly with teachers to discuss student progress, lesson plans, data assessments, and student portfolios will be utilized to provide evidence of instructions, assessments, and differentiation to address individual student needs for future instruction.	Houghton Mifflin Theme Tests, District Interim Reading Benchmark Assessments, FCAT, and PMPs.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In six years, Hogan Spring Glen will reduce our achievement gap by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58%	62%	66%	69%	73%	

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:	In grades 4-5, 67% (61) of black, hispanic, and white students will make satisfactory progress in reading on the 2013 FCAT 2.0 Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 62% (32) Black: 17% (5) Hispanic: 30%(3) Asian: n/a American Indian: n/a	White: 73% (37) Black: 60% (18) Hispanic: 60% (6) Asian: n/a American Indian: 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
	5A.1. White: Lack of teacher	5A.1. Increase written and oral communications	5A.1.Classroom teachers, principal,	5A.1. Review attendance log of various parent	5A.1. School Climate Survey

			guidance counselor, and volunteer coordinator	nights	
1	and parent communication Black: Lack of teacher and parent communication Hispanic: Language barrier Asian: n/a American Indian: n/a	Open House Reading Festival Family Night Math/Science Festival Family Night FCAT Parent Night Provide Newsletters with volunteer opportunities Utilize Connect Duval Utilize district translators		Discuss newsletter items with strategies to assist students Follow-up newsletter messages with Connect Duval phone calls Invite district translators for parent conferences, district meetings	Parent Volunteer Report/Attendance at planned night.
2					

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	80% (4) of ELL students in grades 4 and 5 will make satisfactory progress in reading on FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (3)	80% (4)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher lack of ESOL strategies	Implement Multicultural/ESOL Instructional strategies through district trainings	Classroom Teachers, Principal, Guidance, Counselor	Scoring of the Assessments Classroom observations and visits Conferencing with students	FCAT 2.0 Reading logs, Class Assessments, Benchmarks, and PMAs

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:	67% (8) of students with disabilities in grades 4 and 5 will make satisfactory progress in reading on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (6)	67% (8)

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
	5D.1. Lack of	5D.1. Targeted	5D.1. Classroom	5D.1. Analyzed data from	5D.1. FAIR, DRAs,

				formal and informal assessments	PMAs, Benchmarks, FCAT, curriculum assessments Teacher Conferencing Log
1	instructional resources to increase decoding and comprehension skills	Diagnostic Inventory using FCRR Incorporate Reading Mastery for comprehension	and VE teacher, Principal	Conferencing with students with IEPs and develop PMPs Meet bi-weekly to discuss student work	Data Talks with Principal
2	5D.2. Lack of teacher training on Tier 3 interventions	5D.2. Tier 3 Trainings Referral to MTSS Team	5D.2. Classroom teachers, principal, MTSS leadership team	5D.2. Early Release Trainings, track Tier 3 interventions, formal and informal observations, MTSS monthly meeting,	5D.2. Tier 3 formal and informal assessments, tier 3 tracking logs, FAIR, DRAs, PMAs, Benchmarks, FCAT

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:	77% (58) of economically disadvantaged students will make adequately yearly progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(48)	77%(58)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge using test taking strategies.	Provide parents with strategies to assist their child in preparation for FCAT through FCAT parent night. Open House Provide reading strategies to parents during Annual Reading Festival. Provide classroom libraries for students to check out different Reading materials. Send monthly newsletter home with academic tips, school events, and other important information. Send phone messages using connect duval for school events.	Principal, teachers, media specialist and literacy team.	25 Books Champaign, Reading logs/Journals, Read It Forward Jax Initiative, and Parent Communication through monthly newsletters and connect duval.	Reading Journals/ logs, Climate Survey, Reading Festival Parent Sign-in log, FAIR, DRA2, Houghton Mifflin Theme Tests, District Interim Reading Benchmark Assessments, FCAT, and PMPs

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
Professional Book Talk	K-5	Leadership Team	All Teachers	Early Release	Lesson Plans and Student's Progress during Data Discussions with principal	Principal
Effective Mini-lessons	K-5	Leadership Team	Grades K-5 Teachers	Early Release	Formal and Informal Observations	Principal
Test Taking Strategies	K-5	Leadership Team	All Teachers	Early Release	Analyzing Assessment Data	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Reading Books	Making Sense of Phonics & Reflect, Retell, and Revisit	General	$979.00
			Subtotal: $979.00
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
Provide reading instruction with flexible guided reading groups for differentiated instruction.	Books of the Month	General	$1,747.00
Involve parents with reading activities.	Reading Festival	General and PTA Funds	$400.00
			Subtotal: $2,147.00
			Grand Total: $3,126.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	60% (3) of students will score 720-805 on the 2012-13 Cella administration.
2012 Current Percent of Students Proficient in listening/speaking:	

40% (2)

	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	Teacher lack of understanding of student language	Implement Multicultural/ESOL Instructional strategies through district trainings	Classroom Teachers, Principal, Guidance, Counselor	Scoring of the Assessments Classroom observations and visits Conferencing with students	CELLA- Listening and Speaking subtest. Reading logs, Class Assessments, Benchmarks, and PMAs
2	Teacher lack the understanding alternative response during assessment	Train and implement strategies to develop multicultural lessons and presentation	Classroom Teachers, Principal, Guidance, Counselor	Teacher Collaboration, Student conferencing, classroom observations, use of a rubric	CELLA- Listening and Speaking subtest. Reading logs, Class Assessments, Benchmarks, and PMAs

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:	60% (3) of ELL students will score 734-810 on the Reading portion of the test.
2012 Current Percent of Students Proficient in reading:	
40% (2)	

	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	Teacher lack of understanding of student language	Multicultural/ESOL Instructional Matrix Incorporate ESOL strategies into instructions	Classroom Teachers, Counselor, Principal	Data analysis of Cella Results, Scoring assessments, teacher conferencing	CELLA- Listening and Speaking subtest. Reading logs, Class Assessments, Benchmarks, and PMAs

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	60% (3) of students will score 727-825 on the CELLA for writing.
2012 Current Percent of Students Proficient in writing:	
40% (2)	

	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 general education writing materials resources to use with ESOL students	Incorporate ESOL strategies into instructions	Classroom Teacher, Counselor, and Principal	Scoring Rubric, classroom observations, and conferencing with students	District Writing prompts, formal and informal class assessments, CELLA

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:	51% (85) Students will achieve level 3 on the 2013 FCAT 2.0 in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (70)	51% (85)

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. Academic Achievement: Teacher's inability to activate student prior knowledge of basic mathematical concepts.	1A.1. Use data to create focused instruction in deficient areas to differentiate and improve math instruction, follow workshop model.	1A.1. Principal, Classroom Teacher, MTSS Team	1A.1. Grade level/Principal meetings to review classroom and grade level mathematics data from module assessments. A conference with students regarding "How do I Know When My Work is good Enough" (Rubric) .	1A.1. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, envisions Assessments, Benchmarks, and K-2 CCSS Math Assessment and student work.
2	1A.2. Teacher difficulty of teaching Math Investigation and envision.	1A.2. Academy of Mathematics, Foundations of Mathematics Workshops and Data Discussions; Teacher Collaboration	1A.2. Principal and teachers	1A.2. Classroom teachers will use strategies learned in Academy of Mathematics, Foundations of Mathematics Analyze and discuss student data with principal during monthly data meetings Share best practices during Common Planning time	1A.2. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, enVision Assessments, Benchmarks, and student work
3					
4					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
		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:	20% (33) of the students will score at or above a Level 4 in mathematics on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (22)	20% (33)

		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. Academic-Students lack prior knowledge of basic mathematical concepts	2A.1. Use data 2to create focused instruction in deficient areas to differentiate and improve math instruction, follow workshop model.	2A.1. Classroom teachers and principal	2A.1. Grade level/Principal meetings to review classroom and grade level mathematics data from module assessments. A conference with students regarding How do I Know When My Work is Good Enough. (Rubric)	2A.1. Grade level/Principal meetings to review classroom and grade level mathematics data from module assessments. A conference with students regarding "How do I Know When My Work is Good Enough" (Rubric)
2	2A.2. Teacher difficulty of teaching Math Investigation and enVision	2A.2. Academy of Mathematics, Foundations of Mathematics Workshops and Data Discussions; Teacher Collaboration	2A.2. Classroom teachers and principal	2A.2. Classroom teachers will use strategies learned in Academy of Mathematics, Foundations of Mathematics Analyze and discuss student data with principal during monthly data meetings Share best practices during Common Planning time	2A.2. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, enVision Assessments, Benchmarks, and student work. Common planning notes; informal and formal observations.
3					

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:	57% (61) of the students will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (55)	57% (61)

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. Teachers inability to activate student prior knowledge of basic mathematical concepts.	3A.1. Use data to create focused instruction in deficient areas to differentiate and improve math instruction, follow workshop model.	3A.1. Classroom teachers and principal	3A.1. Grade level/Principal meetings to review classroom and grade level mathematics data from module assessments. A conference with students regarding "How do I Know When My Work is Good Enough" (Rubric)	3A.1. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, enVision Assessments, Benchmarks, and student work
2	3A.2. Teacher difficulty of teaching Math Investigation and enVision	3A.2. Academy of Mathematics and Data Discussions	3A.2. Principal and teachers	3A.2 Classroom teachers will use strategies learned in Academy of Mathematics and Data Discussions	3A.2. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, enVision Assessments, Benchmarks, and 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:

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:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	41% (52) of students in the L25% will make learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%(27)	41%(52)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>4A.1. Academic-Students lack prior knowledge of basic mathematical concepts.</td><td>4A.1. Use data to create focused instruction in deficient areas to differentiate and improve math instruction, follow workshop model, and the Everglades K-12, Common Plan, Vertical Alignment using to initial best practices from Professional Development book</td><td>4A.1. Principal and teachers</td><td>4A.1. Grade level/Principal meetings to review classroom and grade level mathematics data from module assessments. A conference with students regarding "How do I Know When My Work is Good Enough" (Rubric)</td><td>4A.1. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, enVision Assessments, Benchmarks, and student work</td></tr>
<tr><td>2</td><td>4A.2. Teacher difficulty of teaching Math Investigation and enVision</td><td>4A.2. Academy of Mathematics, Foundations of Mathematics and Data Discussions</td><td>4A.2. Principal and teachers</td><td>4A.2. Classroom teachers will use strategies learned in Academy of Mathematics and Data Discussions</td><td>4A.2. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, enVision Assessments, Benchmarks, and</td></tr>
</table>

					student work

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, Hogan-Spring Glen will reduce the achievement rate by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53%	57%	61%	65%	69%	

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:	70% (64) of black, hispanic, and white students in grades 4 and 5 will make satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 49% (25) Black: 20% (6) Hispanic: 30% (3) Asian: n/a American Indian: n/a	White: 75% (38) Black: 60% (18) Hispanic: 80% (8) Asian: n/a American Indian: 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	5A.1. White: Lack of communications between parent and teacher. Black: Lack of communication between parent and teacher. Hispanic: Language barrier Asian: n/a American Indian: n/a	5A.1. Increase written and oral communications Open House Math/Science Festival Family Night FCAT Parent Night Provide Newsletters with volunteer opportunities Utilize Connect Duval Utilize district translators	5A.1. Classroom teachers, principal, and volunteer coordinator	5A.1. Review attendance log of various parent nights Discuss newsletter items with strategies to assist students Follow-up newsletter messages with Connect Duval phone calls Invite district translators for parent conferences, district meetings	5A.1. School Climate Survey Parent Volunteer Report/Attendance at planned night. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, enVision Assessments, Benchmarks, and 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	80% (4) of ELL students will make satisfactory progress in mathematics on the 2012 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2)	80% (4)

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher lack of ESOL strategies	Implement Multicultural/ESOL Instructional strategies through district trainings	Classroom Teachers, Principal, Guidance, Counselor	Scoring of the Assessments Classroom observations and visits Conferencing with students	Math Journals, Class Assessments, Benchmarks, FCAT, and PMAs

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:	77% (10) of students will make satisfactory progress in mathematics on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (8)	77% (10)

		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	5C.1. Lack of instructional resources to increase basic mathematical concepts	5C.1. Use data to create focused instruction in deficient areas to differentiate and improve math instruction. Incorporate strategies from Academy of Mathematics and Foundations of Mathematics	5C.1. Classroom and VE teachers and principal	5C.1. Grade level/Principal meetings to review classroom and grade level mathematics data, students conference on How do I know When My Work is Good Enough (Rubric)	5C.1. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, enVision Assessments, Benchmarks, and student work
2	5C.2. Inadequate professional development in specific content areas	5C.2. Academy of Mathematics, Foundations of Mathematics, and Data Discussions	5C.2. Classroom and VE teachers, principal	5C.2. Classroom teachers will use strategies learned in Academy of Mathematics and Foundations Mathematics; data discussions, student conference	5C.2. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, enVision Assessments, Benchmarks, and 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	77% (58) of Economically Disadvantaged will make satisfactory progress in mathematics on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:

63% (47)	77% (58)

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. Lack of background knowledge using test taking strategies.	5D.1. Provide parents with strategies to assist their child in preparation for FCAT through FCAT parent night. Open House Provide math strategies to parents during Annual Math/Science Festival. Send monthly newsletter home with academic tips, school events, and other important information. Send phone messages using connect duval for school events.	5D.1. Classroom teachers and principal	5D.1. Grade level/Principal meetings to review classroom and grade level mathematics data from module assessments. A conference with students regarding How do I know When My Work is Good Enough (Rubric)	5D.1. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, enVision Assessments, Benchmarks, and student work

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
Academy of Math	K-5	Schultz Center, District Math Coaches	Math Teachers	5 meetings sessions per year	Classroom observation	Principal
Math Workshop	K-5	Leadership Team	Grades K-5	Early Release	Student's Progress during Data Discussion with Principal	Principal
Foundations of Mathematics 101	K-5	Schultz Center, District Math Coaches	4th Grade Math Teacher	6 meetings sessions per year	Classroom observation	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
"Good questions Great Ways to Differentiate Mathematics Instruction" by Marian Small will be used to implement research based math strategies.	Math Professional Reading Source	General	$325.00
			Subtotal: $325.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
IXL	Computer Math Program	General	$1,500.00
			Subtotal: $1,500.00

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
Involve parents with math and science activities.	Math/Science Festival	General and PTA	$400.00
			Subtotal: $400.00
			Grand Total: $2,225.00

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:	56% (36) of students in grade 5 will score at achievement level 3 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (20)	56% (36)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. A new curriculum being used P-SELL(fifth grade only) A new curriculum being used Interactive Science	1A.1. Ongoing professional development	1A.1. Classroom teacher,Principal Instructional Leadership Team	1A.1. Implementation of the new curriculum	1A.1. Benchmark score, Classroom tests, Class participation of scientific process PMA's, Science Notebooks, FCAT
2	1A.2. Lack of communication between teachers and parents	1A.2. Math/Science Family Festival Night Connect Duval Newsletters Utilize student planners	1A.2. Classroom teachers, volunteer coordinator, Science Lead, and principal	1A.2. Review attendance log of various parent nights. Utilize Connect Duval, marquee, and newsletters to improve communication	1A.2. School Climate Survey Parent Volunteer Report/Attendance at planned night
3	1A.3. Minimal availability of computers and internet access	1A.3. Use of school laptop computer cart, public library computer	1A.3. Classroom teachers and principal	1A.3. Increased classroom participation, teacher monitoring of student	1A.3. Benchmark scores, Classroom tests, Class participation of scientific

				process, PMA's, Science Notebooks, FCAT

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:	16% (10) students will score at or above level 4 in science on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (5)	16% (10)

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	2.1. Difficulty processing Multi - step questions (Five "Es").	2.1. focus on specific item questions Teacher collaboration Implementation of Academy of Science strategies Connect Duval Math/Science Festival	2.1. Classroom teacher and principal	2.1. Science journals, student conference, teacher collaboration during common planning time, use newsletters, Connect Duval, OnCourse Teacher website, student planners to communicate with parents.	2.1. Benchmark score Classroom tests Class participation of scientific process PMA's Science Notebooks FCAT 2.0
2	Difficulty performing and presenting formal and informal data in science labs, experiments/activities	Conducting experiments and labs following the scientific process.	Classroom teacher and principal	Monitoring and modeling the scientific process strategies and science journals	Science Notebooks Classroom Tests Class participation of scientific process

				Benchmarks PMA's FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
AOS primary and intermediate (1 each)	K-5	District Facilitators	K-2 primary teacher 3-5 intermediate teacher	AOS schedule (4 meetings per year)	Sharing information with faculty at early release trainings, grade level meetings, and vertical planning	Principal
P-SELL	5th	District Facilitators	5th Grade Teacher	P-SELL scheduled meetings (3 per year)	Class observations, make and take sessions	Principal

Science Budget:

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Involve parents with math and science activities	Math/Science Festival	General Funds and PTA	$400.00
			Subtotal: $400.00
			Grand Total: $400.00

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:	62% (42) of all Fourth grade students to achieve level 3.0 or higher in writing on the 2013 FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (24)	62% (42)

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	1.1. Lack of instructional strategies that will increase organization and structure in the writing process.	1.1. Implement 1. Turn and Talk 2. Graphic Organizers 3. Planning sheets 4. Modeling	1.1. Classroom Teachers Principal	1.1. Writing notebooks of students will be monitored quarterly, students' District Writing Prompts will be monitored, Writer's Workshop conferences, Writing Portfolios	1.1. Genre – published piece District Writing prompts, FCAT 2.0
2	1.2. Lack of instructional strategies that will increase in conventions in writing	1.2. Vertical planning to unpack the standards, student conferencing during Writer's Workshop for accountability, Implement DOL: daily writing following district scope and sequence, anchor/exemplary class scoring and editing	1.2. Classroom Teachers and Principal	1.2. Writer's Workshop conferences MTSS/Targeted small group work (Tier II, III) K-2 teachers will monitor for conventions within the various genres and legible handwriting.	1.2. Grammar Assessments, District Prompts District, Writing Portfolios and Conference Logs. Attendance log for vertical planning.
3	Lack of background knowledge and pre-requisite skills	All students K-4 participate in Writer's Workshop daily.	Classroom Teachers and Principal	Writing Notebooks monitored quarterly. District Writing Prompts will be monitored.	Writing Portfolio, District Writing Prompts, FCAT 2.0

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

in need of improvement for the following 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
Common Core Standards - Vertical Planning to unpack the CCS (Learning trajectories/ alignment of standards)	K-2	Principal and Literacy Team	K-2	Early Release	Lesson planning grade level discussions	Team Leader, principal, and designee
Melissa Forney Workshops	K-5	District Facilitator and/or Melissa Forney	Literacy Teachers	Scheduled Annually	Primary/Intermediate teachers share	Principal

Writing Budget:

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

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Hogan-Spring Glen Elementary will decrease the number of students at 5 + absences to 31% (106).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
77% (253)	40% (136)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
2 as of 9/5/12	43% (147)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
0 as of 9/5/12	5% (17)

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	1.1. Parent Support	1.1. Truancy letters, Teacher/Parent conference	1.1. Classroom teachers, Data Entry Clerk, Guidance Counselor, Social Worker, and Principal	1.1. OnCourse attendance data graphed to show changes in attendance patterns	1.1. OnCourse attendance data monitored by the teacher. Monthly attendance progress reports sent to parent by AIT.
	1.2. Language barrier	1.2. Provide translators for oral and written communications.	1.2. Classroom teachers, guidance counselor, and principal	1.2. Parents attend meetings, OnCourse attendance data graphed to show changes in attendance patterns	1.2. Translator Assignment logs from the ESOL Office OnCourse

2					attendance data monitored by the teacher. Monthly attendance progress reports sent to parent by AIT.
3	1.3. Lack of notification	1.3. Attendance report Connect Duval Newsletters OnCourse Parent Portal Student planners	1.3. Classroom Teachers, Principal, Data Entry Clerk, Guidance Counselor, and Social Worker	1.3. OnCourse attendance data graphed to show changes in attendance patterns, Use Connect Duval, Newsletters, and Parental Portal, and student planners to improve communication	1.3. OnCourse attendance data monitored by the teacher. Monthly attendance progress reports sent to parent by AIT. Monitor Connect Duval daily report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Intervention	K-5	District	K-5 School Wide	Early Release	Monitor attendance reports	Principal and 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
Attendance Incentive	Attendance Award's Ceremony	General	$350.00
			Subtotal: $350.00
			Grand Total: $350.00

End of Attendance Goal(s)

Suspension Goal(s)

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:	Decrease by 10% (28)
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0%	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
12% (42)	10% (34)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
42	34

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	1.1. Lack of training in Foundations/CHAMPs across grade levels	1.1.Observation by Safe and Healthy Schools, individual teacher training, implement workshop strategies	1.1. Principal, guidance counselor, and Foundations Team	1.1. School data/report to determine the percentage of students suspended Utilize Full Service Second Steps Integration Bullying Assembly	1.1. Suspension Report, monitor discipline referrals, Climate Survey
2	1.2. Protocol and lack of implementation to track referrals and discipline	1.2. Improve communication	1.2.Classroom teachers, data entry clerk, principal, and guidance counselor	1.2. School data/report to determine the percentage of students suspended Input suspension data in Genesis; return signed referral to teacher with indication of input	1.2. OnCourse Attendance, school accountability report, suspension data

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
RTI Behavior	K-5	District	K-5 School Wide	Early Release	School wide observations	Principal
CHAMPs	K-5	District/Foundations Team	K-5 School Wide	Early Release	Monthly progress sheets	Principal
"Second Step" - A Violence Prevention Curriculum	K-5	Guidance Counselor	K-5 School Wide	Early Release Training	School wide observations	Guidance Counselor and Principal

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
Monitor/Observe positive behavior	"I Got Caught Incentives (Treasure Tower) machine	General and PTA	$250.00
			Subtotal: $250.00
			Grand Total: $250.00

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.*	Increase parent involvement by 38% (22).

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
35% (20)	38% (22)

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	1.1. Lack of parent teacher communication	1.1. Improve communications by using: Connect Duval, Newsletters, Website, Marquee, Student planners Family Nights Parent Conferences	1.1. Classroom teachers and principal	1.2 Collection of participation data surveys, improve communication using district resources such: email, onCourse website, onnect Duval, newsletter, marquee, and student planners. Invite parents to parent nights	1.2 Parent attendance survey sheets Monitor Connect Duval daily report View parent/teacher conference notes, Tract attendance sheets from family nights.
2	Poor Attendance	Provide parents with the District's Attendance Policy and Expectations Parent Conference Referral to Attendance Intervention Team	Classroom teacher, Guidance Counselor, CRT operator, Truant Officer, Principal, RTI Team	Review attendance records Monitor the Attendance Contract	Attendance Records Attendance Contract

---

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volunteer Coordinator's training	K-5	District and Volunteer Coordinator	K-5 Teachers	Early Release	monitor volunteer data	Principal
PTA Meetings, Reading and Math/Science Festivals, Reading and Writing Night	K-5	Principal and Leadership Team	Principal, teachers, PTA	scheduled dates	parent surveys, sign-in logs, PTA minutes	Volunteer Coordinator, PTA, and Principal

---

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)

20% decrease of discipline referrals in the cafeteria.

2012 - 11% (40)
2013 - 8% (32) 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. 20% decrease of discipline referrals in the cafeteria. 2012 - 11% (40) 2013 - 8% (32) Goal 20% decrease of discipline referrals in the cafeteria. 2012 - 11% (40) 2013 - 8% (32) Goal #1:	20% decrease of discipline referrals in the cafeteria
2012 Current level:	2013 Expected level:
11% (40)	8% (32)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Budget	Recruit volunteers to monitor students, reward good manners/behavior in the cafeteria	Principal, Classroom teachers, and volunteer coordinator	Award Ceremony, Volunteer sign-in log, Classroom clipboard provided by classroom teachers to track behavior	Volunteer log Discipline data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volunteer Workshops	K-5	Volunteer Coordinator and District	Parents, community volunteers, teachers,volunteer coordinator	Ongoing to June 2013	Volunteer log; observations	Volunteer Coordinator and Principal

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 20% decrease of discipline referrals in the cafeteria.

2012 - 11% (40)
2013 - 8% (32) Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Reading Books	Making Sense of Phonics & Reflect, Retell, and Revisit	General	$979.00
Mathematics	"Good questions Great Ways to Differentiate Mathematics Instruction" by Marian Small will be used to implement research based math strategies.	Math Professional Reading Source	General	$325.00
				Subtotal: $1,304.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	IXL	Computer Math Program	General	$1,500.00
				Subtotal: $1,500.00

Professional Development

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

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide reading instruction with flexible guided reading groups for differentiated instruction.	Books of the Month	General	$1,747.00
Reading	Involve parents with reading activities.	Reading Festival	General and PTA Funds	$400.00
Mathematics	Involve parents with math and science activities.	Math/Science Festival	General and PTA	$400.00
Science	Involve parents with math and science activities	Math/Science Festival	General Funds and PTA	$400.00
Attendance	Attendance Incentive	Attendance Award's Ceremony	General	$350.00
Suspension	Monitor/Observe positive behavior	"I Got Caught Incentives (Treasure Tower) machine	General and PTA	$250.00
				Subtotal: $3,547.00
				Grand Total: $6,351.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

j̄ⁿ Priority	j̄ⁿ Focus	j̄ⁿ Prevent	j̄ⁿ NA

Are you a reward school: j̄ⁿ Yes j̄ⁿ No

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

View uploaded file (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Headphones for computers	$500.00
Interactive software to improve student achievement	$1,000.00

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

Monthly meetings

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District
HOGAN-SPRING GLEN ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	71%	58%	47%	246	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	65%	72%			137	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)	77% (YES)			134	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					517	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Duval School District
HOGAN-SPRING GLEN ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	55%	79%	48%	246	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%	59%			121	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?	53% (YES)	57% (YES)			110	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					477	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested